**Date: Click to add Date**

* **Higher Education Institution:**

**Name**

* **Town:** **Town**
* **Programme of Study   
  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]. |

**Guidelines on Content and Structure of the Report**

The evaluation of study programmes in Medicine follows the structure of assessment areas. The document contains eight (8) assessment areas with the relevant appendices at the end. Each assessment area is divided into sub-areas with guidance.

The Medical School is expected to provide an in-depth self-study that addresses compliance with the standards as these are set in the document “[Basic Medical Education WFME Global Standards for Quality Improvement](https://wfme.org/wp-content/uploads/2020/12/WFME-BME-Standards-2020-1.pdf) (The 2020 Revision)”.

For each sub-area the Medical School must state the actions taken to comply with the standards **and** provide evidence i.e. the appropriate documentation/policies/minutes/website links/annexes/etc. It is highlighted that the evidence must be provided by indicating the exact page where the information is and **not** as a whole document.

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# MISSION AND VALUES

**Instructions:** For each sub-area the Medical School must state the actions taken to comply with the standards **and** provide evidence i.e. the appropriate documentation/policies/minutes/website links/annexes/etc. It is highlighted that the evidence must be provided by indicating the exact page where the information is and **not** as a whole document.

## Stating the mission

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

### 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.

Please indicate below actions and evidences taken:

Click to add details for Stating the mission

# CURRICULUM

**Instructions:** For each sub-area the Medical School must state the actions taken to comply with the standards **and** provide evidence i.e. the appropriate documentation/policies/minutes/website links/annexes/etc. It is highlighted that the evidence must be provided by indicating the exact page where the information is and **not** as a whole document.

## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Intended curriculum outcomes

## 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 disciplines.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Curriculum organisation and structure

## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Curriculum content

## 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.**

### Guidances

* 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.

Please indicate below actions and evidences taken:

Click to add details for Educational methods and experiences

# ASSESSMENT

**Instructions:** For each sub-area the Medical School must state the actions taken to comply with the standards **and** provide evidence i.e. the appropriate documentation/policies/minutes/website links/annexes/etc. It is highlighted that the evidence must be provided by indicating the exact page where the information is and **not** as a whole document.

## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Assessment policy and system

## Assessment in support of learning

1. **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.**
2. **These formative assessments are tied to educational interventions that ensure that all students have the opportunity to achieve their potential.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Assessment in support of learning

## Assessment in support of decision-making

1. **The school has in place a system of assessment that informs decisions on progression and graduation.**
2. **These summative assessments are appropriate to measuring course outcomes.**
3. **Assessments are well-designed, producing reliable and valid scores.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Assessment in support of decision-making

## Quality control

1. **The school has mechanisms in place to assure the quality of its assessments.**
2. **Assessment data are used to improve the performance of academic staff, courses and the institution.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Quality control

# STUDENTS

**Instructions:** For each sub-area the Medical School must state the actions taken to comply with the standards **and** provide evidence i.e. the appropriate documentation/policies/minutes/website links/annexes/etc. It is highlighted that the evidence must be provided by indicating the exact page where the information is and **not** as a whole document.

## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Selection and admission policy

## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Student counselling and support

# ACADEMIC STAFF

**Instructions:** For each sub-area the Medical School must state the actions taken to comply with the standards **and** provide evidence i.e. the appropriate documentation/policies/minutes/website links/annexes/etc. It is highlighted that the evidence must be provided by indicating the exact page where the information is and **not** as a whole document.

## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Academic staff establishment policy

## Academic staff performance and conduct

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

### 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.

Please indicate below actions and evidences taken:

Click to add details for Academic staff performance and conduct

## Continuing professional development for academic staff

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

Please indicate below actions and evidences taken:

Click to add details for Continuing professional development for academic staff

# EDUCATIONAL RESOURCES

**Instructions:** For each sub-area the Medical School must state the actions taken to comply with the standards **and** provide evidence i.e. the appropriate documentation/policies/minutes/website links/annexes/etc. It is highlighted that the evidence must be provided by indicating the exact page where the information is and **not** as a whole document.

## Physical facilities for teaching and learning

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

### Guidance

Physical facilities include the physical spaces and equipment available to implement the planned curriculum for the given number of students and academic staff.

Please indicate below actions and evidences taken:

Click to add details for Physical facilities for teaching and learning

## Clinical training resources

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

### 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.

Please indicate below actions and evidences taken:

Click to add details for Clinical training resources

## Information resources

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

### 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.

Please indicate below actions and evidences taken:

Click to add details for Information resources

# QUALITY ASSURANCE

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## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for The quality assurance system

# GOVERNANCE AND ADMINISTRATION

**Instructions:** For each sub-area the Medical School must state the actions taken to comply with the standards **and** provide evidence i.e. the appropriate documentation/policies/minutes/website links/annexes/etc. It is highlighted that the evidence must be provided by indicating the exact page where the information is and **not** as a whole document.

## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Governance

## 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.**

### 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.

Please indicate below actions and evidences taken:

Click to add details for Student and academic staff representation

## Administration

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

### Guidance

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

Please indicate below actions and evidences taken:

Click to add details for Administration

# APPENDICES

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Click to add appendices for CURRICULUM

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