

Doc. 300.1.1

Date: 13.1.2026

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Frederick Institute of Technology
- **Town:** Nicosia
- **School/Faculty (if applicable):** N/A
- **Department/ Sector:** N/A
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διασώστης – Πλήρωμα Ασθενοφόρου (3 ακαδημαϊκά έτη, 180 ECTS, Ανώτερο Δίπλωμα)

In English:

“Paramedic- Ambulance Crew” (3 academic years, 180 ECTS, Higher Diploma, level 5C)

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

- **Programme's status:** New

- **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 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit took place on 12.1.2026 on the premises of Frederick University at Nicosia-Cyprus. The onsite visit was performed by all 5 members of the EEC with the support from the CYQAA. During the visit, the EEC members had the opportunity to meet the Academic Director of the Frederic University of Technology (FIT), Programme Coordinator, Scientific Advisor, 26 members of the staff, 13 students, Director of Studies and Student Welfare Service, Director of Administration and the Head Librarian. Most participants joined the meeting in person with a small number online. No communication issues were encountered.

The agenda included a variety of PowerPoint presentations concerning the mission and strategic planning, connection with the society, curriculum and quality assurance, admission and evaluation processes and student wellbeing. In addition, we had interactive conversations with all aforementioned people.

In addition, we have also read the material that was provided to us beforehand and material that we got during the onsite visit and we have been able to access the presentations that were sent to us electronically.

During the site visit we were also introduced to general classrooms, IT-facilities for the students, modern simulation laboratories and driving simulation. All learning facilities were in good condition, tidy and welcoming.

The study programme is new, but based on a previous two-year programme. The new programme is based on the market needs and the new legislation in Cyprus that calls for a three-year diploma education for paramedics.

In general, it seems that the FIT is well organized, the environment is hospitable, and the staff and students are open to questions.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Sanna Salanterä	Professor	University of Turku
Miriam Peters	Professor	Frankfurt University of Applied Sciences
Peter Phillips	Professor	Bournemouth University
Michalis Aresti	President of Paramedics Registration Council	Paramedics Registration Council
Ioanna Papaioannou	Student	Cyprus University of Technology
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 the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

1. 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:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *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*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all 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*
 - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
 - *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
 - *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*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*

- performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
- establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
- conducts regular feedback sessions with local community leaders for societal relevance.

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*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *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*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
-
- *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)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment 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.

Frederick University of Technology (FIT) has long lasting experience in education in many different fields. They have a good quality management programme (QMP), which is openly available on the university website. The QMP covers well the topics such as academic integrity, support for teaching, learning and administration, and involves stakeholders in the various processes of the university. The University has a sustainability programme, which is integrated into all programmes in the university. This combines research, teaching and social impact.

There are guidelines available about internal quality assurance, study regulations, attendance, discipline maintenance, misconduct, removal of the student from the institution, meeting the academic staff, academic advisor, scoring and grading, possibility for scholarships and financial aids, and plagiarism policy. There are guidelines on how to transfer credits from other educational institutions.

There are both internal and external quality assurance committees that meet regularly. The advisory groups comprise of teachers, students, administrators and stakeholders. The FIT submits a regular quality standard report, uses student questionnaire, faculty course evaluation and programme self-evaluations.

There is a university level programme for new teachers. Teachers are also offered a mentor and support in teaching skills.

The new 3-year paramedic programme has overall objectives that are in line with the institutional strategy and mission. It is aimed at high school graduates. There are explicit learning objectives with learning outcomes that are realistic and possible to achieve.

It is good that the programme aims at integrating theory, critical thinking and communication skills to paramedics as well as ethics, professional and legal responsibilities of the profession. The courses are well balanced and cover the topic of paramedics comprehensively.

The programme structure is logical and clear and the courses start with basic skills and go deeper into topics gradually in a student friendly way. Both students and stakeholders have been involved in the designing of the programme. Importantly, the stakeholders have had several meetings and workshops during the development process. It seems that the course will be well accepted both by the students and society.

