

Doc. 300.1.1

Date: 02 October 2025

## External Evaluation Report

(Conventional-face-to-face  
programme of study)

- **Higher Education Institution:**  
European University Cyprus – Frankfurt  
Branch
- **Town:** Frankfurt, Germany
- **School/Faculty (if applicable):** School of  
Medicine
- **Department/ Sector:** Physiotherapy
- **Programme of study- Name (Duration, ECTS,  
Cycle):** Physiotherapy (4-Year Programme –  
240 ECTS – B.Sc.)

**In Greek:**

Programme Name

**In English:**

Physiotherapy (4-Years, 240 ECTS, BSc)

- **Language(s) of instruction:** English
- **Programme's status:** New
- **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 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Introduction

The site visit was undertaken on 01 October 2025. This was structured as planned. Morning sessions included presentations from the team on the overarching EUC Frankfurt programmes with then specific focus on the Physiotherapy BSc programme for accreditation.

Of note, this programme is a duplicate programme from the programme in Cyprus. The team was clear that this was a transferable programme. There is currently no programme being run in Frankfurt. However, the learning from Cyprus will be used to feed-forward to this accreditation programme.

The team made it very clear in the presentation that they need accreditation before they were able to take the programme forward in relation to resources and staffing. Furthermore, the team made it clear that there were ongoing developments in infrastructure in relation to the new building project in 2028 which will provide more room-space for teaching and educational purposes.

The onsite visit included meetings with key faculty, administration team members and student representatives. There were also meetings and presentations from external stakeholders from Cyprus, Germany and the UK. These meetings were incredibly helpful and provided the panel with information required to merit the accreditation assessment.

The visit included an off-site visit of a physiotherapy out-patient department which is a proposed clinical placement for students.

The panel thank the organizing team for this visit in addition to the pre-meeting report.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Prof. Simon Brumagne</b>	Chair; Professor of Rehabilitation Sciences & Physical Therapy	KU Leuven
<b>Prof. Cecile Ledergerber</b>	Professor of Higher Education and Professional Development; Head of the BSc Programm	Zurick University of Applied Science
<b>Prof. Toby Smith</b>	Professor of Clinical Trials (Physiotherapy)	University of Warwick
<b>Mrs Chrystalla Leonidou</b>	Professional Body Member	Cyprus Physiotherapists and Physiotherapy Establishments Registration Council
<b>Mr Pavlos Petrou</b>	Student Member	University of Cyprus
<b>Name</b>	<b>Position</b>	<b>University</b>

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

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

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
  - *collaborates with industry experts for curriculum development.*
  - *conducts joint reviews with external academic specialists to maintain academic rigor.*
  - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
  - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
  - *conducts regular feedback sessions with local community leaders for societal relevance.*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

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

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

#### **1.4 Information management**

##### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *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*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

## Findings

The panel commended the team on the principles of the programme and aspiration i.e. an English-speaking programme within a central European location which is multi-cultural and well-connected. However, this also offers challenges in relation to ensuring that the German and Cyprus accreditation needed. Of note, this panel is only accrediting the programme from a Cyprus perspective and not a German perspective.

### **Sub-Area 1.1: Policy for Quality Assurance**

The team provided clear information on various Quality Assurance programmes and guidelines. The team presented the structure of their Quality Assurance mechanism across the different cross-programme teaching and educational elements. The learning from the EUC-Frankfurt medical programme will be duplicated to the physiotherapy programme.

### **Sub-Area 1.2: Design, approval, on-going monitoring and review**

There is already an accredited programme from the EUC-Cyprus course. This programme therefore is not a 'new' programme design but is duplicate from the existing programme. The team notified the panel that the Cyprus programme is being reviewed for an accreditation in 1.5 years time. The team made it clear that any changes in either programme would be duplicated. Therefore, the recommendations made in this report are aimed to help the team make the change they propose for the forthcoming Cyprus programme revalidation.

The team reported that there were continuous evaluation and monitoring opportunities within the programme. The team reported a comprehensive approach to gain feedback at the end of each module, and there was on-going liaison with external stakeholders and students. This was validated from the discussions the panel had with both groups during the site visit.

The panel considered whether some elements of the course could benefit from modernisation. It was acknowledged that there was duplication of electrotherapy. There is 18 ECTS credits (e.g. Electrotherapy Part 1; Electrotherapy Part 2, Physical Modalities) for electrotherapy but a lower ECTS allocation for clinical reasoning, communication, exercise prescription (for example). These latter elements are not clearly stated in the current programme. More explicit 'sign-posting' of these is needed in the programme to aid student awareness. The panel recommended that the team reflect on whether the allocation for credits is appropriate when the team consider their changes to the Cyprus programme.

