



Doc. 300.1.2

# Higher Education Institution's Response

Date: 11/03/2021

- **Higher Education Institution: EUROPEAN UNIVERSITY CYPRUS**

- **Town: NICOSIA**

- **Programme of study Name (Duration, ECTS, Cycle)**

**In Greek:**

“Εργοθεραπεία (4 Έτη/240 ECTS, Πτυχίο)”

**In English:**

“Occupational Therapy (4 years/240 ECTS, B.Sc.)”

- **Language(s) of instruction: GREEK**

- **Programme's status: Currently Operating**

- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

*The Department of Health Sciences of European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the undergraduate Occupational Therapy (B.Sc.) programme. It is with great appreciation that the Department and the School of Sciences noted the positive feedback of the EEC; we carefully considered the insightful recommendations. The Committee’s recommendations provided us the opportunity to further improve the quality and implementation of the Program. In the following pages, we address in detail all recommendations for improvement suggested by the EEC. We provide relevant information and describe actions taken to ensure that our Occupational Therapy (B.Sc.) programme is of high quality and considerable impact.*



## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.8, 1.9)

*The EEC has raised the following issues. The response for issue is shown below each point that is raised.*

### Comments by the EEC:

#### Findings:

1. Some modules lack the explicit reference to occupational therapy.
2. Meta-analysis seems too a high level for a BSc thesis, especially given that the thesis includes 6 ECTS only.
3. Many thesis projects are literature reviews. It would be worthwhile to stimulate more practice-oriented research based on needs from the field using small data collections (qualitative or quantitative) and analysis skills.

### Response by EUC:

We thank the EEC for these important recommendations, which we have attempted to take into account effectively, as indicated below:

1. In response to the EEC recommendation, the Program's Advisory Board met on 08-02-2021 in order to further discuss the recommendations of the EEC. A specific discussion was devoted on the courses of the Program as regards to their direct and explicit connection to Occupational Therapy (OT). These discussions were supplemented also with discussion in the Program Committee and resulted in a re-development of the curriculum of the Programme by modifying the most generic courses offered during the first year, as explained below. The overall "Course Distribution per Semester" has also been modified and is included in Appendix 1. All changes made are compatible with the guidelines of the World Federation of Occupational Therapists. In more detail:
  - The course 'Exercise Physiology' has been replaced by another course (see following point), as it has been considered not to directly correlate with OT. Physiology contents are now embedded within the Anatomy module, which has now been renamed into "Human Anatomy & Physiology". The current content and learning outcomes of the course describe thoroughly the elements of physiology, as well as human anatomy and correlate the anatomical structures with activities of daily living (please see Syllabus of Course "Human Anatomy and Physiology", in Appendix 2).
  - 'Exercise Physiology' has been replaced by the course "Seminars in Occupational Therapy Clinical Practice", following the EEC's suggestions and feedback received by the Program's Advisory Board. The new course has been included with the aim to provide students with an overview of different aspects of Occupational Therapy practice in various fields with weekly seminar presentations by national and/or international Occupational Therapists, who are experts in their field of practice (please see Syllabus "Seminars in Occupational Therapy Clinical Practice" in Appendix 3).

- The former course “Neurology” has been modified to fit the more specific needs of OT students. The new course is named “Neurology for Occupational Therapists”. The learning outcomes of the new course are specifically adapted to OT and an assignment has been added to help students correlate the new knowledge with the concept of occupation and occupational performance (please see Syllabus “Neurology for Occupational Therapists” in Appendix 4).
  - The “Health Psychology” course has been replaced by a new one named “Psychological Theories for Occupational Therapy Practice” (please see Syllabus “Psychological Theories for Occupational Therapy Practice” in Appendix 5). The new syllabus has been designed with the aim to take into consideration all the vital aspects of psychological theories, which are related to health, occupation and occupational therapy.
  - The syllabus of “Occupational Analysis of Human Movement” has been modified by adjusting the learning outcomes and content to better connect with occupation and everyday activities. For the same reason, an assignment, which will be occupation therapy-centred has been added (please see Syllabus “Occupational Analysis of Human Movement” in Appendix 6).
2. Following the EEC’s recommendation, meta-analysis has been withdrawn from the modules devoted to Research Methodology. In more detail, contents (with the exception of meta-analysis) of “Research Methodology in Occupational Therapy III” have been embedded within “Research Methodology in Occupational Therapy I” (see Appendix 7) and “Research Methodology in Occupational Therapy II” (see Appendix 8). The remaining 6 ECTS (after exclusion of “Research Methodology in Occupational Therapy III”) have been added as workload to the “Occupational Therapy Undergraduate Thesis”, which is now equivalent to 12 ECTS, instead of 6, thus aligning with the recommendation of the EEC that the Thesis content should bear for more ECTS (please see Syllabus “Occupational Therapy Undergraduate Thesis” in Appendix 9).
  3. In alignment with the EEC recommendation, we have substantially increased the research-related/practice-oriented research topics in order to minimize the literature review topics and enhance students’ field data collection skills (both qualitative and quantitative) and analysis skills. The topic list for the following Academic Year 2021-22 appears in Appendix 10 (“Undergraduate Thesis topics for Academic Year 2021-2022”). As indicated by the topics, most have an empirical/research-related and practice-related perspective and provide the students the opportunity to conduct both qualitative and quantitative data collection or even to use mixed data methods.

