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Date: Date.

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

- **Higher Education Institution:**  
University of Central Lancashire (UCLAN) Cyprus
- **Town:** Larnaca
- **School/Faculty (if applicable):** School of Sciences
- **Department/ Sector:** Department:  
Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

Sports and Exercise Sciences (4 years/240 ECTS/BSc)

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

**In Greek:** Concentrations

**In English:** Concentrations



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



## A. Introduction

*This part includes basic information regarding the onsite visit.*

The Covid-19 pandemic meant that an on-site visit was not possible and this evaluation was undertaken remotely using the Zoom web-platform. Conducting a periodic review by virtual means presents some challenges but the External Evaluation Committee (EEC) were able to gain sufficient information to make informed judgement in the key areas of assessment. Some areas could not be assessed fully by an on-line virtual process (e.g. being able to see the facilities first-hand) but these are relatively few. The EEC would like to extend its thanks to all who engaged in the evaluation process.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>John Saxton</b>	Professor and Head of Department.	University of Hull, UK
<b>Borja Sañudo Corrales</b>	Professor	Universidad de Sevilla, Spain
<b>Jaime Sampaio</b>	Associate Professor	Universidade de Trás-os-Montes e Alto Douro, Portugal
<b>Konstantinos Zacharia</b>	Student member	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 general impression of the programme was very good and considered to be consistent with European standards. The admissions procedure is clear, the programme is well structured and appropriate. The study programme has the clear competitive advantage of being delivered in English and having a double certificate with professional recognition in two countries (UK and Cyprus).

### Strengths

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

Robust governance structures are in place to ensure that the quality of taught provision is at the required level. The School has academic quality leads that sit on the main Academic Standards and Quality Assurance Committee of the University. The School also has representation on the University Student Experience and Engagement Committee and the Research and Innovation Committee. These committees monitor the implementation of quality assurance policy across the different domains of the business.

### 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 good range of work experience placement opportunities is available to students on the programme in the final year(s) of their studies. These placement opportunities are representative of some of the career pathways available to Sport and Exercise Science students, e.g. elite sports performance, physical activity for health and physical education, perhaps with more emphasis on the latter. The students place a lot of value on these placements but feel that more opportunities to engage in work experience during the earlier stages of the programme, either via such placements or summer internships, would bring added value and increase the number of hours engaged in work placement activities. For this reason, **the EEC recommend that the programme team consider ways to increase opportunities (and support for) work experience earlier in the programme.** We also recommend exploring ways to access to public schools for placement opportunities but understand the political challenges this may bring. In addition, **students expressed a need for more career advice throughout their studies, in particular, the career opportunities open to them as graduates of the Sport and Exercise Sciences and how they can use the skills they develop to open up career opportunities.** Employability is always an important issue. By embedding professional experiences earlier in the course and working to ensure that all classes have a balanced weight of theoretical and practical application, students will be more confident of being “ready-to-work” on graduation. It also seems that there is a need to more clearly delineate the final year consultancy project from the work experience placements in the final year of study. Most students chose to undertake a research project in their final year so it is unclear what the value of the consultancy project is to the programme, or how it differs from the work experience placements. **The EEC recommend that the difference between the independent research project and consultancy project is more clearly defined in the course descriptions and learning outcomes.** Finally, although the links with UCLan-UK brings many benefits for the programme, this relationship should not constrain alternative development perspectives. **The EEC recommends that the Programme Team and the Faculty should also be looking to build other collaborations and partnerships, especially related to the interests of potential students.**



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	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

### Sub-areas

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

**2.2 Practical training**

**2.3 Student assessment**

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

#### Standards

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

### **2.2 Practical training**

#### Standards

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

### **2.3 Student assessment**

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

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

*You may also consider the following questions:*

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

### Findings

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

Teaching, learning and student assessment procedures meet the relevant quality criteria. A good balance of theory and practical training is built into the programme and this extends to modular assessments, which tend to include a mix of written and practical examinations. Assessments are moderated internally and externally (depending on level of the programme) to help ensure that marking standards are appropriate and have been applied consistently and fairly. There is a strong emphasis on developing the skills needed for evidence-based practice, with Faculty staff at all levels having a strong commitment to research-informed teaching. The level of practical skills training overall, and across core sport science disciplines (i.e. physiology, biomechanics and psychology), is generally very good. There is a small Sport and Exercise Science laboratory, which includes all main items of equipment needed to support the development of practical skills in these core disciplines.