The level of education seems well thought out and balanced. Scientific evidence is well integrated into the curriculum throughout.

Criteria for student evaluation are available for the students. The evaluation is both continuous and summative. Motivation and self-efficacy are supported. Students are offered lab-work and hands-on training in simulations. Students are introduced to assignments, projects and case-studies to increase their critical thinking and understanding.

The level of the programme seems suitable for high school graduates. The planned level of exams, homework and tasks seem to be in line with the National and European Higher Education frameworks of qualifications.

As a new programme, it is not possible to evaluate the actual work-load, therefore it is necessary to review the programme closely when it is established.

Since the programme is new, there is limited amount of information available publicly. However, students are accepted to enroll at Frederick Institute of Technology based on their qualifications, regardless of gender, race, national origin, color, and religion. There are clear criteria for admission and applicability including health requirements and language skills. There will also be an information week available before the programme starts. Students can be either full time or part time students. A full semester is 30 ECTS, which is the standard. Part time students attend courses with a total of 20 ECTS per semester.

Information is available on qualification awarded, teaching, learning and assessment procedures, pass rates of the previous programme and possible employment information. Validation and external evaluation are not yet possible.

The quality assurance information is available on the website of the University.

There is a description of the student profile of the previous programme, but information about student progression, drop-out rates, student satisfaction etc. are not yet available for this new course. The drop-out rate for the two-year programme has been low varying from 3% to 7%. In the two-year programme student profiles have been made, satisfaction has been measured, and student progression has been evaluated.

Strengths

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

Firstly, the programme addresses an increasing and well-documented market need for qualified paramedics, while it remains the only university-level programme of its kind currently offered, which constitutes a significant competitive advantage. In addition, the extension of the programme to a three-year diploma, as required for accreditation, represents a major strength. This additional academic year enhances theoretical knowledge, increases clinical practice exposure, leads to a higher-level qualification and contributes to greater professional recognition and respect within the field.

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.

A potential risk concerns the anticipated increase in student numbers, particularly due to the new legislation requiring diploma upgrades from two to three years. It is recommended that the University carefully evaluates its capacity to accommodate this increase, including student prioritization policies, availability and quality of clinical placements and staff resources.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

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

2.3 Practical training

2.4 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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

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 the 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.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*

- *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

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.

The programme demonstrates a strong commitment to student-centred learning, with teaching and learning processes designed to support individual and social development through interactive lectures, simulation-based training, and clinical immersion. The study guide is structured to accommodate diverse pedagogical approaches, including project-based learning, case studies, and co-teaching across disciplines, while promoting creativity, critical thinking, and professionalism. Students are encouraged to take an active role in shaping their learning experience through self-assessment, feedback mechanisms, and participation in real-world simulation scenarios, and they report that their concerns are listened to and taken seriously. Teaching methods are modern and up to date, fostering mutually respectful and comfortable relationships between students and faculty.

Clinical placements are planned to provide sufficient guidance and feedback, ensuring theory–practice integration. Although examination papers were not available for review as the programme is new, students from previous cohorts confirmed opportunities to engage in research projects, reflecting the institution's growing emphasis on scholarly involvement alongside professional training. The implementation of student-centred approaches fosters autonomy while ensuring structured guidance from faculty and clinical mentors. Teaching materials and tools are modern, regularly updated, and incorporate digital platforms and simulation technologies, including a driving simulator for ambulance operations.

Mutual respect between students and faculty is promoted through clear codes of conduct and psychological safety measures, and diversity is addressed through tailored support for part-time and mature students alongside transparent complaint and appeal procedures. Practical training, totaling 25 ECTS, is distributed across the 4th (169 hours), 5th (325 hours), and 6th semesters (325 hours), which appears sufficient. It includes hospital emergency care and ambulance placements, complemented by exposure to ambulance services, the Fire Brigade, JRCC, mass disaster exercises, and HART team activities. Students gain experience in patient care principles, documentation, teamwork, safety, ethics, and privacy rules. Practical training is organized in cooperation with public hospitals and the Cyprus Ambulance Service, guided by written policies and designed jointly with clinical stakeholders to ensure strong theory–practice integration.

