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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION
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External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

Date: 16th December 2020

- **Higher Education Institution:**
European University Cyprus
- **Town: Nicosia**
- **School/Faculty: School of Life Sciences**
- **Department: Life Sciences**
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

Programme 1 – Batchelor of Science
In Greek:
Programme Name
In English:
Sports Science and Physical Education
Language(s) of instruction: Greek

Programme 2 – Master of Science
In Greek:
Programme Name
In English:
Applied Sport Science
Language(s) of instruction: Greek

Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
Programme Name
Language(s) of instruction: Language(s)

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. Introduction

This part includes basic information regarding the onsite visit.

The Covid-19 pandemic postponed an on-site visit scheduled for earlier 2020. The pragmatic decision to proceed to a 'virtual', on-line evaluation resulted in a less interactive and difficult engagement with the University environs, Department, Faculty staff, students and support staff. The original schedule was for a 2-day, on-site visit of the EEC to cover the evaluation agenda. What transpired was an exhausting day of video conference meetings and discussions with relevant staff and students from the University, Faculty and Department. The difficulty was compounded further by the intermittent connectivity of panel members. Conditions aside, the EEC Panel were able to expedite a Departmental and 2 programme reviews due, in no small measure, to the internal organization of the pre-circulated documentation and timely attendance of persons required. The EEC panel found the meetings to be interactive, with full engagement from all sections of the community, productive and receptive to discussion of existing, and recommendations for review of current practice. Conducting a periodic review by virtual means presented some challenges but the EEC were able to gain sufficient information to make informed judgement in the key areas of assessment. Some areas could not be assessed fully by an on-line, virtual process, but these are relatively few. At this phase of the report the EEC wish to extend their thanks to all who engaged in the evaluation process.

5 Areas of assessment

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Phil Jakeman	Professor of Sport and Exercise Sciences	University of Limerick, Ireland
J. Alfredo Martinez	Professor of Food Science and Nutrition	University of Navarra, Spain
John Saxton	Professor of Clinical Exercise Physiology	University of Northumbria, UK
Panagiota Papaionnou	Student, MSc Cognitive Neurorehabilitation	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  Findings

  A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

  Strengths

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

  Areas of improvement and recommendations

  A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.
- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- ***The report may also address other issues which the EEC finds relevant.***

6. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1. **Policy for quality assurance**
1.2. **Design, approval, on-going monitoring and review**
1.3. **Public information**
1.4. **Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures* ***Appropriate?***
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)? Yoti*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for *Batchelor of Science*

The general impression of the BSc program is good and in agreement with European standards.
The admission procedure is clear, the program is well structured and appropriate.
No major issues identified other than some uncertainties regarding expected self-directed student workload within the student study load equivalent per ECTS credit.
Detailed career pathway data for graduates did not yet seem to be available but would be useful to collate.

Findings for *Master of Science*

The general impression of the MSc program is good and in agreement with European standards.
The admission procedure is clear, the program is well structured and appropriate.
No major issues were identfied

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for *Batchelor of Science*

The quality of the students and teaching staff is excellent.
There is a good combination of subjects in Sports Science and Physical Education (BSc).
The programme of study and its development seem generally robust.

Strengths for *Master of Science*

The quality of the students (though small in number) and teaching staff is excellent.
There is a good combination of subjects in Applied Sport Science (MSc).
The programme of study and its development seem generally robust.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for *Batchelor of Science*

Provide the students the opportunity for more practical training and mentorship.

Student feedback could be used to a greater extend to improve and further develop the program.

Define and evaluate the expected student study workload per ECTS credit

Expected student self-directed workload could be more clearly defined.

Closely monitor the career pathways of graduates to understand how they align with their specialisation pathway in the final year of their degree

Areas of improvement and recommendations for Master of Science
Consider an audit of career pathways to relate to area(s) of specialization within the degree programs.

If not already available, establish a database of alumni employment.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***		
		Batchelor of Science	*Master of Science*	[Title 3]
1.1	Policy for quality assurance	Compliant	Compliant	Choose answer
1.2	Design, approval, on-going monitoring and review	Partially compliant	Compliant	Choose answer
1.3	Public information	Compliant	Compliant	Choose answer
1.4	Information management	Compliant	Compliant	Choose answer

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology
2.2 Practical training
2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Batchelor of Science

Teaching, learning and student assessment procedures successfully meet EQF quality criteria. Learner-teacher relationships are strong, a fact that is assisted by the relatively low number of students, i.e. recruitment is currently below projected target mumbers.

