

**SECOND EVALUATION REPORT**  
**- PROGRAM OF STUDY -**

This document is on the basis of Article 20 (2)(f)(ii) of Laws L. 136(I)/2015 and L.47(I)/2016.

**TABLE A (To be completed by the CYQAA's Officer)**

<b>EXTERNAL EVALUATION COMMITTEE (EEC)</b>	
<b>CHAIR: Professor Gianluca Veronesi</b>	
<b>MEMBER: Professor Veronica Swallow</b>	
<b>MEMBER: Professor Angelique Dimitracopoulou</b>	
<b>MEMBER: Professor Georgia Salanti</b>	
<b>MEMBER: Mrs Egli Costi</b>	
<b>INSTITUTION</b>	Frederick University
<b>PROGRAM OF STUDY</b>	<b>Master of Science in Community Health Care – Distance Learning</b>
<b>EVALUATION CALENDAR</b>	Date of onsite visit: 20/6/2018
	Date of report writing:23/6/2018
	Date of Institution's response:21/9/2018
	Date of the Council's Decision for Second Evaluation:10/12/2018
	Date of Doc. No. 300.1.2 sent to the EEC:

**TABLE B**

- Quality Standards and EEC Recommendations, the 1<sup>st</sup> Numerical Evaluation and the Institution's Response are completed by the CYQAA's Officer, based on the External Evaluation Report.
- The 2<sup>nd</sup> Numerical Evaluation and the Degree of Compliance, which will be based on the new score given in the 2<sup>nd</sup> Numerical Evaluation, are completed by the EEC.

QUALITY STANDARDS AND EEC RECOMMENDATIONS	NUMERICAL EVALUATION		INSTITUTION'S RESPONSE	DEGREE OF COMPLIANCE
	1 <sup>ST</sup>	2 <sup>ND</sup>		5 = Full compliance* 4 = Substantial compliance* 3 = Partial compliance* 2 = Non-compliance* 1 = Non-compliance*  *COMMENTS - JUSTIFICATION
<b>1. EFFECTIVENESS OF TEACHING WORK - AVAILABLE RESOURCES</b>				
<b>QUALITY STANDARD</b> 1.1.3.1 The implementation of a specific academic calendar and its timely publication.  <b>RECOMMENDATIONS</b> Assurance should exist that the curriculum is made available to the students in a timely fashion.	3	4	During the first week of each semester in each course, students are informed about the module guide and all necessary and important information about the course (course content, student obligations, evaluation methods, days and hours of meetings) on the online course platform at ( <a href="http://lms.frederick.ac.cy">http://lms.frederick.ac.cy</a> ). Also, students can access the academic calendar ( <a href="http://www.frederick.ac.cy/quick-links/academic-calendar">http://www.frederick.ac.cy/quick-links/academic-calendar</a> ) where they can see information about the exam periods, holidays, beginning and end classes.	According to the information that was given to the EEC by the Institution, it seems that the curriculum is indeed made available to students in good time (during the first week of each semester).

<p><b>QUALITY STANDARD</b> 1.1.3.4 The procedures for the fulfillment of undergraduate and postgraduate assignments/ practical training</p> <p>1.1.3.5 The procedures for the conduct and the format of the examinations and for student assessment</p> <p><b>RECOMMENDATIONS</b> The marking scheme and the grading criteria are not clearly presented to the students.</p>	<p>3</p> <p>2</p>	<p>4</p> <p>4</p>	<p>Students are informed about the evaluation methods both during the presentations by the teacher and electronically through the course diagram posted on the website of each course. In each course the evaluation criteria for the assignments, as well as the rating scale are clearly presented. The exams follow a common format that includes questions of graded difficulty and varied form (multiple choice, true-false, short and extensive analysis, critical thinking questions). (see Annex 02 - Student Evaluation, part 2.1 and part 2.2). The final evaluation is always consistent with the objectives and learning outcomes of each course, which are described in detail, in each module guide.</p>	<p>Taking in due consideration the EEC's comments, the Institution has committed to make available the marking scheme and the grading criteria to students at the beginning of each relevant course.</p>
<p><b>QUALITY STANDARD</b> 1.2.1 The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.</p> <p>1.2.2 The methodology of each course is suitable for adults.</p>	<p>3</p> <p>3</p>	<p>4</p> <p>4</p>	<p>All module guides have been redesigned according to the instructions of the External Evaluation Committee and any mismatches between courses have been eliminated. (see Annex 03 - Study Guides) The methodology of each course is designed in such a way that it aims adults. The level of academic knowledge offered, the sources proposed, the methods and the educational strategies followed are the</p>	<p>The EEC is satisfied with the changes made to the module guides and material taught, which are adequate for adult DL education.</p>