Furthermore, the OT programme has started working with other European universities on an Erasmus KA2 project, which will focus on cultivating strong collaborations between industry and academia, reflecting directly on thesis’ topics offered to undergraduate students.

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

### **Comments by the EEC:**

#### **Findings:**

1. Rather high level of workload during the final year. The focus on the thesis could be heightened with more credits and less accompanying tasks during that phase.
2. The choice of paradigm in selected modules should be reconsidered. The OT focus could be strengthened through a certain degree of team collaboration and team teaching.

### **Response by EUC:**

We thank the EEC for these important recommendations.

1. We agree with the EEC comments that the final year was too challenging for the students due to heavy workload. As pointed out in our response previously (point 2, p. 4), we have included part of the contents of “Research Methodology in Occupational Therapy III” in “Research Methodology in Occupational Therapy I” (see Appendix 7) and “Research Methodology in Occupational Therapy II” (see Appendix 8). We have also added workload of 6 ECTS to the “Occupational Therapy Undergraduate Thesis”, which is now equivalent to 12 ECTS, thus aligning with the recommendation of the EEC that the Thesis content should bear for more ECTS (please see Syllabus “Occupational Therapy Undergraduate Thesis” in Appendix 9).
2. Following the EEC’s suggestions, we have re-developed the curriculum of the programme by modifying some courses (as mentioned in point 1, p. 3-4 in detail) to directly associate them with the OT paradigm. In more specific: the course “Exercise Physiology” has been replaced by the course “Seminars in Occupational Therapy Clinical Practice”; Physiology contents are now embedded within the “Human Anatomy & Physiology” course; and the course “Neurology for Occupational Therapists” has been adapted to the needs of OT students and an occupation-centred assignment has been added. In addition, similar modifications have taken place in the “Occupational Analysis of Human Movement” course. Finally, the “Health Psychology” course has been replaced by the course “Psychological Theories for Occupational Therapy Practice”. The new “Course distribution per semester” can be found in Appendix 1.

### 3. Teaching Staff (ESG 1.5)

#### Comments by the EEC:

#### Findings:

1. The current situation with just one faculty member with a PhD in occupational therapy, is critical from the perspective of programme sustainability. This situation makes it very hard to combine research and teaching in a longer perspective and will be contra-productive for the individual staff members.
2. The goal to initiate a master program in Occupational Therapy, is on the agenda for the future, but will rely on recruitment of several new faculty members with the right competence and experience from research. The experts recommend a concept for a new master program that should attract not just persons from Cyprus and Greece but young professionals from all over the globe to become students in the European University Cyprus. For this reason, it needs to build on the unique and strong initiatives that have been taken and are under development in research. A strong research base is a prerequisite for a masters' program.
3. The experts recommend building capacity with the goal to create a "critical mass" in occupational therapy for a stronger sustainable educational program and research program. The university will need to recruit 2-3 new faculty, who are occupational therapists with a PhD, or a masters' degree with a strong interest in both teaching and research. This can be design as a "joint venture" in collaboration with other European universities, or by recruiting internationally.
4. The experts recommend offering BSc and MSc modules in English language. It will provide opportunities for visiting professors in OT and will serve the purpose to prepare the students for a global market.