The panel recommended the team review allocation of time for 'First Aid' Year 1. For example, it was anticipated that Basic Life Support should be taught within a 4-5 hours but no more. The current proposed programme appears too much time. The use of the time on other elements is recommended. It was similar for the Ergotherapy module where a session on interprofessional practice where the students can learn what other professional group's roles are may be more suitable than a 14 week programme.

However, it was not clear what the level of feedback was i.e. what was the response rate from module evaluation, and it was not clear if there was a formal Advisory Board for the student committee. The panel commended the 'open door' policy which the team repeated acknowledge, but this more formal approach could be advantageous.

From a 'design' perspectives, the team reported a wish to take-up the opportunity for interprofessional practice between physiotherapy and medicine programmes. However, the current programme does not take advantage of this. Whilst it is proposed that medical-trained faculty will be delivering some elements of Year 1 particularly, there is greater opportunity to develop this. There is no clear strategy currently on how this will be operationalised.

### **Sub-Area: 1.3: Public Information**

The team referred to their online presence at a EUC-wise level. The EUC programme information on courses, entry requirements, professional body validation and all key information required for the medical programme, is provided online. It is anticipated and encouraged this will also be the same for the proposed physiotherapy programme in Frankfurt. Early promotion of the programme, following accreditation, is also encouraged to maximise their online presence.

### **Sub-Area 1.4: Information Management**

The information provided on student numbers, attrition, profile etc. was provided from the Cyprus physiotherapy programme. There was a clear reporting on how this will be captured in the future for the Physiotherapy programme in Frankfurt. It is anticipated that this will be implemented for this programme.

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#### **Strengths**

- Taking a currently accredited programme in physiotherapy.
- Infrastructure and faculty in-place from the medical programme.
- Engagement from students and external partners.
- Open-door policy for engagement with faculty and administration staff.

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#### **Areas of improvement and recommendations**

**Recommendation 1:** Development of a formal Advisory Board for the student committee. If this is in-place, this was not known by the student's interviewed in the on-site visit so making them aware of this would be advantageous for the Physiotherapy programme. The panel commended the 'open-

door' policy which the team repeated acknowledge, but this more formal approach could be advantageous.

**Recommendation 2:** Interprofessional practice and learning – the panel recommend the team consider delivering teaching with medical and physiotherapy students (and other professionals when these are introduced to programmes in Frankfurt) together. Professionalism, communication and transferable skills could be delivered together, in addition to some foundation-level education on anatomy, physiology and psychology. The panel recommend the team consider how they implement this together. The team have the opportunity for this in Frankfurt, but the recommendation here is to make full use of this to enhance the student experience.

**Recommendation 3:** The panel recommend that the team review the allocation for some elements of the programme. The team reported the aspiration to be research-led. The programme should reflect this, in addition to the internationalism for student future work-place opportunities. Accordingly, the panel recommend elements such as electrotherapy should be focused and reduced. Currently, in this area, this is taught across three modules. The panel recommend this is covered in one module (for example) with time used for other important elements within the curriculum. The re-allocation of time to cover, in greater depth, should include: (1) communication; (2) clinical reasoning; (3) exercise prescription.

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**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	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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

### **2.2 Practical training**

#### Standards

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

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

### **2.3 Student assessment**

#### Standards

- *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.*
  - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

#### Findings

##### **Sub-Area 2.1: Process of teaching and learning and student teaching methodology**

Overall, the educational programme is student-centred. There is a blended teaching and learning process with the use of modern teaching methods and materials. Students are supported to take a leading role in the process. There is opportunity to take extra-curricular activities. The small group working activities were supported.

There was evidence of self-directed learning and peer-teaching which was evident in the onsite visit and again was seen as a positive by the panel, throughout the programme.

The programme promotes analytic and critical thinking, however, there is need to develop greater reflective practice and evidence-based approaches in the revised programme.

There were positive examples of student supervision and mentoring both from faculty and peers to support other students. However, it was not clear if there was an 'independent' named individual where the students could approach about a problem or challenge within the programme and assessment processes. This would be advantageous.

The team referred to elements of case-based and problem-based learning being weaved into the current programme. However, the panel discussed the opportunity to formalise this and consider the adoption of a Problem-Based Learning approach for Year 3 and 4, particular for the teaching of complex-case management. Such an approach would then provide the students the opportunity to increase their complexity of learning, but also to prepare them for a problem-solving approached in post-graduate practice.