<p><b>RECOMMENDATIONS</b> The general model of methodology is adequate for adult DL education, however there are inconsistencies between the courses taught and in the weekly presentations of some of the courses study guides.</p>			<p>same as other Universities such as the Open University in the UK, the Open University of Greece and Open University of Cyprus. Also, the grading of difficulty and the teaching approach is such that it fully responds to the communication of knowledge with adults (see Annex 04 - Course Description)</p>	
<p><b>QUALITY STANDARD</b> 1.2.4 The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.</p> <p><b>RECOMMENDATIONS</b> see comment for 1.1.3 and 1.1.5.</p>	2	4	<p>See answers above</p>	<p>The marking scheme and grading criteria are made available to students as a consequence of the changes made. The information given to the students is believed to be adequate.</p>
<p><b>QUALITY STANDARD</b> 1.3.1 The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.</p> <p><b>RECOMMENDATIONS</b> There is an in-house gap in terms of necessary</p>	3	4	<p>As shown in Annex 06 – Teaching Staff, the permanent academic staff in the postgraduate Program of Study is 77%, while the remaining 23% consists of visiting staff. The teaching load of the visiting staff in no case exceeds the teaching load of permanent staff. The visiting staff enrich the Program of Study with their specialized expertise and support the permanent academic staff of similar specializations. The delivery of courses such as “Biostatistics –</p>	<p>The Institution has taken into consideration the EEC’s comments and has enhanced the "Biostatistics-Epidemiology" course delivery with the participation of Dr.Hlouverakis. The Institution also placed recruitment applications for a permanent staff member, with specialization in Biostatistics, as it was suggested.</p>



<p>expertise in core subjects such as biostatistics, advanced epidemiology and evidence-based health care. Teaching of these subjects heavily relies on the expertise of visiting lecturers.</p>		<p>Epidemiology” and “Evidence-based Health care - From theory to practice” is supported through the collaboration of Frederick University and the Social Medicine Department of the University of Crete (Annex 07 – Memorandums of Understanding). The teaching of the course "Biostatistics-Epidemiology" has been enriched with the participation and specialized expertise of Dr. Gregory Hlouverakis. Dr. Hlouverakis is an Assoc. Professor at University of Crete with over 12 years of academic experience in teaching biostatistics and a plethora of publications on this subject (see Annex 08 – CVs – Recruitment Applications). Dr Hlouverakis has expressed his willingness for a sabbatical leave and employment as permanent staff of Frederick University upon the program’s accreditation and if the needs of the program of study demand it. The University adopted the suggestion by the External Evaluation committee and has already placed recruitment applications for permanent staff position with specialization in Biostatistics. subject (see Annex 08 – CVs – Recruitment Applications). The course «Interdisciplinary Management of Chronic Diseases» is enriched with the participation of Dr Maria Kapritsiou, in a permanent staff position. Dr Maria Kapritsiou holds a PhD from National &amp; Kapodistrian University of Athens with specialization in Medical / Surgical Nursing and a plethora of publications and research projects in the domain. (see</p>	
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			Annex 08 – CVs – Recruitment Applications)	
<p><b>QUALITY STANDARD</b> 1.3.2.2 Publications within the discipline</p> <p><b>RECOMMENDATIONS</b> Beyond certain individuals, the quantity and impact of the research output is below international standards and the role of lead or senior authors is poorly represented.</p>	2	4	<p>Recognizing the need, for the academic staff to develop research action and scientific publications, in order to meet and exceed international standards, we have included this issue in the Strategic Development Plan of the School of Health Sciences for the next five years. This research policy involves the development of research activities that involve both academic / research staff and students through ideas that are within the field of health sciences. The department's policy focuses on promoting high quality scientific research and creating a favourable environment for innovation. In particular, research policy aims at:</p> <ul style="list-style-type: none"> <li>-The creation of an appropriate research environment for all researchers with supporting actions for the submission and management of research projects.</li> <li>-The reinforcement of the research infrastructure.</li> <li>-The establishment of a network of cooperation with other research centers, Universities and Institutions.</li> <li>-Expanding both basic and applied research. Through applied research, the goal is also to connect with the health sector and society in general</li> <li>-In attracting funding in the field of research, the development of innovation and the diffusion of new knowledge.</li> </ul>	<p>The Institution has included this issue in the Strategic Development Plan of the School of Health Sciences, and their general plan seems to be promising for the enhancement of the future growth in research activity and output of staff and students.</p>



