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| **Doc. 300.1.1/1** | **External Evaluation****Report for** **Basic Medical Education**  |
| **Date:** Date |  |
|  | * **Higher Education Institution:**

Name* **Town:** Town
* **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

**In Greek:** Programme Name**In English:**Programme Name* **Language(s) of instruction:** Languages
* **Programme’s status:** Choose status

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| 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(Ι)/2015 – L.132(Ι)/2021]. |

1. **Introduction**

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

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1. **External Evaluation Committee (EEC)**

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| *Name* | *Position* | *University* |
| Name | Position | University |
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1. **Guidelines on content and structure of the report**
* *The external evaluation report for Basic Medical Education follows the structure of assessment areas, as these were adopted by the document ‘Basic Medical Education WFME Global Standards for Quality Improvement’(<https://wfme.org/standards/bme/>).*
* *Under each assessment area, there are sub-areas, which are the standards of the report.*
* *Each standard offers associated guidance and key questions, to help discussion and definition of the level of specificity that is fit for purpose.*
* *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. **MISSION AND VALUES**

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| **Sub-areas*** 1. **Stating the mission**

**The school has a public statement that sets out its values, priorities and goals.** |

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| * 1. **Stating the mission**

**Guidance:*** Consider the role, audiences and uses of the mission statement.
* Briefly and concisely describe the school’s purpose, values, educational goals, research functions and relationships with the healthcare service and communities.
* Indicate the extent to which the statement has been developed in consultation with stakeholders.
* Describe how the mission statement guides the curriculum and quality assurance.
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| ***1.1******Stating the mission******Key questions:**** *How is the mission statement specially tailored to the school?*
* *Which interested groups were involved in its development and why?*
* *How does mission statement address the role of the medical school in the community?*
* *How is it used for planning, quality assurance, and management in the school?*
* *How does it fit with regulatory standards of the local accrediting agency and with relevant governmental requirements, if any?*
* *How is it publicised?*
 |

*Findings*

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

|  |  |
| --- | --- |
| **Sub-area** | ***Non-compliant/Partially compliant / Compliant / Not applicable*** |
| **1.1**  | Stating the mission | Choose answer |

1. **CURRICULUM**

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| **Sub-areas*** 1. **Intended curriculum outcomes**

**The school has defined the learning outcomes that students should have achieved by graduation, as well as the intended learning outcomes for each part of the course.** * 1. **Curriculum organisation and structure**

**The school has documented the overall organisation of the curriculum, including the principles underlying the curriculum model employed and the relationships among the component desciplines.*** 1. **Curriculum content**
1. **The school can justify inclusion in the curriculum of the content needed to prepare students for their role as competent junior doctors and for their subsequent further training.**
2. **Content in at least three principal domains is described: basic biomedical sciences, clinical sciences and skills, and relevant behavioural and social sciences.**
	1. **Educational methods and experiences**

**The school employs a range of educational methods and experiences to ensure that students achieve the intended outcomes of the curriculum.** |

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| * 1. **Intended curriculum outcomes**

**Guidance:*** Outcomes can be set out in any manner that clearly describes what is intended in terms of values, behaviours, skills, knowledge, and preparedness for being a doctor.
* Consider whether the defined outcomes align with the medical school mission.
* Review how the defined outcomes map on to relevant national regulatory standards or government and employer requirements.
* Analyse whether the specified learning outcomes address the knowledge, skills, and behaviours that each part of the course intends its students to attain. These curriculum outcomes can be expressed in a variety of different ways that are amenable to judgement (assessment).
* Consider how the outcomes can be used as the basis for the design and delivery of content, as well as the assessment of learning and evaluation of the course.