#### Response by EUC:

1. In agreement with the EEC on the sustainability issues associated with the one faculty member with a Ph.D, and as discussed during the EEC visit, the Department has been advertising full-time Faculty vacancies for the OT program of study since February 2018. Despite wide dissemination (both locally and overseas), the interest in the positions was limited and any applications submitted were of very poor quality. The Department has thoroughly investigated the reasons behind this and was therefore not taken by surprised by the similar experience shared to us by the EEC members, who also agreed that: Ph.D. holders in the discipline internationally are scarce and most do not pursue an academic career but a practice-based career path, which pays much more. In the case of our OT programme of study, an additional reason for not receiving major interest in the vacancies is the fact that the programme is offered in Greek, and thus all applicants need to be fluent Greek speakers. Currently, there is no Occupational Therapist in Cyprus who holds a Ph.D. and in Greece the limited number of Occupational Therapist are already occupied in similar positions in Greece. During all proclamations of the positions these years, only one high-standard Greek-speaking Ph.D. holder in OT showed interest, who was located, however, at a European country and who withdrew her interest after deciding not to move from the country she was located.

At the same time, the Department, has been opening every year vacancies for Special Teaching Personnel; firstly to counteract the fact that the Faculty vacancies received minimal interest and secondly, to increase the full-time academic staff of the Program. Hence, Ms Marina Georgiadou was hired on 1.9.2020 and Ms. Nefeli Papasalourou on 1.2.2021, both at the position of Special Teaching Personnel in OT. Aiming at capacity building and following recommendation by the EEC (please see more about this in our response below at point 3).

2. The Department agrees with the comment of EEC to initiate a master program in Occupational Therapy. As explained and discussed with the EEC, the Department had already prepared under its strategic plan a draft master degree proposal in OT. Since then, the Department Council on 4<sup>th</sup> December 2020 following all necessary actions and EUC internal regulations on submission of new programmes of study has submitted the approval for the development of a Master Programme to the School Council on 7<sup>th</sup> December 2020. The following stage of the preparation of the submission of the programme to CY.Q.A.A. has a deadline mid-May 2021. The programme is expected to be submitted to CY.Q.A.A. for accreditation in Fall 2021.
3. As explained in item 1 above, the Department has been implementing the recommendation for the capacity building of Special Teaching Personnel with the goal to create a “critical mass” of Faculty personnel. More specifically, apart from Ms Marina Georgiadou who was hired on 1.9.2020, in February 2021, Ms. Efstathia Nefeli Papasalourou was hired for the second advertised vacancy of Special Teaching Personnel in OT, thus covering the second of the three positions, suggested by the EEC during their visit. Ms Papasalourou is an M.Sc. holder and a Ph.D. candidate currently at the stage of submitting her Ph.D. proposal. Ms Papasalourou is expected to have a strong input in both teaching and research development of the Programme of the nature suggested by the EEC (“building capacity with the goal to create a critical mass in occupational therapy”). Another full-time STP position has been announced on 18-02-2021 (please see here the website announcement [https://galileo.wd3.myworkdayjobs.com/en-US/european\\_university\\_cyprus\\_career\\_site/job/Engomi/FT-Academic-Position--Occupational-Therapy--Special-Teaching-Personnel- R-03462-1](https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/job/Engomi/FT-Academic-Position--Occupational-Therapy--Special-Teaching-Personnel- R-03462-1)).

Moreover, as mentioned in item 1 above, a full-time Faculty position is also still vacant and has been re-advertised several times over the last 3 years (please see here the website announcement [https://galileo.wd3.myworkdayjobs.com/en-US/european\\_university\\_cyprus\\_career\\_site/job/Engomi/Academic-position--Occupational-Therapy--any-rank- R-03065-1](https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/job/Engomi/Academic-position--Occupational-Therapy--any-rank- R-03065-1)).

4. We agree with the EEC that offering B.Sc. and M.Sc. courses in English will open up many opportunities. Hence, the M.Sc. programme under preparation will be offered in English.