### Strengths

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

The students hold the programme in high regard and describe the teaching staff as having a solid character and respected reputation. They also feel that the teaching staff are very well qualified and their research-teaching synergies are clearly present and developed, as well as believing that their programme of study has a similar level of importance to other programmes in the School and wider university. Learner-teacher relationships are strong and there is a very supportive learning culture. There is clear evidence of flexible approaches to teaching and learning, which has been further emphasised during the Covid-19 lockdown period. Students commented very favourably on the remote support and quality of their learning experiences during the lockdown period, as well as the flexibility and adaptability of staff in maintaining student contact and in ensuring that some level of practical skills training is retained within the programme. Students are encouraged to take an active role in creating the learning process. The Sport and Exercise Science laboratory is highly valued by the students and provides excellent opportunities to interact with, and apply their learning to, elite level athletes in the context of physiological assessments and intellectual input into training regimens. The programme's demographic profile is made up of high achieving students, those with a more vocational outlook and mature students who may have non-traditional qualifications but considerable professional experience. Programme staff have a good awareness of the challenges associated with teaching disparate groups and make every effort to adjust their learning and teaching style to meet the needs of specific students.

### 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 Sport and Exercise Science laboratory is a highly valued facility amongst the students and is central to developing the practical skills many students will need in their future careers. There is a perception amongst programme staff that more career opportunities will be available to students graduating from the programme within the realm of elite level sport in the future. The ability to undertake accurate and precise physiological and biomechanical assessments is fundamental to careers in elite sport and has broad application for graduates entering the field of *exercise for health*, across a whole spectrum of populations, i.e. individuals at risk of developing non-

communicable diseases and those with long-term (chronic) conditions. This emphasises the importance of the laboratory facility to students on the programme, and **the ECC recommends that every effort is made to maintain the quality and robustness of the equipment used for physiological and biomechanical assessments, while also taking every opportunity to extend this resource, should appropriate financial support become available.** This laboratory facility will also be invaluable for the School's plans to implement its own programme of PhD scholarships.

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

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

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

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

#### **3.1 Teaching staff recruitment and development**

##### Standards

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

#### **3.2 Teaching staff number and status**

##### Standards

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

#### **3.3 Synergies of teaching and research**

##### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

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

### Findings

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

Most teaching staff are qualified to PhD level and have relevant expertise in the disciplines needed to deliver all modules on the programme. Teaching on modules is generally shared by more than one member of staff having the relevant skill-set for the particular module. Many staff are actively engaged in research and have a developing research publication profile. All staff are encouraged to work towards and achieve Fellowship of the Higher Education Authority, a respected teaching qualification which demonstrates a broad understanding of effective approaches to learning and teaching as a key contribution to high-quality student learning. Staff undergo an annual appraisal, in which their progress over the last 12 months is evaluated and objectives set for the next 12 months across the domains of Learning and Teaching, Research and Administrative Roles. The staff workload model is centred on a 40%:40%:20% balance of the latter. At the present time, most of the incentivisation for staff to engage in research is based on this aspiration to provide a 40% time allocation for research in the workload. Small levels of competitive internal funding are also available to pump-prime new research projects.

### Strengths

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

Staff in the School fully appreciate the value that active engagement in research brings to the taught provision. The School is currently working towards implementing its own programme of PhD studentships and this will be a step forward in raising its research profile. The recently developed research partnership with academic staff from UCLan-

UK via a newly developed Research Centre for Applied Sport (and its Special Interest Group) is another example of the School's commitment to developing its research profile and establishing valuable international collaborations. Additionally, the School has recently expanded its staff resource, thereby broadening its areas of research expertise in the sub-disciplines of Sport & Exercise Psychology and Sports Rehabilitation. These initiatives will help to ensure that the School's taught provision is underpinned by high-quality research and that undergraduate students benefit from research-informed teaching via involvement in ongoing research projects and access to empirical research data in their studies.

### 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 teaching staff are young, having the advantage of being able to communicate very effectively with the students and providing interesting amounts of energy to course. However, it is also true that deeper reflection of the groundings of Sports Sciences and cutting-edge (research-informed) application of knowledge may not be possible with such a young staff-base and so the programme would benefit from the input of more experienced academics. **The EEC would like to suggest that the programme would benefit from inviting international world experts to provide occasional teaching and research guidance.** This last point was particularly evident in the challenges of clearly identifying two or three core topics in which the Programme Team aims to excel in, and produce original research that can be transferred to the teaching programmes. The Programme's young staff-base also means that many members of the team are still developing their research profile. The research initiatives (cited above in "Strengths") that are being implemented by the School are commended by the EEC, will improve its research profile, and have much potential to bring lots of added value to the BSc programme by providing a much stronger platform for research-informed teaching. In particular, **the EEC recommends that the university encourages and support staff in developing their research profiles, and implementing its own programme of PhD studentships is seen as an important step forward, in this respect.** In addition, advertising self-funded PhD opportunities could become a feasible proposition with the implementation of local student fee structures.

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	Compliant

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

##### Sub-areas

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

##### 4.1 Student admission, processes and criteria

###### Standards

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

##### 4.2 Student progression

###### Standards

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

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

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

The student entry tariff and progression is comparable with other Sport and Exercise Science programmes across Europe. The admission requirements and progression, recognition and certification policies for the programme are clear and well-defined.

