

Doc. 300.1.2

07.14.489.004.001

Higher Education Institution's Response

Conventional-face-to-face programme of study

Date: 6/6/24

- **Higher Education Institution:**  
Frederick University
- **Campus:** Limassol
- **School:** School of Health Sciences
- **Department / Sector:** Department of Life and Health Science
- **Programme(s) of study under evaluation**  
Name (Duration, ECTS, Cycle)

**Programme**

**In Greek:**

Επιστήμη Φυσικής Αγωγής και Αθλητισμού (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BSc))

**In English:**

Physical Education and Sports Sciences (4 academic years, 240 ECTS, Bachelor (BSc))

**Language(s) of instruction:** English and Greek

- **Specializations (if any):**

**In Greek:**

**In English:**



**Programme's Status: Currently Operating**

**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].**

## 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.300.3.1) must justify whether actions have been taken in improving the quality of the department 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. 300.3.1).*
- *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, 1.7, 1.8, 1.9)

### Areas of improvement and recommendations

1.a. The evaluation committee finds no areas requiring important improvement or recommendations, as the program effectively meets assessed criteria.

### Department's Response:

We would like to thank the EEC for their positive remarks.



## 2. Student – centred learning, teaching and assessment

### (ESG 1.3)

#### Areas of improvement and recommendations

- 2.a. Multiple examiners should be involved where feasible, enhancing the impartiality of assessments. It should be considered to include external examiners at least on a few occasions during the program.

#### Department's Response:

We appreciate the ECC's view that our student-centered approach and transparent curriculum have been recognized positively. Your suggestions regarding the involvement of multiple examiners and the consideration of external examiners are duly noted and will be taken into account for further enhancement of our program. Although the grading of exams and/or assessments is performed by multiple examiners involving the internal staff, the practice of external examiners is not present in the University's regulations beyond vivas. However, this option could be further explored and we will raise the matter at the Senate to establish a framework for utilising such practices. We appreciate your valuable insights and look forward to implementing these recommendations to continuously improve the educational experience for our students.



### 3. Teaching staff

#### (ESG 1.5)

#### Areas of improvement and recommendations

3.a. It is recommended to strive for international recruitment of highly esteemed researchers to support development of the program. Another solution is to further enhance engagement with external researchers with very strong profiles in sport and exercise research and education. The lack of international staff apart from Greece in further program development is the reason for the 'partially compliant' in 3.1.

#### Department's Response:

Thank you for your thorough assessment of our teaching staff recruitment and development, as well as the synergies between teaching and research. We are pleased to hear that our institution's processes for recruiting and developing faculty align with program objectives and foster continuous improvement. Your recognition of the emphasis on professional development, innovative teaching methods, and the contributions of visiting faculty validates our commitment to enhancing educational delivery and enriching the learning environment. In this regard, we have already made significant strides with the recent recruitment of full-time positions in Sport Psychology, Sport Management, Sports Training, and Biology of Exercise. The applications are currently under evaluation and consequently, the Department will welcome one new elected member starting next academic year.

We are also grateful for acknowledging that the number and status of our teaching staff are adequate to support our program of study, with appropriate ranks and affiliations. Your acknowledgment of the effectiveness of collaboration among teaching staff, practitioners, and international academic staff, as well as the encouragement of research activity linking education and research, reflects our dedication to promoting synergies between teaching and research endeavors. The lack of international staff outside of Greece as noted, is mainly due to the fact that teaching staff is limited to Greek-speaking, since the program is offered in Greek. Nevertheless, we acknowledge the input provided by the ECC and recognize that as the Department evolves, attracting international esteemed researchers will be imperative for sustaining its research stature.



Your feedback provides valuable insights and reinforces our efforts to maintain excellence in both teaching and research within our institution. We appreciate your thorough evaluation and look forward to further opportunities for growth and collaboration.

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

(ESG 1.4)

##### Areas of improvement and recommendations

4.a. It appeared that all students who would apply with a relevant background were admitted to the program. An academic cut-off level exists in some, but not all, countries. The program would benefit from more national and international collaboration focusing on similar evaluation criteria. However, this remark is true for many different subject areas at a high number of universities.

##### Department's Response:

Thank you for your insightful evaluation regarding the admission criteria. As highlighted in the Department's response, the admission criteria, both general and specific, are published in the University's website under each program of study. It is noted that admission in the BSc of Physical Education and Sport Sciences appears to be inclusive, particularly for applicants with relevant backgrounds, maintaining a school graduation grade of 15/20. We acknowledge the importance of ensuring consistent evaluation criteria for admission to our program, both nationally and internationally, and this aligns to the general University Admission policy, as described in the [University's website](#). Collaborating on this front would indeed enhance the transparency and fairness of our admissions process to international students. It's a shared challenge across many disciplines and universities, and we appreciate your recognition of this broader issue. It's worth acknowledging that this observation is not unique to the sport science field or Cyprus alone but resonates with broader challenges faced by many academic disciplines across various institutions.



## 5. Learning resources and student support

(ESG 1.6)

### Areas of improvement and recommendations

5.a. The committee is confident that everything is in good order and identifies no weaknesses that need to be addressed now

### Department's Response:

We would like to thank the EEC for their positive remarks.



## 6. Conclusions and final remarks

6.a. We would like to thank the department for very fruitful and helpful discussions regarding the revalidation of the Bachelor (BSc) program in Physical Education and Sports Sciences. We fully agree that this programme has been a success over the past 5 years and we fully support that the program should continue.

We would also like to commend the ambition of the department in its proposal to offer a new PhD in Exercise Science, Sport & Rehabilitation program for suitable candidates. The panel believes that offering such a program is a logical next step in the department's development. However, we have made some recommendations above which we believe will be helpful to improve the overall offering of the PhD program.

Overall, the panel is fully supportive of the reaccreditation of the Bachelor program in Physical Education and Sports Science and the newly proposed PhD program in Exercise Science, Sport & Rehabilitation and suggest that they be implemented as soon as possible to add to the department's portfolio of programs.

### Department's Response:

Thank you for your comprehensive evaluation and supportive feedback regarding the reaccreditation of our BSc program in Physical Education and Sports Sciences. We greatly appreciate your acknowledgment of the program's success over the past five years and your endorsement of its continuation.

Your commendation of our department's ambition in proposing a new PhD program in Exercise Science, Sport & Rehabilitation is encouraging. We concur that such a program aligns well with our department's research strategy. Your recommendations for enhancing the proposed PhD program are duly noted, and we will carefully consider them to ensure the overall quality and effectiveness of the offering.

In light of your supportive stance, we are committed to continue the offering of the reaccredited BSc program in Physical Education and Sports Sciences and promptly implementing the introduction of the new PhD program in Exercise Science, Sport & Rehabilitation. These additions will undoubtedly enrich our department's portfolio of programs, and we look forward to their positive impact on our academic community.



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## B. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
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Prof. George Demosthenous Rector

Date: 07/06/2024