As far as the suggestion to offer some English courses in English in the existing OT Programme which is offered in Greek, according to the CY.Q.A.A., a programme offered in Greek is not possible to offer its courses in English (or any other language than the one the programme has been accredited for). In light of this, the suggestion of the Committee to increase the English component of the programme following the introduction of courses in English, is not possible to implement – at least not currently - due to national regulations. Given these restrictions, the Programme would be willing to proceed to a staged process of introducing courses in English, as suggested by the EEC, upon a formal approval of CY.Q.A.A. Nevertheless, the internationalization of the undergraduate programme and the



enhancement of students' preparation for a global market, as well as student and teacher mobility remain a priority for the Programme and it is evident by the following:

- a. Inviting Erasmus teaching staff from non-Greek speaking partners to offer guest lectures (as soon as traveling restrictions imposed due to the current pandemic are eased to create more conducive conditions for international travel). The Department of Health Sciences holds currently more than 50 Erasmus mobility agreements, including both academic staff and student mobility, which we aim to further expand.
- b. Involving undergraduate students in international research projects where they get opportunities to work collaboratively with colleagues/students from universities abroad. The OT Plasticity Lab is expanding research collaborations with the Industry (i.e. Rewellio GmbH, ReJoyce), aiming at increasingly including students in relevant projects, such as the Leap Motion project (past collaboration with Warwick University, UK). The "Intercultural project" that run for two years between the OT Programme of EUC and the one from St. Augustine University for Health Studies (USA) was another way of preparing our students for the global market.
- c. Our project "Bridging Occupational Gaps with Refugees & Asylum Seekers", which is offered as one of the practice fieldworks, requires full communication with the asylum seekers in English. Furthermore, this project has attracted a number of colleagues and students from different European countries, who have spent time practicing along with our students and staff, thus, providing opportunities for meaningful cultural exchange.
- d. Offering English-medium seminars/ events: The Department of Health Sciences organizes a variety of seminars and events each year, some of which are in English and well attended by students. In February 2020 an event for asylum seekers was organized with the active engagement of OT students within the University premises and with collaboration of UNHCR Cyprus. The event had more than 500 attendees, including asylum seekers, NGOs, Ministries, local/ international organizations and citizens. Such active participation of students in international events will be further encouraged in the future.

#### **4. Student admission, progression, recognition and certification**

(ESG 1.4, 1.6, 1.7)

##### **Comments by the EEC:**

##### **Findings:**

1. The writing guidelines for the thesis appear to be rather detailed, not very student-centered and seem to leave little room for individual creativity.

##### **Response by EUC:**

1. We thank the EEC for these important recommendations. Please find attached the modified “Occupational Therapy Undergraduate Thesis Writing Guide” (see Appendix 11) with points referring to students’ individual creativity highlighted. In more detail, the modified Guide highlights:
  - the interactive process between student and supervisor (p.4),
  - topic selection, according to the individual student’s interest (p.6; p.9),
  - opportunities for collaboration between students (p.7),
  - the supervisor selection process (p.8),
  - student’s involvement in the design and implementation of the thesis (p.8),
  - the potential of new topics or topic modifications proposed by the student (p.9; p.10).



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

***No comments were indicated by the EEC***



**6. Additional for doctoral programmes**  
(ALL ESG)

**N/A**



**7. Eligibility (Joint programme)**  
(ALL ESG)

N/A

## B. Conclusions and final remarks

### Comments by the EEC:

#### Findings:

The expert panel recommends the following foci, which partially overlap:

#### 1. Capacity building including

- Support of individual faculty to complete a Master of Science and a PhD Degree with focus on occupational therapy (initially at universities abroad).
- Release BSc leadership faculty from their current responsibilities in order to set up an MSc with the support of international colleagues. Build up junior staff with MSc degrees to take over leadership roles in the BSc.
- Establish a rather generic EUC Occupational Therapy Master of Science Programme (with the possibility to deepen the individual focus through the assignments and thesis) with a USP related to research projects and the potential to attract international students and faculty. Search for collaboration with existing international/European MSc programmes.
- Building up on existing networks (i.e., Utrecht Network, European University Network) including cooperation with strong research universities abroad to support OT PhD students from Cyprus studying abroad while being employed at EUC.

#### 2. Research focus including

- Strengthen the area of OT research (qualitative as well as quantitative methods) potentially involving already existing partnerships with international industries (i.e., Microsoft) and universities abroad including the campus clinic lab facilities to collect data relevant for occupational therapy research.
- Supporting interprofessional research with EUC schools/departments like medicine, social work, architecture, computer & engineer sciences and business.
- Collaborating with the local community on social welfare research projects related to OT (i.e., exiting refugees projects).