##### Strengths

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

A robust system has been established for student engagement, which includes well-defined processes for monitoring attendance and addressing the needs and challenges of students that are not engaging at the right level and/or underperforming. Student progression through the programme is accurately monitored and attainment of good degrees (First class, upper-second) is comparable with other Sport and Exercise Science programmes across Europe. Students place high value on the Dual Degree award, which sets it apart from competing programmes in the region. Mature students with non-traditional qualifications are interviewed prior to enrolment to ensure they have the necessary prior experience and study skills to succeed on the programme. A good level of attention is given to English language proficiency. Support for English language development is available prior to students enrolling on the first year of the programme via WISER (a group of services and tools to improve English language academic skills) and the IELTS entry standard was recently raised to 5.5. Also, for students with non-traditional qualifications at the time of application, the University provides summer period lessons in English, after which candidates have to pass an

English exam before they can enrol on the programme. Students needing to develop their writing skills are encouraged to take an optional Academic Writing Skills module in their first year of study. Greek language training is available for international students who may want to pursue careers in Cyprus following graduation. The University (via the Language Academy) provides such language course at different levels (beginner, intermediate and advanced) for students who wish to learn a language that may be useful for their future career prospects.

### 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.*

Although some data are available for student progression following graduation (i.e. employability), **the EEC recommends that the Department would benefit from a more detailed understanding of employment destinations, particularly for graduates working across different elite sport and business settings.** There is evidence that a proportion of graduates establish their own businesses after graduation and a more in-depth analysis in respect of the latter would help to ensure that opportunities to develop appropriate business skills (e.g. engagement with the Centre for Entrepreneurial Development) are provided within the student journey. **The EEC recommends that the School makes every effort to maintain contact with its graduates, as a means of understanding career destinations and providing “future career role models” for students on the programme.** Finally, any strategy to increase recruitment of international students will need to take into account the importance of developing competency in the English language and the need to provide an increased level of support via English classes prior to, at the beginning of the programme.

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

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

## 5. Learning resources and student support (ESG 1.6)

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

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

### 5.2 Physical resources

#### Standards

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

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

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

*You may also consider the following questions:*

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

### Findings

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

There are sufficient resources available for this programme. The students have access to a broad range of learning materials, including well-equipped library resources and access to e-journals. The learning environment is state-of-the-art, with well-equipped computer rooms and other teaching spaces and a Sport and Exercise Science Laboratory. There is disabled access to all facilities, including a large lecture theatre. A range of up-to-date technologies is used for learning and teaching and ensures that the taught material can be delivered in a way that is innovative, engaging and relevant to contemporary Sport and Exercise Science students.

### Strengths

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

Students are generally very satisfied by their learning experience and feel well-supported by departmental staff and student support services. There is effective communication with the teaching staff and personal tutors and student welfare is safeguarded. The Sport and Exercise Science laboratory is an asset to the School and is highly valued by the students. A competent team of administrators provide a good level of support to academic staff and students and are strongly committed to improving the efficiency of systems and processes. School administrators have representation on Faculty and higher level committees and feel that they are able to play an active role in key decisions and initiatives. In particular, the IT was showed to be completely aligned with an adequate development and monitoring plan.

### 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.*

More laboratory space and equipment would be needed to support any expansion of student numbers.

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

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### 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.

Click or tap here to enter text.

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

## D. Conclusions and final remarks

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

The EEC found the meetings to be interactive and productive, with full engagement from all sections of the academic community. Faculty members from the School of Sciences were receptive to discussions of current practice and recommendations for the review of practice. They interacted very well with the EEC and showed a strong commitment to towards a collective effort. A major strength of the programme was considered to be the very enthusiastic and cooperative team of high quality teaching staff, having both scientific and clinical experience. The EEC also feels the programme aligns with the needs of the labour market but that some additional measures should be implemented to ensure that students feel well-equipped for the job-market. The Sport and Exercise Science laboratory is a highly valued facility amongst the students and is central to developing the practical skills many students will need in their future careers. For this reason, every effort should be made to maintain the quality and robustness of the equipment, while also capitalising on opportunities to extend this resource, should appropriate financial support become available. There are robust quality assurance processes in place, both at course and programme level. The reputation of the University and double certification were highlighted as important strengths of the programme. In our opinion, overall there is a good balance between practice and theory. Furthermore, English language support for foreign students is remarkable. Questions raised by the EEC were answered very thoroughly, providing ample reassurance of a high level of professionalism in maintaining/improving standards, listening to and addressing the needs of students.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
John Saxton	
Borja Sañudo Corrales	
Jaime Sampaio	
Konstantinos Zacharia	

Date: 17 May 2021