### **Sub-Area 2.2: Practical Training**

The team were provided with information on 'rotating' teaching approach to account for the limited accommodation within the current building, but also to offer students a blended education approach. However, the panel had concerns that this may be challenging to staff, with faculty 'moving' being different rooms could dilute the attention the tutor offers specific student groups. This could be overcome with the new building and greater room-space.

The panel were provided with information on the opportunities for clinical practice opportunities across Frankfurt. The team have worked hard to use the connections made with the medical programme, to build physiotherapy relationships for placement opportunities. These include experiences in hospitals and physiotherapy clinics, both musculoskeletal, neurological and cardiovascular (in hospitals).

The Cyprus accrediting regulation requires each student to spend 600 hours within a hospital-based setting. This should be clearly defined within the documentation. The panel recommend there is clearer demarcation of what student allocation would be for musculoskeletal, cardiorespiratory and neurology.

There was limited information provided for the expected time for the practice elements in each module for example, how much of the Kinesiotherapy module is practical compared to theory. There is a need for greater clarity on the programme descriptors on what make-up this is.

Currently, there is limited opportunity for students to see patients in Year 1. Students could gain considerable knowledge and insights from seeing patients and communicating with people with lived experience of medical conditions. The panel suggest that the use of the observational-rooms could be well-used so they can understand patient-perceptions earlier in the programme.

### **Sub-Area 2.3: Student Assessment**

In the onsite visit, the team presented and discussed how students will be assessed. In the report, there is a 'broad' summary, i.e. Examination, Attendance but there is limited information provided

on how students would be assessed and how formative and summative assessments are 'formally' made.

The panel were disappointed that there was insufficient information provided on when assessments would be made, what assessments would be made, and what the assessment criteria would be for both formative and summative assessments. It is also not clear in the documentation or in the presentation on how formative assessments fed forwards to summative assessments. The panel recommend this should be more clearly communicated in further reviews but also to help students within the syllabus and their manuals, to understand expectations on assessment when they enter the course.

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### Strengths

- The use of modern teaching and learning approaches.
- Opportunity for peer-support and independent learning is available. Students have the ability to book rooms and learning spaces outside of teaching.
- The programme offers student support for learning styles and to support those with special learning needed and challenges.
- There is a strong feeling of inclusion, fairness and respect for the learning activities for faculty and students. There was a true family-feeling across the school which felt professional and appropriate.
- The team have developed a strong network of clinical placement partners to provide practice experiences for the students.

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### Areas of improvement and recommendations

**Recommendation 1:** There is a suggestion on moving the evidence-based practice and reflective practice earlier in the programme within Year 1.

**Recommendation 2:** Consideration on the allocation of an 'independent' named person who is a point of contact for students to make complaints or concerns regarding academic performance and assessment evaluation. If this is in-place currently, this should be more clearly presented.

**Recommendation 3:** The panel recommend the student consider adopting a formal Problem-Based Learning model for Year 3 and 4.

**Recommendation 4:** The panel recommend that the team provide a clearer documentation of the practical (hands-on) time and theory time within the module descriptors.

**Recommendation 5:** The panel suggest that the team consider formally including patients/people with lived experience of medical conditions within the early teaching programme so students have the opportunity to this early in their training.

**Recommendation 6:** The Cyprus accrediting regulation requires each student to spend out of the minimum 1000 hours in total, a minimum of 600 hours should be within a hospital-based setting. This should be clearly defined within the documentation.

**Recommendations 7:** A clear documentation of the assessment timetable (formative and summative) for both students in the syllabus/manuals but also for reviewers of future accreditation so it is clearly documented how assessments feed-forwards.

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**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-centered teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

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

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

##### **Standards**

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

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

##### **Standards**

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

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

##### **Standards**

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

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

## Findings

### **Sub-Area 3.1: Teaching staff recruitment and development**

The team presented their current faculty. The team reported that Year 1 of the programme will be supported by faculty members who are currently employed on the medical programme. Year 2 onwards has greater physiotherapy expertise requirement. The team provided reassurance that that expertise will be available when required.

The panel were encouraged that the recruitment procedures have begun with an open call for recruitment. This is clear and transparent.

The report provided clear information on the recruitment and continuous professional development approaches for current and future staff.

There is uncertainty on what the skill-mix will be of faculty. Based on the medical programme, we anticipate there will be a similar approach to recruitment for full-time faculty and clinical faculty.