#### 3. Internationalization including

- Using existing networks (i.e., Utrecht Network, European University) for concrete OT programme related projects.
- Exposing students to international programmes through internationalization at home, international weeks abroad, international semesters, international fieldwork experiences and international visiting professors.
- Continue/establish membership in European OT networks like ENOTHE and interprofessional networks like COHEHRE to exchange students, staff and best practice examples.

#### 4. Programme Development

- Ensure a stronger focus in each module on occupation, the core subject in the profession of occupational therapy, by using modes like team teaching and involving OT practitioners into the teaching and a stronger integration of occupational sciences throughout the curriculum.
- Involve the students into the further development of the programme by establishing student participation opportunities like a student board.
- Search for opportunities to develop more interprofessional education with students from other programmes within the School of Science (nursing, allied health professions and from the department of Computer Science and engineering) and in practice related learning including settings in primary care clinics, rehabilitation centers, interprofessional student wards.

#### **Response by EUC:**

It is with great appreciation that the Department of Health Sciences and the School of Sciences noted the positive feedback of the EEC; we carefully considered the EEC insightful recommendations. The Committee's recommendations provided us the opportunity to further improve the quality and implementation of the Program. In previous pages, we provided all details in how we addressed all recommendations for improvement suggested by the EEC. As far as the final summative remarks of the EEC above:

##### **1. Capacity building**

- The Department has been implementing the recommendation for the capacity building of its academic staff with no Ph.Ds with the goal to create a “critical mass” of Faculty personnel. Ms. Marina Georgiadou and Ms. Nefeli Papasalourou has been employed as Special Teaching Personnel in OT. The Department provides its full attention to the capacity building of this staff, for instance to Ms. Papasalourou, who is currently pursuing a Ph.D. directly connected to OT. Both the Department and the Programme's coordinator are providing support, guidance and supervision to sustain this strategy.
- EUC has already hired two STP members (one was hired prior to the EEC visit and the other was under final recruitment and was hired by the beginning of the current Spring 2021 Semester) and more positions are still advertised for both Faculty and STP academic staff. In this way, the junior staff team is building-up, as suggested by the EEC and is gradually taking leadership roles in the Programme, under the supervision of the faculty member.
- With regards to the EEC suggestion of developing an OT Master of Science Programme, an M.Sc. has been approved by the Department Council and the School Council and is now under preparation. The M.Sc. will be offered in English and will allow the contribution and collaboration of colleagues from other universities abroad.
- The OT Programme has initiated an exploration through current networks to identify any potential Greek-speaking colleagues, who are in the process of initiating a Ph.D. abroad and may be interested in a faculty position at EUC. In the meantime, Ms. Nefeli Papasalourou, the new STP member of the OT Programme is currently pursuing a Ph.D.

## 2. Research focus

- The OT Program has just submitted an AMIF proposal related to unaccompanied minor asylum seekers in collaboration with the University of Vic (Spain), a Greek NGO and the Department of Immigration (Cyprus Ministry of Interior). The OT Program is also involved in another project, related to Undergraduate thesis and ways of connecting it with the Industry; this program is being prepared in collaboration with other European Universities, as part of Erasmus+, Key Action 2. Further discussions have been initiated concerning collaborations between Industry and the “Plasticity” OT lab that runs successfully within the University premises (i.e. Rewellio GmbH, ReJoyce). Data is collected within the “Plasticity” lab, as part of students’ thesis but also through the clinical use of various assessment tools that evaluate occupational performance (Canadian Occupational Performance Measure), cognitive performance (Mini-Mental State Examination & Montreal Cognitive Assessment), real-life functional upper limb performance (Motor Activity Log & pediatric Motor Activity Log) as well as data regarding upper limb movement analysis (ReJoyce; ArmTutor/ HandTutor).
- The Program has been involved in collaborative processing of research proposals along with the Department of Education Sciences and the Department of Computer Science and Engineering. OT students have often been included in Erasmus projects of the Nursing programme and some Undergraduate Thesis topics offered collaboratively with the Departments of Computer Science, Education Sciences and Engineering. More opportunities are given this year through a variety of Undergraduate Thesis topics (please see Appendix 10), in collaboration with the following Departments: Education Sciences, Computer Science and Engineering, Health Sciences.
- The Clinical Practice with Unaccompanied Minors in Larnaca in collaboration with the Hope for Children multidisciplinary team working at the shelter have developed specific workshops for culture and integration in the community. We are gathering data in order to evaluate our interventions regarding the social integration of young asylum seekers and the difficulties they face. We are also starting a collaboration with Larnaca Municipality in order to develop community intervention and conduct relevant research.