Student assessment in the programme is designed to be clear, transparent, and aligned with intended learning outcomes. Assessment combines continuous evaluation—such as laboratory work, OSCEs, case studies, and practical assignments—with summative examinations and clinical performance reviews. Criteria and marking rubrics are published in advance through course outlines and the LMS. Students receive timely feedback, often linked to improvement advice, and formal appeal procedures are in place. Where possible, assessments involve more than one examiner to ensure objectivity, and strategies account for mitigating circumstances while specifying time allocations for each task to support workload transparency.

Faculty are supported in developing assessment skills, and calibration processes for clinical mentors aim to maintain consistency across sites. In addition, research topics are offered by staff members, and students complete literature reviews on chosen subjects, reinforcing scholarly engagement alongside professional competence.

Strengths

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

Comprehensive practical exposure across multiple emergency contexts.

Strong link between theory and practice, supported by stakeholder collaboration.

The availability of scholarships, tuition discounts throughout the duration of studies, and paid working opportunities during training serve as strong motivational factors for students and support student retention.

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.

Elective courses should ensure genuine choice and flexibility.

The EEC recommends to expand competitive and professional development opportunities for students, both nationally and internationally. In this context, the provision of Erasmus+ or other international exchange opportunities would significantly enhance students' academic experience and professional exposure.

Concerning the academic component, students could be further encouraged and guided to select research project topics that align with their personal interests and passions, thereby increasing engagement and motivation.

An additional practical consideration relates to student identity and professional image. The introduction of a distinct programme uniform could be explored, as the current uniform closely resembles that of police officers or other service employees, potentially causing confusion and limiting professional differentiation.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant

2.2	Practical training	Compliant
2.3	Student assessment	Compliant

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.

Teachers are well prepared for teaching on the programme. Staff who are new to teaching undergo a teaching course at FIT, which covers topics such as teaching and learning methodologies and staff wellbeing. There are also mentorship programmes, largely informal, in place for new and existing staff to offer them support and peer review of their teaching quality.

Teaching staff are drawn from numerous professional backgrounds, with many staff shared between programmes of study. There are teaching staff from clinical backgrounds such as paramedic, nursing, cardiology, paediatrics. There are also staff from academic disciplines such as computing and mathematics. Across the range of staff disciplines there is the relevant knowledge and expertise to deliver all aspects of this curriculum.

There is a good relationship between the ambulance service and FIT which provides opportunities for visiting lecturers to contribute to the programme in a meaningful way, with ambulance nurses contributing mostly to the skills lab teaching which provides authenticity.

In total there are 28 staff that contribute to the programme. Those staff are a mix of full-time and part-time (substantive) posts, and a number teach across more than one programme.

There are nine visiting staff which enhances the programme whilst ensuring programme delivery does not rely on visiting staff.

There are a range of teaching experience and expertise at all academic grades: professors, assistant professors, associate professors, senior lecturer and lecturers.

Many members of the teaching team are accomplished researchers in their fields. They bring synergy of research and teaching by using examples and outputs of their research in teaching material. There were some examples of where paramedic students have previously been able to contribute to small research projects as research assistants.

There appears to be a good balance between workload time allocated for teaching and research activities, although not all staff need to contribute to research if they do not wish to hold such a portfolio.

Strengths

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

There is a strong, multi-disciplinary team which will benefit the quality of teaching.

The teaching team appears settled and stable, consisting of many experienced members of the team.

Good evaluation of teaching practices by students, which appears to be taken seriously and acted upon.

Members of the teaching team appear to have a good understanding of the overall programme outcomes and are designing teaching and learning methods which support these outcomes.