		<p>This period of time, a series of publications have been approved, that came out from the collaboration between instructors and students of the conventional postgraduate Program of Study in Community Health Care (see Annex 09 – Certificates of Publications). Indicatively, the following headlines are listed: "High-risk behaviors in teens. The role of nurses", "The prevalence of depression in patients with cardiac insufficiency and correlation with determinants", "The development of depression in adolescence and the role of health professionals", "Presentation of risk assessment models of cardiovascular disease", "The quality of life of patients with colostomy and the effects of the disease in their daily life", "Financial crisis: What is the impact on suicidal rates?", "Depression screening in orphaned children: A systematic review" and many more.</p> <p>Additional publications have already been submitted and internal funding has been secured for small-scale research. With the recent invitation of the Research Promotion Foundation (IPF) in Cyprus and the invitations of Horizon and Erasmus+, to submit research proposals, the teaching and research staff of the School of Health Sciences is preparing research proposals with goal to attract further external funding for the research development.</p> <p>Some examples of titles that are ready for submission are: Healthy Cyprus - Health</p>	
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			Promotion Application for mobile phones for people with disabilities, Cyprus, Frederick Simulation Labs (Erasmus +) and others under preparation. An effort is also made to increase the impact of research through the collaboration with other universities such as the University of Crete, the University of Patras, University of West Attica, the University of South Wales and the Haute Ecole Libre de Bruxelles - Ilya Prigogine.	
<p><b>QUALITY STANDARD</b></p> <p>1.3.9 The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.</p> <p><b>RECOMMENDATION</b></p> <p>Overall, the in-house staff appears to have insufficient capacity and capability to develop competitive grants.</p>	2	3	<p>During the evaluation of the program, a series of articles (most of which are systematic reviews), came out from the collaboration between teachers and students of the conventional Master Program in Community Health Care which is offered the last 4 years (see Annex 09 – Βεβαιώσεις Δημοσιεύσεων). Additional publications have also been taxed and internal funding has been secured for short-scale research. With the recent invitation of the Research Promotion Institute in Cyprus to submit research proposals, the teaching and research staff of the School of Health Sciences has begun the process of preparing research proposals with a view to further attracting external funding for the development of research.</p>	<p>The institution has addressed this satisfactorily through several articles accepted and/or published in peer reviewed journals in late 2018.</p> <p>Small-scale research funding is being made available for teaching and research staff who are preparing proposals to undertake pump priming projects that will pave the way for future external grant applications; this in turn will begin to inform the evidence base for the ongoing curricula and enhance student's learning accordingly.</p>



<p><b>RECOMMENDATIONS</b> 2.1.4 and 2.1.6 see comments in section 1.2.</p>			<p>immediate action in the event of any perceived difficulty.</p> <p>The learning process is designed to achieve the learning outcomes by following all the principles, strategies and methods of distance learning. Learning processes are flexible and adaptable to the needs of each student with the aim of constantly supporting them to achieve desired learning goals in each thematic unit. As mentioned, a range of educational tools is used both on the online course platform and in the overall method used by Frederick University to conduct distance learning curricula to ensure that each learning process is appropriate and certified to allow mastery of all learning objectives set by the analytical course guides.</p>	
<p><b>QUALITY STANDARD</b> 2.2.3 The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.</p> <p><b>RECOMMENDATIONS</b> A major weakness has been noticed in relation to the acquisition of relevant research skills prior to</p>	2	4	<p>To complement and strengthen the students' skills in the Community Health Care Master's Program at the research methodology level, we have modified the program according to the suggestions of the Evaluation Committee. These is as follows: In the first semester, students will attend three thematic modules, one of which is the "Research Methodology", which offers students the opportunity to acquire specific knowledge regarding both quantitative and qualitative research methods, triangulation and acquire academic writing skills. In the second semester, the compulsory course entitled "Biostatistics - Epidemiology" has been added, aiming to develop basic knowledge</p>	<p>The Institution has made a concerted effort to make sure that changes introduced in the programme of study ensures that all student are allowed to acquire the necessary research skills prior to the beginning of their dissertation.</p>