**2.2 Curriculum organisation and structure****Guidance:**This standard refers to the way in which content (knowledge and skills), disciplines, and experiences are organised within the curriculum. There are many options and variants, ranging from different models of integration to traditional pre-clinical and clinical phases, involving varying degrees of clinical experience and contextualisation. Choice of curriculum design is related to the mission, intended outcomes, resources, and context of the school.**2.3 Curriculum content****Guidance:*** Curriculum content in all domains should be sufficient to enable the student to achieve the intended outcomes of the curriculum, and to progress safely to the next stage of training or practice after graduation.
* Curriculum content may vary according to school, country, and context, even where a national curriculum is specified. Content from at least three principal domains would be expected to be included:
* Basic biomedical sciences which are the disciplines fundamental to the understanding and application of clinical science.
* Clinical sciences and skills which include the knowledge and related professional skills required for the student to assume appropriate responsibility for patient care after graduation.
* Behavioural and social sciences which are relevant to the local context and culture and include principles of professional practice including ethics.
* Content of other types may also be included:
* Health systems science which includes population health and local healthcare delivery systems.
* Humanities and arts which might include literature, drama, philosophy, history, art and spiritual disciplines.
	1. **Educational methods and experiences**

**Guidance:*** Educational methods and experiences include techniques for teaching and learning designed to deliver the stated learning outcomes, and to support students in their own learning. Those experiences might be formal or informal, group-based or individual, and may be located inside the medical school, in the community, or in secondary or tertiary care institutions. Choice of educational experiences will be determined by the curriculum and local cultural issues in education, and by available human and material resources.
* Skilfully designed, used and supported virtual learning methods (digital, distance, distributed, or e-learning) may be considered, presented, and defended as an alternative or complementary educational approach under appropriate circumstances, including societal emergencies.
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| ***2.1 Intended curriculum outcomes******Key questions:**** *How were the intended outcomes for the course as a whole and for each part of the course designed and developed?*
* *Which stakeholders were involved in their development?*
* *How do they relate to the intended career roles of graduates in society?*
* *What makes the chosen outcomes appropriate to the social context of the school?*

***2.2 Curriculum organization and structure******Key questions:**** *What are the principles behind the school’s curriculum design?*
* *What is the relationship between the different disciplines of study which the curriculum encompasses?*
* *How was the model of curriculum organisation chosen? To what extent was the model*

*constrained by local regulatory requirements?** *How does the curriculum design support the mission of the school?*

***2.3 Curriculum content******Key questions:**** *Who is responsible for determining the content of the curriculum?*
* *How is curriculum content determined?*
* *What elements of basic biomedical sciences are included in the curriculum? How are the*

*choices made and time allocated for these elements?** *What elements of clinical sciences and skills are included in the curriculum?*
	+ *In which clinical disciplines are all students required to gain practical experience?*
	+ *How are students taught to make clinical judgements in line with the best available evidence?*
	+ *How are the choices made and time allocated for these elements?*
	+ *What is the basis for the school’s allocation of student time to different clinical practice settings?*
* *What elements of behavioural and social sciences are included in the curriculum? How*

*are the choices made and time allocated for these elements?** *What elements (if any) of health systems science are included in the curriculum? How are*

*the choices made and time allocated for these elements?** *What elements (if any) of humanities and arts are included in the curriculum? How are the*

*choices made and time allocated for these elements?** *How do students gain familiarity with fields receiving little or no coverage?*
* *How does the school modify curriculum content related to advances in knowledge?*
* *How are principles of scientific method and medical research addressed in the*

*curriculum?** *Which fields (if any) are elective? How are elective fields decided?*
* *How is student learning assured in disciplines in which they do not get specific*

*experience?****2.4******Educational methods and experiences******Key questions:**** *What principles inform the selection of educational methods and experiences employed in the school’s curriculum? How were these principles derived?*
* *According to what principles are the chosen educational methods and experiences*

*distributed throughout the curriculum?** *In what ways are the educational methods and experiences provided for students*