The team were very clear that during the set-up of the programme, faculty time will be focused on educational provision and developing the delivery of the course, but it is anticipated that this, over time, will allow staff to engage in research. The panel encourage this to be supported and facilitated to promote research-led teaching.

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## Strengths

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

- Mandatory improvement trainings for the faculty
- There is good teamwork between the faculty in Frankfurt Branch and the main campus in Nicosia. This is across both faculty and administration teams e.g. IT support from Nicosia for the Frankfurt team.
- The faculty has an international character thus attracting more applicants for a place in the team. The panel would encourage this to expand to German-certificated physiotherapists to provide faculty expertise.
- The pro-active approach for recruitment was commended with regard to the open call before accreditation was supported.



### Areas of improvement and recommendations

**Recommendation 1:** The external stakeholders recommend the need to ensure that faculty members have specialist clinical skills to ensure student's are exposed to advance knowledge for example manual therapies taught by someone with musculoskeletal accredited manual therapy skills. The panel recommend that the team consider in their recruitment strategy, the employment of faculty which have musculoskeletal, cardiovascular and neurology clinical expertise either as faculty members and/or clinical faculty members. The panel recommend the consider recruitment of double-profile academic i.e. those who have an active clinical case-load, whilst also teaching on the programme. This would offer students with strong linkage to current practice-based teaching.

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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.*

##### Findings

#### **Sub-Area 4.1: Student admission, process and criteria**

The admissions programme is clearly reported in the report. Ultimately, the European University of Cyprus sets clear admission criteria for its programme. This is to be adopted. The eligibility criteria are well-presented in the report. Whilst there is no requirement for a specific science-background, the attrition data presented by the team during the onsite visit indicates that student 'drop-out' is not related to the entry requirements.

#### **Sub-Area 4.2: Student progression**

There is clear support provided to students. There were monitoring progression in Semester 8's Clinical Internship with the E-log. This provides a clear and transparent approach to monitor progression. There are also examples provided where students can engage with online materials for self-assessment of knowledge and skills e.g. quizzes and anatomy software.

#### **Sub-Area 4.3: Student recognition**

This is based on the Cyprus model and will be transferred to the Frankfurt branch.

The team presented that students who fail a module could repeat assessment. However, they acknowledged that this may impact on the ability to flow-through the programme. As a strength, the report also clearly explained how some practical elements of the programme could not be enrolled without completion of earlier modules. This is appropriate to ensure that the pre-requisite knowledge is gained before more challenging modules are undertaken.

The Department and School responsible for the programme can act on the student's progression with support given from the teaching staff and the personal advisor as well as the application of EUC "low GPA policy" in cases of GPA under 2.5.

#### **Sub-Area 4.4: Student certification**

This is also based on the Cyprus model and will be transferred to the Frankfurt branch.

The team reported that they will support students to be able to gain German accreditation. The team provided the panel with information that there is a need for 1600 clinical placement hours for the German accreditation. The team suggested that they would provide students with support to allow students to gain this with added clinical experience.

The programme provides the opportunity for Erasmus+ placements and supports full academic recognition for the study periods abroad. This is secured prior to departure by concluding a Learning Agreement.

The programme team has established many collaborations with other universities and research institutions. EUC is a part of the Utrecht Network and European University Association. This may open opportunities for student placements, internships, and future postgraduate collaborations.

### Strengths

- The programme uses transparent and consistent admission criteria applicable to all students, ensuring fairness and clarity.
- The programme has the potential to attract international students.
- The admission criteria and the structure of this programme ensure the calibration of the students.
- Methods of progression monitoring are well established and effective.
- Students attending the program in Cyprus and graduates are more than satisfied with the organization and the quality of the program.
- The students have representatives in the bodies of the school and are giving useful feedback for constant evaluation of the programmes.
- University has a big network of collaborators thus giving the opportunity to students for internships, future employment etc.
- The program offers the required hours of clinical practise to ensure that the graduate gets their license in the country they desire to work. Modifications in the program can be made individually for students who must have more hours of experience.
- Students can transfer between Cyprus and Frankfurt because the two programmes are identical

### Areas of improvement and recommendations

**Recommendation 1:** The team are encouraged to consider whether there could be additional scope for students to 'elect' to study topics of interest at the latter part of the course. This would provide students with more empowerment on their development, particularly near the end of the programme, in preparation for both clinical practice and post-graduate clinical working.