Although there are modules heavily weighted towards the development of practical skills, the level of practical skills training overall, and across core sport science disciplines (including physiology and biomechanics), seems insufficient for this programme of study.

Also, there was some discrepancy between the reflections of staff and students regarding the extent to which practical skills and application of knowledge is assessed. There was a feeling amongst students that there should be more emphasis on developing and assessing the practical/applied skills they will need for their future careers.

Greater clarity of methods of assessment should be provided. The EEC were not able to determine the extent to which the criteria, methods of assessment and marking criteria are published in advance.

Findings for Master of Science

Teaching, learning and student assessment procedures successfully meet EQF quality criteria. Learner-teacher relationships are strong, a fact that is assisted by the relatively low number of students.

There does not appear to be any laboratory practical time allocated to the Applied Exercise Physiology, Applied Biochemistry of Exercise, Sports Nutrition or Biomechanics modules. You would expect some practical skills development within these modules

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for Batchelor of Science

Electronic access to literature is excellent mainly through the subscription of the University library.

The teaching personnel is actively engaged in research projects, thus they keep up-to-date and may inspire students to perform state-of-the-art research.

Students meet frequently with their tutors (Covid-restrictions allowing).

Evidence that staff employ a range of different teaching methods,including formal lectures, seminars and group-work.
Evidence that staff use a range of assessment methods, including written assignments and a practical element to exams.

Strengths for Master of Science

Electronic access to literature is excellent mainly through the subscription of the University library.

The teaching personnel is actively engaged in research projects, thus they keep up-to-date and may inspire students to perform state-of-the-art research.

Students meet frequently with their supervisors.

Evidence that staff employ a range of different teaching methods, including formal lectures, seminars and group-work. Also, evidence that staff use a range of assessment methods, including written assignments and a practical element to exams

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for Batchelor of Science

The main practical elements appear later in the programme. Embed greater practical skills development within core discipline areas (i.e. physiology and biomechanics) at all levels of the programme, i.e. year 1 to year 4.

Ensure that the practical skills students will need for their future careers are adequately developed and assessment appropriate to the learning outcome(s).

Assessment, where possible, undertaken by more than one examiner. 2nd marker on proportion of the assessed work is best practice

Encourage and enable further the active participation of the students in all aspects of course development and implementation.

A policy regarding feedback to students by communication/meetings of the students with the supervisors/lecturers should be considered.

Areas of improvement and recommendations for Master of Science

Consider the inclusion of a further practical element in the list of modules. This would provide added value to the Master's level programme by embedding another dimension of experiential learning for students. It could also ignite an interest in PhD research and the pursuit of a research career amongst students, which they may not be exposed to from a predominantly lecture-based programme.

Assessment, where possible, undertaken by more than one examiner. 2nd marker on proportion of the assessed work is best practice

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***		
		Batchelor of Science	*Master of Science*	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant	Compliant	Choose answer
2.2	Practical training	Partially compliant	Compliant	Choose answer
2.3	Student assessment	Partially compliant	Compliant	Choose answer

3. Teaching staff *(ESG 1.5)*

Sub-areas

3.1.Teaching staff recruitment and development
3.2.Teaching staff number and status
3.3.Synergies of teaching and research

3.1.Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2.Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3.Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Batchelor of Science

On the basis of staff CVs, the teaching staff is highly capable of delivering a high-quality, Degree-Level taught programme. The staff base includes some highly active and expert research scientists.

There seems to be a low number of programme-specific, full-time lecture staff allocated to the taught programmes. This staffing level does not appear optimal for ensuring the quality of the taught programmes. It must also be stressed that this situation exists at a time when recruitment targets are lower than projected.

Also, whilst acknowledging the contribution from staff from other departments, and visiting lecturers' contribution, judged on the basis of full-time equivalent staff resource the student to staff ratio appears to be overly high.

At the present time, most students are opting to choose electives rather than self-directed research projects. This decision may originate from the students' perception of value of the elective to their future career or may be a consequence of the lack of exposure to laboratory-based practical work in the earlier years of the taught programme. Either way, should the Faculty and student body find the level of empirically-based project engagement to be of detriment of the programme or career aspirations of the students, then measures should be taken to address this issue.