*appropriate to the local context, resources and culture?* |

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

|  |  |
| --- | --- |
| **Sub-area** | ***Non-compliant/Partially compliant / Compliant / Not applicable*** |
|  | Intended curriculum outcomes | Choose answer |
| **2.2**  | Curriculum organisation and structure | Choose answer |
| **2.3**  | Curriculum content | Choose answer |
| **2.4**  | Educational methods and experiences | Choose answer |

1. **ASSESSMENT**

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| **Sub-areas*** 1. **Assessment policy and system**
1. **The school has a policy that describes its assessment practices.**
2. **It has a centralised system for ensuring that the policy is realised through multiple, coordinated assessments that are aligned with its curriculum outcomes.**
3. **The policy is shared with all stakeholders.**
	1. **Assessment in support of learning**
4. **The school has in place a system of assessment that regularly offers students actionable feedback that identifies their strengths and weaknesses, and helps them to consolidate their learning.**
5. **These formative assessments are tied to educational interventions that ensure that all students have the opportunity to achieve their potential.**
	1. **Assessment in support of decision-making**
6. **The school has in place a system of assessment that informs decisions on progression and graduation.**
7. **These summative assessments are appropriate to measuring course outcomes.**
8. **Assessments are well-designed, producing reliable and valid scores.**
	1. **Quality control**
9. **The school has mechanisms in place to assure the quality of its assessments.**
10. **Assessment data are used to improve the performance of academic staff, courses and the institution.**
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| * 1. **Assessment policy and system**

**Guidance:** An assessment policy with a centralised system that guides and supports its implementation will entail the use of multiple summative and formative methods that lead to acquisition of the knowledge, clinical skills, and behaviours needed to be a doctor. The policy and the system should be responsive to the mission of the school, its specified educational outcomes, the resources available, and the context.* 1. **Assessment in support of learning**

**Guidance:**Feedback is one of the biggest drivers of educational achievement. Students need to be assessed early and regularly in courses and clinical placements for purposes of providing feedback that guides their learning. This includes early identification of underperforming students and the offer of remediation.* 1. **Assessment in support of decision-making**

**Guidance:**Assessment for decision-making is essential to institutional accountability. It is also critical to the protection of patients. These assessments must be fair to students and, as a group, they must attest to all aspects of competence. To accomplish these ends, they must meet standards of quality.* 1. **Quality control**

**Guidance:**It is important for the school to review its individual assessments regularly, as well as the whole assessment system. It is also important to use data from the assessments, as well as feedback from stakeholders, for continuous quality improvement of the assessments, the assessment system, the course and the institution. |

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| ***3.1 Assessment policy and system******Key questions:**** *Which assessments does the school use for each of the specified educational outcomes?*
* *How are decisions made about the number of assessments and their timing?*
* *How are assessments integrated and coordinated across the range of educational outcomes and the curriculum?*

***3.2 Assessment in support of learning******Key questions:**** *How are students assessed to support their learning?*
* *How are students assessed to determine those who need additional help?*
* *What systems of support are offered to those students with identified needs?*

***3.3 Assessment in support of decision-making******Key questions:**** *How are blueprints (plans for content) developed for examinations?*
* *How are standards (pass marks) set on summative assessments?*
* *What appeals mechanisms regarding assessment results are in place for students?*
* *What information is provided to students and other stakeholders, concerning the content, style, and quality of assessments?*
* *How are assessments used to guide and determine student progression between successive stages of the course?*
	1. ***Quality control***

***Key questions:**** *Who is responsible for planning and implementing a quality assurance system for assessment?*
* *What quality assurance steps are planned and implemented?*
* *How are comments and experiences about the assessments gathered from students, teachers, and other stakeholders?*
* *How are individual assessments analysed to ensure their quality?*
* *How are data from assessments used to evaluate teaching and the curriculum in practice?*
* *How are the assessment system and individual assessments regularly reviewed and revised?*
 |