## 3. Internationalization

- The Program has become a member of the ROTOS Foundation (Research in Occupational Therapy and Occupational Science Foundation), which is one of the three branches of OT – Europe along with COTEC and ENOTHE. Furthermore, the OT Programme has established collaboration with the University of Vic (Spain), University of West Attica (Greece), St. Augustine University for Health Studies (USA), Warwick University (UK) and others.
- Internationalization at home for OT students has been sought previously in collaboration with the St. Augustine University for Health Sciences (Zadnik et al 2019; Psychouli et al 2020). OT students are strongly encouraged to participate in Erasmus mobility schemes to perform part of their clinical practice abroad. The OT Program has invited various Universities to consider collaboration on the matter of Interprofessional Education, which seems to be a challenging domain for many European OT curriculums, as reflected also at the recent OT Advisory Board meeting (08-02-2021). The Program has invited two of its Advisory Board members to consider the possibility of contributing as visiting professors. These members are Greek-speaking professors with many years of teaching and research experience in Universities abroad. Finally, we are pleased to announce our recent selection (along with



other two Universities) for the organization and implementation of the first ENOTHE summer course.

- The OT program of EUC is an active member of ENOTHE. Membership has been requested from the COHEHRE Network and is under process.

#### 4. Programme Development



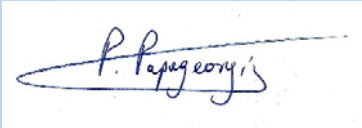
- Courses have been modified to ensure a more occupation-centred concept. We have re-developed the curriculum of the programme by modifying some courses (as mentioned in point 1, p. 3-4 in detail) to directly associate them with the OT paradigm. In more specific: the course “Exercise Physiology” has been replaced by the course “Seminars in Occupational Therapy Clinical Practice”; Physiology contents are now embedded within the “Human Anatomy & Physiology” course; and the course “Neurology for Occupational Therapists” has been adapted to the needs of OT students and an occupation-centred assignment has been added. In addition, similar modifications have taken place in the “Occupational Analysis of Human Movement” course. Finally, the “Health Psychology” course has been replaced by the course “Psychological Theories for Occupational Therapy Practice”. The new “Course distribution per semester” can be found in Appendix 1.
- Student representatives have a role in different committees and levels of decision making in EUC. Students have always been represented at the OT Advisory Board and following EEC’s comments, they have developed a Student Board, which runs independently and comprises of student representatives from all year of studies. The Board has already gone through their first meeting and feedback is expected to be forwarded to the teaching staff of the OT Program in the near future.
- Interprofessional education within practice begins in Practice I, where students’ understanding of the role of each of the members of the multidisciplinary team in every clinical setting is one of the learning outcomes. An effort is made by the Program to include multidisciplinary clinical settings in all Practice courses and Clinical Educators are expected to engage students in team meetings, to provide opportunities for observation of sessions led by professionals from different fields, to encourage communication opportunities with professionals from a variety of fields and involve students in the decision-making process regarding the referral of clients to different specialties. In addition, students in the “Plasticity” OT lab are provided with the opportunity to participate in interprofessional team meetings with the students from University’s Speech Language Pathology clinic. They have the chance to interact and collaborate with students from a different field as well as gain skills regarding organizational and management processes in relation to the provision of OT services.

***In closing, we would like to say that the Department of Health Sciences found the EEC’s candid discussions, a constructive learning process. We all believe that this review was a positive experience and feel that we were provided with important input on how to move effectively forward. In addition, we have thoroughly reviewed the findings, strengths and areas of improvement clearly indicated by the EEC following its review and attempted to respond to each item specifically and succinctly, indicating our actions. By embracing the EEC’s comments and suggestions, we are convinced that our programme will be able to more effectively ensure the learning outcomes of its students. In this regards, we are grateful to the EEC for their candid discussions regarding our programme, and the***



*insightful comments and suggestions throughout their report and we hope that our responses and actions to the EEC's recommendations will find the EEC in agreement.*

**C. Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Pavlina Psychoulli</b>	Program Coordinator	
<b>Chrysoula Thodi</b>	Chairperson, Department of Health Sciences	
<b>Panagiotis Papageorgis</b>	Dean, School of Sciences	

**Date:** 11/3/2021



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