Findings for Master of Science

On the basis of staff CVs, the teaching staff is highly capable of delivering a high-quality, Master's Level taught programme. The staff base includes some highly active and expert research scientists.

The current number of full-time teaching staff seems adequate for the Master's level programme, i.e. with a low number of students enrolled on this programme. Similar to the undergraduate programme, most students are opting to do electives rather than empirical or laboratory-based final year projects, so the same comments as above apply to the MSc.

Findings for [Title 3]
Click or tap here to enter text.

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

Strengths for Batchelor of Science
Well qualified and highly motivated teaching staff.
Faculty staff have a good relationship and communication with students.

On the basis of the 'virtual' tour, facilities for research in the Faculty are very good.

Faculty staff are qualified to engage and lead high quality research with the potential to form a discipline-based research focus/Centre and/or align to the extant, more established research groups/centres in the Department/School.

Strengths for Master of Science
As per the BSc programme but the imperative to generate a strong and vibrant research environment and research culture is greater for the Masters' students who may wish to progress to PhD, and to support the projected sPhD programme.

Strengths for [Title 3]
Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for Batchelor of Science

It seems that a greater staff resource would be needed to support the departmental strategy of increasing student numbers.

Progressively introduce greater independent learning and research-led teaching into the programme as the students transition from year 1 to year 4.
Provide year 3 and 4 student with a formal introduction/engagement in ongoing Faculty and research student research projects, to encourage and support students to undertake their own final year dissertation/project.

Areas of improvement and recommendations for *Master of Science*

Click or tap here to enter text.

Consider strategies that promote a greater degree of research-led, rather than didactic, teaching into the programme.
Recommend formalizing students' engagement in ongoing research projects through placement, internship or similar.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***		
		Batchelor of Science	*Master of Science*	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Compliant	Choose answer
3.2	Teaching staff number and status	Partially compliant	Compliant	Choose answer
3.3	Synergies of teaching and research	Partially compliant	Partially compliant	Choose answer

4. Student admission, progression, recognition and certification *(ESG 1.4)*

Sub-areas

4.1. Student admission, processes and criteria
4.2. Student progression
4.3. Student recognition
4.4. Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Batchelor of Science

Overall the students feel that the level of the programme is comparable to other similar programmes from other Universities in Europe.
Admission requirements and progression, recognition and certification policies for the programme are clear and well-defined.

Findings for Master of Science

Similar to the BSc programme, the students feel that the level of the programme is comparable to other similar programmes from other Universities in Europe.
Admission requirements and progression, recognition and certification policies for the programme are clear and well-defined.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for Batchelor of Science

As per findings section

Strengths for *Master of Science*

As per findings section above

Strengths for [Title 3]
Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for *Batchelor of Science*
No issues identified

Areas of improvement and recommendations for *Master of Science*
No issues identified

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***		
		Batchelor of Science	*Master of Science*	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Compliant	Choose answer
4.2	Student progression	Compliant	Compliant	Choose answer
4.3	Student recognition	Compliant	Compliant	Choose answer
4.4	Student certification	Compliant	Compliant	Choose answer

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

Sub-areas

5.1.Teaching and Learning resources
5.2.Physical resources
5.3.Human support resources
5.4.Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources. Yoti*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Batchelor of Science

In general, students are satisfied by their learning experience and feel very well-supported by departmental staff and student support services. There is effective communication with the teaching staff and academic supervisors and student welfare is safeguarded.

The library facilities are excellent.

The welfare services cover psychological support.

Findings for Master of Science

As for the BSc degree, students are satisfied by their learning experience and feel very well-supported by departmental staff and student support services. There is effective communication with the teaching staff and academic supervisors and student welfare is safeguarded.

The library facilities are excellent.

The welfare services cover psychological support.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for Batchelor of Science

IT infrastructure is adequate to support the study programme.

The library facilities are excellent.

Physical and human support resources are fit for purpose and students are informed about the services available to them.

Tutors, counsellors, administrative staff are adequate to support the study programme.

Strengths for Master of Science

As for the BSc programme

IT infrastructure is adequate to support the study programme.

The library facilities are excellent.

Physical and human support resources are fit for purpose and students are informed about the services available to them.