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| --- | --- |
| **Sub-area** | ***Non-compliant/Partially compliant / Compliant / Not applicable*** |
| **3.1**  | Assessment policy and system | Choose answer |
| **3.2**  | Assessment in support of learning | Choose answer |
| **3.3** | Assessment in support of decision-making | Choose answer |
| **3.4** | Quality control  | Choose answer |

1. **STUDENTS**

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| **Sub-areas*** 1. **Selection and admission policy**

**The medical school has a publicly available policy that sets out the aims, principles, criteria, and processes for the selection and admission of students.*** 1. **Student counselling and support**

**The medical school provides students with accessible and confidential academic, social, psychological, and financial support services, as well as career guidance.** |

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| * 1. **Selection and admission policy**

**Guidance:*** Where selection and admissions procedures are governed by national policy, it is helpful to indicate how these rules are applied locally.
* Where the school sets aspects of its own selection and admission policy and process, clarify the relationship of these to the mission statement, relevant regulatory requirements, and the local context.
* The following admissions issues are important in developing the policy:
* the relationship between the size of student intake (including any international student intake) and the resources, capacity and infrastructure available to educate them adequately,
* equality and diversity issues,
* policies for re-application, deferred entry and transfer from other schools or courses.
* Consider the following issues for the selection process:
* requirements for selection,
* stages in the process of selection,
* mechanisms for making offers,
* mechanisms for making and accepting complaints.
	1. **Student counselling and support**

**Guidance:*** Students might require support in developing academic skills, in managing disabilities, in physical and mental health and personal welfare, in managing finances and in career planning.
* Consider what emergency support services are available in the event of personal trauma or crisis.
* Specify a process to identify students in need of academic or personal counselling and support.
* Consider how such services will be publicised, offered and accessed in a confidential manner.
* Consider how to develop support services in consultation with students’ representatives.
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| ***4.1 Selection and admission policy******Key questions:**** *How is alignment determined between the selection and admission policy, and the mission of the school?*
* *How does the selection and admission policy fit with regulatory (accreditation) or government requirements?*
* *How is the selection and admission policy tailored to the school?*
* *How is the selection and admission policy tailored to local and national workforce requirements?*
* *How is the selection and admission policy designed to be fair and equitable, within the local context?*
* *How is the selection and admission policy publicised?*
* *How is the selection and admission system regularly reviewed and revised?*
	1. ***Student counselling and support***

***Key questions:**** *In what ways are the academic and personal support and counselling services consistent with the needs of students?*
* *How are these services recommended and communicated to students and staff?*
* *How do student organisations collaborate with the medical school management to develop and implement these services?*
* *How appropriate are these services procedurally and culturally?*
* *How is feasibility of the services judged, in terms of human, financial, and physical resources?*
* *How are the services regularly reviewed with student representatives to ensure relevance, accessibility and confidentiality?*
 |

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|  |  |
| --- | --- |
| **Sub-area** | ***Non-compliant/Partially compliant/ Compliant / Not applicable*** |
| **4.1**  | Selection and admission policy | Choose answer |
| **4.2**  | Student counselling and support | Choose answer |

1. **ACADEMIC STAFF**

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| **Sub Areas*** 1. **Academic staff establishment policy**

**The school has the number and range of qualified academic staff required to put the school’s curriculum into practice, given the number of students and style of teaching and learning.*** 1. **Academic staff performance and conduct**

**The school has specified and communicated its expectations for the performance and conduct of academic staff.*** 1. **Continuing professional development for academic staff**

**The school implements a stated policy on the continuing professional development of its academic staff.** |

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| * 1. **Academic staff establishment policy**

**Guidance:**Determining academic staff establishment policy involves considering:1. the number, level, and qualifications of academic staff required to deliver the planned curriculum to the intended number of students,
2. the distribution of academic staff by grade and experience.
	1. **Academic staff performance and conduct**

**Guidance:*** Develop a clear statement describing the responsibilities of academic staff for teaching, research, and service.
* Develop a code of academic conduct in relation to these responsibilities.
	1. **Continuing professional development for academic staff**