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

### Findings

#### **Sub-Area 5.1: Teaching and Learning Resources**

Currently the infrastructure available for the programme is based on the medical school. There is flexibility to ensure that this will work for the physiotherapy programme. The building plan is clear to ensure that this will be optimised in 2028. There is good use of digital resources such as Blackboard and Kenhub (anatomy resource). There are also physical resources for learning and development.

#### **Sub-Area 5.2: Physical Resources**

Already resources and materials are being provided for the proposed physiotherapy programme. The onsite visit highlighted this. The panel were encouraged but acknowledged that this will need to be 'scaled-up' as the number of students increase.

There needs to be consideration on how the team will accommodate the student numbers which are needed. The team are encouraged to future-proof the physical space to ensure that teaching and learning can be accommodated going forwards.

#### **Sub-Area 5.3: Human support resources**

The panel have outlined their comments on faculty recruitment strategy above. We encourage the team to evaluate this as the programme opens and as student numbers increase to ensure a positive staff:student ratio particularly for practical skill sessions.

## Sub-Area 5.4: Student support

The team provided assurances that they were motivated to promote a positive environment for student-centred learning. The ability to book rooms and resources was seen as a positive. Students were engaged to what was offered. The team suggested that the model adopted in the medical school in relation to small numbers and then scaling up.

Both faculty and administration teams indicates they are well-positioned to support students both in academic and pastoral aspects. The ‘family’ approach to support was clear and well-communicated.

The program can cover the needs of students with diverse backgrounds and needs. EUC offers support to students with special needs based on the current Cypriot law and international practises. Students are informed for all the services that the school has to offer. Student mobility is being supported by Erasmus + programs.

### Strengths

- University offers free German language courses to students so they can integrate to the local market.
- Student experience is considered positive, encouraging use of resources such as AI tools for self-assessment.
- Recorded lectures may have a good impact on students’ learning experience and mental health, as each one of them have their own pace of studying.
- Assessment dates are given before-hand thus students can prepare for them
- Teachers provide good supervision and guidance for the thesis
- According to the students, resources and support are adequate
- Library is rich with e-books and subscriptions on databases

### Areas of improvement and recommendations

**Recommendation 1:** None. This was a very positive area.

**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
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#### **D. Conclusions and final remarks**

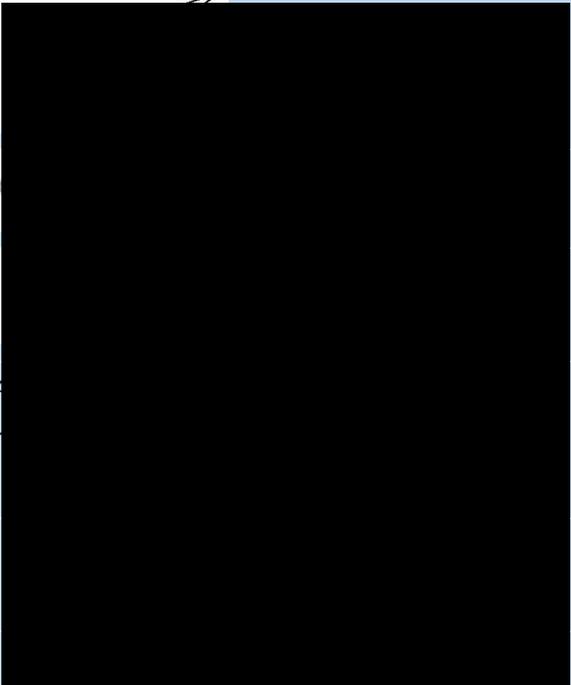
The panel acknowledge this accreditation is based on the notion that the Frankfurt team are 'transporting' an already accredited programme from Nicosia into a German context. This duplication means the programme is accredited but there are strong recommendations to enhance and develop the programme. We recommend the team review these recommendations, particularly in light of the forthcoming Nicosia programme review. The recommendations are largely around curriculum content and re-design which we hope are helpful.

The panel are reassured that whilst the team are taking expertise from the medical programme in Frankfurt, there is a need to ensure that diverse physiotherapy expertise is recruited to support students on this programme. Recruiting such an experienced faculty, particularly with German representation, is encouraged.

We, as a panel, look forward to seeing these recommendations put into practice.



## E. Signatures of the EEC

Name	Signature
Prof. Simon Brumagne	
Prof. Cecile Ledergerber	
Prof. Toby Smith	
Mrs. Stalo Leonidou	
Mr. Pavlos Petrou	
Click to enter Name	

**Date:** 02 October 2025