<p>engaging with the dissertation.</p>		<p>in the quantitative approach and discussion of issues related to health and life sciences. The teaching of the course "BiostatisticsEpidemiology" has been enriched with the participation and specialized expertise of Dr. Gregory Hlouverakis. Dr. Hlouverakis is an Assoc. Professor at University of Crete with over 12 years of academic experience in teaching biostatistics and a plethora of publications on this subject (see Annex 08 – CVs – Recruitment Applications). Dr Hlouverakis has expressed his willingness for a sabbatical leave and employment as permanent staff of Frederick University upon the program's accreditation and if the needs of the program of study demand it. The University adopted the suggestion by the External Evaluation committee and has already placed recruitment applications for permanent staff position with specialization in Biostatistics. subject (see Annex 08 – CVs – Recruitment Applications).</p> <p>In the third semester, the compulsory course "Evidence based Health care – From theory to practice" is offered, which strengthens the students' skills in academic research and writing.</p> <p>Therefore, there are three compulsory courses, one in each semester, which aim to enhance the knowledge and develop skills of students in research and academic writing. Special consideration is given to the preparation of students for the</p>	
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			development of basic skills in academic writing, which is done through the MCHC112 (Research Methodology) module, but also by the preparation of students for their assignments on each course (see Annex 10 – Courses per Semester and Annex 04 – Courses Description).	
<p><b>QUALITY STANDARD</b> 2.2.5 The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.</p> <p><b>RECOMMENDATIONS</b></p> <p>Support should be provided more systematically to prepare the students to develop key transferable skills and competencies such as academic writing at master level.</p>	2	3	<p>Following the suggestions of the External Evaluation Committee and after the reorganization of the Curriculum, students have the opportunity to develop their academic writing skills at the Master's level. (see answer point 8, Annex 03 - Study Guides, Annex 04 – Courses Description)</p>	<p>The overall modifications introduced in the programme offer students the opportunity to develop their research and academic writing skills at an adequate level in relation to their degree of choice.</p>
<p><b>QUALITY STANDARD</b> 2.2.8 The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.</p> <p><b>RECOMMENDATION</b></p>	2	4	<p>With the reformulation of the structure and content of the thematic units as mentioned above, recent material has been added from the international scientific trends prevailing in Community Health Care over the last three years. The bibliographic references used weekly as the base material for students, have also been renewed as well as the writings that are be</p>	<p>The Institution has taken into consideration the comments of the EEC and has duly updated the bibliographic sources that are being suggested to students.</p>