**Guidance:**Develop and publicise a clear description of how the school supports and manages the academic and professional development of each member of staff. |

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| ***5.1 Academic staff establishment policy******Key questions:**** *How did the school arrive at the required number and characteristics of their academic staff?*
* *How do the number and characteristics of the academic staff align with the design, delivery, and quality assurance of the curriculum?*

***5.2 Academic staff performance and conduct******Key questions:**** *What information does the school provide for new and existing academic staff and how is this provided?*
* *What induction training does the school provide for academic staff?*
* *How does the school prepare academic staff, and teachers, and supervisors in clinical settings to enact the proposed curriculum?*
* *Who is responsible for academic staff performance and conduct? How are these responsibilities carried out?*

***5.3 Continuing professional development for academic staff******Key questions:**** *What information does the school give to new and existing academic staff members on its facilitation or provision of continuing professional development?*
* *How does the school take administrative responsibility for implementation of the staff continuing professional development policy?*
* *What protected funds and time does the school provide to support its academic staff in their continuing professional development?*
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| **Sub-area** | ***Non-compliant/Partially compliant/ Compliant / Not applicable*** |
| **5.1**  | Academic staff and establishment policy | Choose answer |
| **5.2**  | Academic staff performance and conduct | Choose answer |
| **5.3** | Continuing professional development for academic staff | Choose answer |

1. **EDUCATIONAL RESOURCES**

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| **Sub-areas*** 1. **Physical facilities for teaching and learning**

**The school has sufficient physical facilities to ensure that the curriculum is delivered adequately.*** 1. **Clinical training resources**

**The school has appropriate and sufficient resources to ensure that students receive the required clinical training.*** 1. **Information resources**

**The school provides adequate access to virtual and physical information resources to support the school’s mission and curriculum.** |

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| * 1. **Physical facilities for teaching and learning**

**Guidance:**Physical facilities include the physical spaces and equipment available to implement the planned curriculum for the given number of students and academic staff. * 1. **Clinical training resources**

**Guidance:**Consider the facilities that are required to provide adequate training in clinical skills and an appropriate range of experience in clinical practice settings, to fulfil the clinical training requirements of the curriculum. * 1. **Information resources**

**Guidance:**Consider the school’s provision of access to information resources for students and academic staff, including online and physical library resources. Evaluate these facilities in relation to the school’s mission and curriculum in learning, teaching and research.  |

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| ***6.1 Physical facilities for teaching and learning******Key questions:**** *How does the school determine the adequacy of the physical infrastructure (space and equipment) provided for the theoretical and practical learning specified in the curriculum?*
* *Is it appropriate or necessary to supplement or replace classroom teaching by distance or distributed learning methods? If so, how does the school ensure that these offer a commensurate level of education and training?*

***6.2 Clinical training resources******Key questions:**** *What range of opportunities is required and provided for students to learn clinical skills?*
* *What use is made of skills laboratories and simulated patients, and of actual patients in this regard? What is the basis of the policy on use of simulated and actual patients?*
* *How does the school ensure that students have adequate access to clinical facilities offering care in the required range of generalist and specialist practice settings?*
* *What is the basis for the school’s mix of community-based and hospital-based training placements?*
* *How does the school engage clinical teachers and supervisors in the required range of generalist and specialist practice settings?*
* *How does the school ensure consistency of curriculum delivery in clinical settings?*
	1. ***Information resources***

***Key questions:**** *What information sources and resources are required by students, academics, and researchers?*
* *How are these provided?*
* *How is their adequacy evaluated?*
* *How does the school ensure that all students and academic staff have access to the needed information?*
 |

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| --- | --- |
| **Sub-area** | ***Non-compliant/Partially compliant/ Compliant / Not applicable*** |
| **6.1**  | Physical facilities for teaching and learning | Choose answer |
| **6.2**  | Clinical training resources | Choose answer |
| **6.3**  | Information resources | Choose answer |