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.

Consideration could be given to how effectively embed Artificial Intelligence (AI) into learning and teaching methods.

The teaching/programme team could consider developing international links in paramedics through staff and knowledge exchange activities, including collaborative research opportunities.

Finally, it is strongly recommended that staff working in the teaching simulation laboratories receive targeted training on the psychological aspects of teaching and learning. Given the vulnerability of students in high-pressure simulation environments, such training would support the protection of students' self-esteem, mental health and professional confidence.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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.

There are pre-defined and published regulations regarding student admission. The admission process seems transparent. There will be challenges in how the previous two-year programme graduates can upgrade to this new programme and this will be decided case by case, which could cause confusion in the beginning.

Students are given clear information on the progression criteria, and each course has its own criteria for approval. The FIT uses the Moodle platform to monitor student progress, and students who are not progressing as expected are offered individual guidance.

The recognition criteria of students are predefined and will be available publicly. Students are informed about the license registration they will need to be able to work. However, all the information is not yet available.

We have seen a copy of the diploma the students will get.

Strengths

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

The institution and programme have developed a culture where students are motivated to learn and to seek out new knowledge.

Students are inspired and encouraged to progress in their careers.

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 recommends that extra emphasis will be put on the process of two-year programme graduates that will want / need to transfer to the new programme.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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.*

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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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.

There seems to be a good number of staff working on the programme. The teachers are well qualified and some have research going on in the paramedic field or allied topics such as emergency nursing.

FIT has a good tutoring and mentoring service. Human resources are available for the students and staff. Administrative staff are well resourced. Special needs students are supported and it seems that there are resources for individualized learning planning.

The physical premises of FIT are good, modern and well kept. Its' infrastructure is modern, simulation labs are up to date, the library is sufficient, and the electronic library is comprehensive and covers the major sources for the needs of health sciences.

There are many types of human resources available for the students: mentoring, tutoring, counselling, and teacher support.

Students with special needs are supported, including those who need extra support to achieve in their studies. However, students are also expected to take responsibility for their studies and progress. During the onsite visit the students expressed their satisfaction with the teaching methods, student centeredness

and education at FIT in general. They felt education was motivating, flexible and rewarding and wanted to gain more knowledge.

Strengths

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

The driving simulator provides an excellent and innovative training opportunity, enhancing students' practical skills in safe ambulance operation and supporting the integration of theory with real-world practice.

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.

With regard to admissions and inclusivity, it may be worth considering, at a strategic level, future adaptations of the programme or parallel pathways for applicants who may have certain disabilities or health-related limitations. For example, alignment with alternative professional roles such as dispatch or coordination placements could promote inclusivity while avoiding potential discrimination.

From a practical training perspective, a key recommendation is the inclusion of real-life ambulance driving training, beyond simulation-based practice. The acquisition of an ambulance or appropriately equipped van for training purposes would better prepare students and reduce anxiety associated with encountering ambulance operations for the first time upon entering the workforce. In parallel, integrating the required ambulance driving license into the programme curriculum would help prevent delays and administrative or professional difficulties for graduates.

Consider how in future recruitment paramedics could be prioritized, to support the paramedic academic pathway.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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?*
- *Are the criteria reflected in 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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	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 the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC concludes that based on the site visit, documentation and PPT -presentations the new programme is a next step in professional development for paramedics in Cyprus. The programme is well designed, there is a market need for it, the number of staff seems sufficient, and they are eager to promote the programme. Students in the two-year programme supported the extension of the programme and found it needed.

The FIT is well established, has procedures of quality assurance and other administrative processes in place. Student support is well organised and effective.

We have listed some minor constructive suggestions for improvement that are mentioned under each section.

EEC recommends the establishment of the new programme.



E. Signatures of the EEC

Name	Signature
Sanna Salanterä	
Miriam Peters	
Peter Philips	
Ioanna Papaioannou	
Michalis Aresti	

Date: 13.01.2026