<p>The EEC expresses concerns for the considerable amount of outdated material that is included in the course guide.</p>		<p>used as guides for learning (see answer point 4). Point 4. Taking all the suggestions of the External Evaluation Committee into consideration, the bibliographic sources (publications and books) and detailed guides for courses have been renewed and updated. The recommendations of the Evaluation Committee have been implemented into the application. In addition, the students are proposed original readings written in English. The bibliography used is the most recent and relevant to the subject taught, and the readings have been carefully selected to fully meet the needs, requirements and capabilities of the students (see Annex 03 – Study Guides and Annex 04 – Courses Description). Such changes are indicative in the courses on Family Health Care with the code MCHC103.1 and MCHC103.2, in MCHC105 and 106. Also, taken into consideration is the External Evaluation Committee’s suggestion to encourage students to seek systematic literature reviews and research sources published in prestigious scientific journals and also scientific writings in their original form. The University has proceeded with library enrichment orders based on the discussion with the External Evaluation Committee. Students through the electronic library have access to over 5,000 books on the topic of Community Health Care (see Annex 05 - Books).</p>	
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<p><b>QUALITY STANDARD</b> 2.3.3 The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study</p> <p><b>RECOMMENDATION</b></p> <p>Quality assurance mechanisms are in place but no specific guide with detailed regulation was provided to the Committee.</p>	3	4	<p>During the oral presentation of the quality criteria for the proposed program, to the external Evaluation Committee, a detailed description of how the University responds to each criterion as defined by the CYQAA was presented. However, to better facilitate and understand the quality criteria and the University's response, a detailed guide is provided with more information (see Annex 11 – Quality Assurance Criteria).</p>	<p>The Institution has provided the EEC a document containing further « Quality Assurance Criteria » for the second evaluation. This offers adequate information as far as the quality assurance mechanisms are concerned.</p>
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	1 <sup>ST</sup>	2 <sup>ND</sup>		
<b>3. RESEARCH WORK AND SYNERGIES WITH TEACHING</b>				
<p><b>QUALITY STANDARD</b></p> <p>3.1 Research - Teaching Synergies 3.1.1, 3.1.2, 3.1.4, 3.1.8, 3.1.9</p> <p><b>RECOMMENDATIONS</b></p> <p>The program team has aspirations to become more research active. Therefore, the EEC recommends that the Frederick university facilitates the aspiration of the program team through for example greater access to internal funds.</p>	2	3	<p>The Memorandum of Understanding with the University of Crete and the involvement of professors from the Department of Medicine, which has already developed other research collaborations, is contributing to the academic extroversion of Frederick University and our specific postgraduate program. Students come in contact with existing research programs from other countries and are highly satisfied with fulfilling the request to undertake research courses.</p>	<p>The Institution has modified the programme according to the suggestions of the EEC.</p>

<p><b>QUALITY STANDARD</b> 3.1.7 The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.</p> <p><b>RECOMMENDATIONS</b> Course 112 (Research methods) should become a compulsory part of the program to provide students with adequate knowledge and skills to understand research (and conduct, if relevant). As a minimum evidence-based methods and practices should be taught in the first semester potentially embedded in the Epidemiology course.</p>	3	4	<p>To complement and strengthen the students' skills in the Community Health Care Master's Program at the research methodology level, we have modified the program according to the suggestions of the Evaluation Committee. These is as follows: In the first semester, students will attend three thematic modules, one of which is the "Research Methodology", which offers students the opportunity to acquire specific knowledge regarding both quantitative and qualitative research methods, triangulation and acquire academic writing skills. In the second semester, the compulsory course entitled "Biostatistics - Epidemiology" has been added, aiming to develop basic knowledge in the quantitative approach and discussion of issues related to health and life sciences. The teaching of the course "BiostatisticsEpidemiology" has been enriched with the participation and specialized expertise of Dr. Gregory Hlouverakis. Dr. Hlouverakis is an Assoc. Professor at University of Crete with over 12 years of academic experience in teaching biostatistics and a plethora of publications on this subject (see Annex 08 – CVs – Recruitment Applications). Dr Hlouverakis has expressed his willingness for a sabbatical leave and employment as permanent staff of Frederick University</p>	<p>The Institution has satisfactorily addressed the EEC recommendations to integrate research methods training in three compulsory courses, one in each semester, which aim to enhance the knowledge and develop students' skills in research and academic writing. In addition, consideration is given to the preparation of students for the development of basic skills in academic writing, which is done through the MCHC112 (Research Methodology) module, but also by the preparation of students for their assignments on each course</p>