1. **QUALITY ASSURANCE**

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| **Sub-areas*** 1. **The quality assurance system**

**The school has implemented a quality assurance system that addresses the educational, administrative, and research components of the school’s work.** |

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| * 1. **The quality assurance system**

**Guidance:*** Consider the purposes, role, design, and management of the school’s quality assurance system, including what the school regards as appropriate quality in its planning and implementation practices.
* Design and apply a decision-making and change management structure and process, as part of quality assurance.
* Prepare a written document that sets out the quality assurance system.

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| ***7.1 The quality assurance system******Key questions:**** *How are the purposes and methods of quality assurance and subsequent action in the school defined and described, and made publicly available?*
* *How is responsibility for implementation of the quality assurance system clearly allocated between the administration, academic staff, and educational support staff?*
* *How are resources allocated to quality assurance?*
* *How has the school involved external stakeholders?*
* *How is the quality assurance system used to update the school’s educational design and activities and hence ensure continuous renewal?*
 |

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|  |  |
| --- | --- |
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| **7.1**  | The quality assurance system | Choose answer |

1. **GOVERNANCE AND ADMINISTRATION**

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| **Sub-areas*** 1. **Governance**

**The school has a defined governance structure in relation to teaching, learning, research, and resource allocation, which is transparent and accessible to all stakeholders, aligns with the school’s mission and functions and ensures stability of the institution.*** 1. **Student and academic staff representation**

**The school has policies and procedures for involving or consulting students and academic staff in key aspects of the school’s management and educational activities and processes.*** 1. **Administration**

**The school has appropriate and sufficient administrative support to achieve its goals in teaching, learning and research.** |

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| * 1. **Governance**

**Guidance:*** Describe the leadership and decision-making model of the institution, and its committee structure, including membership, responsibilities and reporting lines.
* Ensure that the school has a risk management procedure.
	1. **Student and academic staff representation**

**Guidance:*** Consider how students and academic staff might participate in the school’s planning, implementation, student assessment, and quality evaluation activities, or provide comment on them.
* Define mechanisms for arranging student and academic staff involvement in governance and administration, as appropriate.
	1. **Administration**

**Guidance:**Develop a policy and review process to ensure adequate and efficient administrative, staff and budgetary support for all school activities and operations.  |

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| ***8.1 Governance*** ***Key questions:**** *How and by which bodies are decisions made about the functioning of the institution?*
* *By what processes and committee structures are teaching, learning, and research governed in the institution?*
* *How is budget allocation aligned with the mission of the school?*
* *What governance arrangements are there to review the performance of the school?*
* *How are risks identified and mitigated?*

***8.2 Student and academic staff representation******Key questions:**** *To what extent and in what ways are students and academic staff involved in the school decision-making and functioning?*
* *What, if any, social or cultural limitations are there on student involvement in school governance?*
	1. ***Administration***

***Key questions:**** *How does the administrative structure support the functioning of the institution?*
* *How does the decision-making process support the functioning of the institution?*
* *What is the reporting structure for administration in relation to teaching, learning and research?*
 |

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*Strengths*

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

Click 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 to enter text.

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

|  |  |
| --- | --- |
| **Sub-area** | ***Non-compliant/Partially compliant/ Compliant/ Not applicable*** |
| **8.1**  | Governance | Choose answer |
| **8.2**  | Student and academic staff representation | Choose answer |
| **8.3**  | Administration | Choose answer |

1. **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.*

Click to enter text.

1. **Signatures of the EEC**

|  |  |
| --- | --- |
| *Name* | *Signature*  |
| Click to enter Name |  |
| Click to enter Name |  |
| Click to enter Name |  |
| Click to enter Name |  |
| Click to enter Name |  |
| Click to enter Name |  |

**Date:** Click to enter date