Tutors, counsellors, administrative staff are adequate to support the study programme.

Strengths for [Title 3]
Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for *Batchelor of Science*
Faculty/Programme feedback to students' evaluation of the programme of study should be provided to ensure students feel that their evaluation is well received and that they contribute to program's improvement.

It is unclear why very few students engage in research projects (dissertation work). Could the research facilities be better promoted to students?

Is there sufficient physical resource (i.e. laboratories) for students to undertake self-directed research projects? If not, could students be supported to undertake "field-based" research projects in community settings?

Has the programme considered broaden the opportunity for final year, or capstone, projects in this discipline of the Life Sciences?
(see: https//mymedia.leeds.ac.uk/Mediasite/Play/a3add1c5d3b34120ae9899c30bb67b6b1d)

Areas of improvement and recommendations for *Master of Science*

Faculty/Programme feedback to students' evaluation of the programme should be provided to ensure students feel that their evaluation is well received and that they contribute to program's improvement.

At present, the low student number would indicate adequate capacity to accommodate all MSc-related programme activities. However this may not be the case should the student numbers increase to the projected target numbers of the degree.

Similar to the BSc, increase student engagement in research and broaden the options for independent project work.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***		
		Batchelor of Science	*Master of Science*	[Title 3]
5.1	Teaching and Learning resources	Compliant	Compliant	Choose answer
5.2	Physical resources	Compliant	Compliant	Choose answer
5.3	Human support resources	Compliant	Compliant	Choose answer
5.4	Student support	Compliant	Compliant	Choose answer

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

Sub-areas

6.1. Selection criteria and requirements
6.2. Proposal and dissertation
6.3. Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-areas		***Non-compliant/ Partially Compliant/Compliant***
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC were very impressed by the commitment and engagement of all members of the Department who represented their component area(s) under evaluation. The ECC wish to thank and praise all for their cooperation, patience, honesty, and integrity in the conduct of what was a difficult and somewhat extraordinary (virtual) 'on-site', evaluation. That we achieved so much over the course of the day is a credit to all, and bodes well for the future of the Department. Worthy of special mention are the student representatives who were exemplary and are outstanding ambassadors for the Department and University. It is clear that the students are well supported academically and pastorally throughout their studies by departmental staff and student support services.

Overall, the ECC were favourable impressed by the high standards of tuition, academic quality of the staff and general teaching and support facilities offered by the EUC.

The ECC would request the Programmes consider the following recommendations, in the hope that consideration of the points below may assist to improve the quality of the programmes and add value to the student learning experience.

1. The practical element of core sport science discipline areas (i.e. physiology, biomechanics) and sports nutrition seems lower than would be expected. Although a low number of specific modules in years 3 and 4 of the degree programme contain significant laboratory content, these are weighted towards physiological and functional assessment only. It seems that both the undergraduate and postgraduate programmes could benefit from a greater emphasis on the development of practical skills and opportunities for empirical learning, particularly in biomechanics and sports nutrition. Equally, Physical Education components of the BSc degree (with legal Cyprus requirements) places a large emphasis on pedagogical skills. Greater time should be provided to students to be mentored in, and practice, these skills.
2. The observation that very few students at undergraduate and postgraduate levels opt to undertake a self-direct research project (dissertation) is a potential concern. It is unclear whether this is due to a lack of physical resource (research laboratory access for students) or other support (s) required to engage in research. The EEC feel that building a stronger foundation for empirical learning (practical skills development and support for self-directed research projects) would ensure that the undergraduate and postgraduate curricula are truly "research-informed", thereby contributing added value to the student learning experience.
3. Extensive and constructive discussions with the teaching Faculty and students related to the 70% weighting attributed to the final exam. Faculty staff provided reassurance that the final exam often included a practical component, while students emphasised the need for the weighting within the 'exam' to better assess the practical competencies they will need for their future careers.
4. The ECC would like to emphasise its support for publishing the assessment criteria/methods for all modules in advance, to ensure that students fully understand how they will be assessed. Complimentary to this is the provision of timely and effective feedback to facilitate learning.

E. Signatures of the EEC

Name	*Signature*
Professor Phil Jakeman	
Professor John Saxton	
Professor J. Alfredo Martinez	
Panagiota Papaionnou	
Click to enter Name	
Click to enter Name	

Date: December 21st 2020