		<p>upon the program's accreditation and if the needs of the program of study demand it. The University adopted the suggestion by the External Evaluation committee and has already placed recruitment applications for permanent staff position with specialization in Biostatistics. subject (see Annex 08 – CVs – Recruitment Applications).</p> <p>In the third semester, the compulsory course "Evidence based Health care – From theory to practice" is offered, which strengthens the students' skills in academic research and writing.</p> <p>Therefore, there are three compulsory courses, one in each semester, which aim to enhance the knowledge and develop skills of students in research and academic writing. Special consideration is given to the preparation of students for the development of basic skills in academic writing, which is done through the MCHC112 (Research Methodology) module, but also by the preparation of students for their assignments on each course (see Annex 10 – Courses per Semester and Annex 04 – Courses Description).</p>	
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	1 <sup>ST</sup>	2 <sup>ND</sup>		
<b>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</b>				
<p><b>QUALITY STANDARD</b></p> <p>4.2.1 There are suitable books and reputable journals supporting the program.</p> <p><b>RECOMMENDATIONS</b></p> <p>Relevant literature should be provided in original language when English versions are available.</p>	3	4	<p>During the initial application period for the evaluation of the specific program, several of the suggested translations were in Greek to facilitate students who preferred to receive knowledge in their mother language. At the instigation of the External Evaluation Committee, the program designing team was extensively encouraged to have students study the original texts in their written language. Students are now given the opportunity to access translated text; however, the original is proposed. To ensure the ability to use the English language, a written test has been added to the admission criteria for students, to ensure adequate knowledge for the purpose of assessing most original bibliographic sources see answer point 5, Annex 03 - Study Guides and Annex 04 – Courses Description</p>	<p>Following the EEC's suggestions, the Institution is now offering bibliographic sources in their original written language (when that is English), rather than in versions translated in Greek.</p>

<p><b>QUALITY ASSURANCE</b></p> <p>4.2.6 Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.</p> <p><b>RECOMMENDATIONS</b></p> <p>Some outdated materials are provided and should be updated</p>	2	4	<p>Taking all the suggestions of the External Evaluation Committee into consideration, the bibliographic sources (publications and books) and detailed guides for courses have been renewed and updated. The recommendations of the Evaluation Committee have been implemented into the application. In addition, the students are proposed original readings written in English. The bibliography used is the most recent and relevant to the subject taught, and the readings have been carefully selected to fully meet the needs, requirements and capabilities of the students (see Annex 03 – Study Guides and Annex 04 – Courses Description). Such changes are indicative in the courses on Family Health Care with the code MCHC103.1 and MCHC103.2, in MCHC105 and 106. Also, taken into consideration is the External Evaluation Committee’s suggestion to encourage students to seek systematic literature reviews and research sources published in prestigious scientific journals and also scientific writings in their original form. The University has proceeded with library enrichment orders based on the discussion with the External Evaluation Committee. Students through the electronic library have access to over 5,000 books on the topic of Community Health Care (see Annex 05 - Books).</p>	<p>The Institution has taken into consideration the comments of the EEC and has updated the bibliographic sources that are being suggested to students.</p>
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			Appendix 03 - Study Guides and Annex 04 – Course Description	
<p><b>QUALITY STANDARD</b> 4.2.7 The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.</p> <p><b>RECOMMENDATIONS</b> The personnel activities of the DL pedagogical unit should be more comprehensively supported by the university</p>	3	4	<p>The Distance Learning Unit has been equipped with the creation of an Audio Visual Lab, a workshop for the support of distance learning in all offered curricula. The laboratory takes control of the material presented to students, making corrections and suggestions to academics in terms of content and form. It is interactive and contemporary and in collaboration with the academic staff's it designs the material: articles, e-books, PowerPoint files and other tools and file types that are flexible and student-friendly and that promote the learning objectives that have been set. The Distance Learning Unit undertakes at the beginning of each academic semester the training of academic staff involved in distance learning procedures. The teaching staff has the opportunity to gain knowledge of adult education and the philosophy of distance learning. Members are updated in detail about the use of the selected electronic tools provided by the University, the decisions of the distance learning committee and the new academic and legal standards and instructions by the CYQAA.</p>	<p>According to the information given by the Institution, every staff member that teaches on the DL programme is participating in training that takes place at the beginning of each academic semester. The creation of the Audio Visual Lab is also considered to be helpful for members of staff and for the material they provide to students.</p>

<p><b>QUALITY STANDARD</b> 4.3.2 The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.</p> <p><b>RECOMMENDATIONS</b> The information provided is not sufficient to make a justifiable assessment.</p>	3	4	<p>The main sources of funding in this Master's program come from tuition fees paid by students. In addition, teachers' achievements at the research level often attract external funding, which is used for the internal development of academic staff and schools. Finally, a part of the funding comes under internal support from the University authorities who pay for the development of small-scale research. Overall, there is the financial support of academic staff and students in the development of research projects. In recent years, internal funding has grown steadily, and more and more processes are being taken into account to improve and provide opportunities for the development of research activity.</p>	<p>The information provided by the Institution suggests that the relevant academic departments are offered sufficient financial resources and autonomy in their allocation.</p>
<p><b>QUALITY STANDARD</b> 4.3.3 The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.</p> <p><b>RECOMMENDATIONS</b> It is understood that the remuneration of teaching staff is comparable to the one of staff employed by other private institutions but it is below the salary levels of academic staff</p>	3	4	<p>We do not accept the Commission's comment as Frederick University is, perhaps, the only private university where the salary scale of teaching staff is competitive and comparable to the salary scale of public universities.</p>	<p>The EEC is satisfied with the answer provided by the Institution.</p>

employed in public universities.				
<p><b>QUALITY STANDARD</b></p> <p>4.3.4 Student tuition and fees are consistent to the tuition and fees of other respective institutions.</p> <p><b>RECOMMENDATIONS</b></p> <p>The tuition fees are higher than other comparable institutions however opportunities are available for students to apply for scholarships on the basis of needs. No scholarship is awarded for academic excellence.</p>	3	4	<p>The tuition fees paid by the students are comparable to other universities in Cyprus and other European countries. The University also grants scholarships to:</p> <p>a. Undergraduate Studies - Provides (full and partial) tuition scholarships to excellent secondary school graduates.</p> <p>b. Undergraduate Studies - Provides (full and partial) tuition grants to graduates of secondary education that have demonstrated talent and high performance in fields related to the curriculum that they follow at the University.</p> <p>c. Postgraduate Studies - Provides (full and partial) tuition grants to holders of a bachelor's degree with high academic performance.</p> <p>Scholarships greatly reduce the cost for each student who gets a discount on tuition fees</p>	<p>Scholarships for academic excellence are being provided by the Institution (full or partial). Tuition fees are comparable to those of other respective institutions.</p>



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	1 <sup>ST</sup>	2 <sup>ND</sup>		
<b>5. DISTANCE LEARNING PROGRAMS</b>				
<b>QUALITY STANDARD</b>  5.2 The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.  <b>RECOMMENDATIONS</b>  In the announcement of staff to be employed in distance learning programs, the criterion of certified knowledge in distance learning and adult	3	3		The Institution has not addressed this recommendation.

<p>education is always a priority. Such notice has already been announced and can be found on the internet and on the Frederick University website; they can be displayed on demand. A key criterion for the University is the knowledge of distance learning for those employed in the program, as this ensures the provision of a high level of knowledge and service.</p>				
<p><b>QUALITY STANDARD</b></p> <p>5.3 Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.</p> <p><b>RECOMMENDATIONS</b></p> <p>See comment 4.2.7.</p>	3	4	See 4.2.7	<p>Teaching staff in the long-distance learning programme are required to participate in a compulsory training at the beginning of each semester. Also, the Audio Visual Lab appears to be a helpful tool for teaching staff.</p>
<p><b>QUALITY STANDARDS</b></p> <p>5.8 Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by</p>	3	4	<p>Following the suggestions of the External Evaluation Committee, the Curriculum was enriched with interactive and group work as shown in Appendix 02 - Student Assessment, Appendix 03 - Study Guides, and Appendix 04 - Description of Courses.</p>	<p>The institution has satisfactorily addressed this recommendation through a range of educational material, use of an electronic bibliography and referencing tool, and up to date communication tools including video conferencing, chat tools and forums to strengthen remote learning opportunities for students.</p>



<p>the long distance education methodology and are updated regularly.</p> <p><b>RECOMMENDATIONS</b> There is room for improvement in terms of the design of learning activities in particular by emphasizing the focus on interactive and collaborative activities.</p>		<p>The educational material used in the postgraduate program is in line with the requirements of accepted distance learning methods. The project design team uses a modern bibliography that can be viewed electronically by access to a database provided by the University. It uses modern educational tools such as videoconferencing, modern communication tools such as forum and chat, makes use of narrative presentation files and video tutorials, and uses a whole host of additional strategies that go hand in hand with remote learning.</p>	
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QUALITY STANDARDS AND EEC RECOMMENDATIONS	NUMERICAL EVALUATION		INSTITUTION'S RESPONSE	DEGREE OF COMPLIANCE  5 = Full compliance* 4 = Substantial compliance* 3 = Partial compliance* 2 = Non-compliance* 1 = Non-compliance*  *COMMENTS - JUSTIFICATION
	1 <sup>ST</sup>	2 <sup>ND</sup>		
<b>6. DOCTORAL PROGRAMS OF STUDY</b>				
QUALITY STANDARD  .....  RECOMMENDATIONS  .....				N/A

**TABLE C**

- **Conclusions, Suggestions and Final Remarks – Suggestions are completed by the CYQAA’s Officer, based on the External Evaluation Report.**
- **Degree of Compliance is completed by the EEC, after the assessment of the Institution’s actions towards the Program’s compliance with the quality standards.**

<p style="text-align: center;"><b>CONCLUDING REMARKS</b></p>	<p style="text-align: center;"><b>DEGREE OF COMPLIANCE</b></p> <p> <b>Full compliance*</b>  <b>Substantial compliance*</b>  <b>Partial compliance*</b>  <b>Non-compliance*</b> </p> <p><b>*COMMENTS - JUSTIFICATION</b></p>
<p><b>CONCLUSIONS AND SUGGESTIONS IN THE EXTERNAL EVALUATION REPORT</b></p> <p>The proposed program builds on the successful experience of the conventional MSc in Community Health Care. The EEC was impressed with the program curriculum which presented a number of good practices in terms of its overall aims, purpose and the learning outcomes for students. The program quality assurance arrangements were clear and well-defined overall. The procedures detailed for the management of the program were also of high standards. Furthermore, the program greatly benefits from the strong collaboration between Frederick University and the University of Crete and the University of Athens, where there is a recognized peak of expertise and research excellence in relevant subjects around community health care. Frederick University has established a well-developed DL structure and infrastructure including appropriate policies, regulations, procedures and</p>	<p>The EEC is satisfied with the changes made to the programme and confirm its recommendation for the programme to be accredited by the Agency.</p>



<p>tools. A pedagogical planning unit has been successfully developed as well as DL Program Study Guide that fulfills the relevant DIPAE criteria.</p> <p>However, the EEC noticed a number of limitations that they wish to bring to the attention of DIPAE and the program team. These include: - The acquisition of relevant research skills by the students in the early stages of the program as these skills are foundational to the student experience and possibility to fully engage with the learning material. So the research becomes an essential requirement of the first semester and hence to be embedded throughout the whole program. - A second limitation was identified in relation to the research capacity and capability of some of the members of the teaching staff that were also recognized by the program team during the on-site visit. The teaching staff have the appropriate qualifications in the topic area in relation to their clinical background and experience of health care services, but support needs to be provided in terms of the writing of competitive research grants and preparing publications to be submitted to high quality international academic journals, which will feed directly into the curriculum and improve student experience. - Third, Frederick University should better support the teaching staff throughout the delivery of the DL program and hence it is suggested that investment in human resources should be undertaken to improve the pedagogical development of the program. Finally, it is worth pointing out that Frederick University and the program team could have prepared the overall application with better attention to detail and with a better presentation of all the structure and procedures in place.</p> <p>To conclude, the EEC recommends accrediting the proposed program, provided that all key specified recommendations are adequately addressed and fully implemented by Frederick University.</p>	
<p><b>FINAL REMARKS – SUGGESTIONS IN THE EXTERNAL EVALUATION REPORT</b></p> <p>The program document, the facilities and resources available were thoroughly analyzed by the EEC. Extensive discussions were also undertaken with academics, students, and administrative and technical support staff.</p>	



All considered, the EEC recommends accrediting the MSc in Community Health Care – Distance Learning. However, it is felt that key issues highlighted in the Findings section and summarized in the Conclusions should be promptly tackled and that these changes are implemented by Frederick University.

The EEC believes that the extent of the changes required and the responses that will be provided to the above recommendations will require for the program to not start before the second semester of the academic year 2018-19.

**Date: ...10/01/2019.....**