

Doc. 300.3.1/1

Date: 31.03.2022

External Evaluation Report

(Programmatic within the framework of
Departmental Evaluation)

- **Higher Education Institution:**
EUROPEAN UNIVERSITY CYPRUS
- **Town:** Nicosia
- **School/Faculty:** SCHOOL OF SCIENCES
- **Department:** Department of Health Sciences
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – Physiotherapy (B.Sc.), 4 years, 240 ECTS
In Greek:
Φυσικοθεραπεία (B.Sc.)
In English:
Physiotherapy (B.Sc.)
Language(s) of instruction: Greek
- **Programme 2** – Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS
In Greek:
Αθλητική Φυσικοθεραπεία (M.Sc.)
In English:
Sports Physiotherapy (M.Sc.)
Language(s) of instruction: English
- **Programme 3** – Physiotherapy (Ph.D.), 3 years, 180 ECTS
In Greek:
Φυσικοθεραπεία (Διδακτορικό)
In English:
Physiotherapy (Ph.D.)
Language(s) of instruction: English

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.

Physiotherapy, B.Sc., Dr. Christos Karayiannis

The objective of the Physiotherapy Program is the theoretical, clinical, and practical education and training of students, so that they are able to manage cases where patients have low functional ability aiming to introduce them into society the soonest possible.

Duration of studies in academic years: 4 Years, number of ECTS required for graduation is 240 ECTS and number of semester and credits corresponding to each semester is 8 semesters

28 faculty members (most are parttime), 330 students, staff/student ratio = $330/6 = 55:1$ (based on an estimate of 6 FTE available staff in total)

Labs for teaching (mainly for teaching, we did not see research labs???)

All together 40 courses during the four years.

Sport Physiotherapy and Exercise, M.Sc., Dr. George Pamboris

The aim of the MSc is to train new scientists with a range of academic options to acquire proven scientific knowledge and high-level skills to promote safe and effective physical activity and enable them to work as specialized Sports Physiotherapists in the Public or Private Sector, as well as in voluntary and non-governmental organizations.

Duration of studies in academic years: 18 months, required for graduation is 90 ECTS to acquire a Master of Science

Specific aim: Work with other professionals to promote safe participation in sports activities for people of all ages and different physical abilities. (Comment: This is good and gives broader base for the PA counseling.)

8 faculty members (part-timers), ?? students, staff/student ratio = XXX (because the FTE positions are not clear we cannot determine a good estimate of this ratio)

Labs for teaching (mainly for teaching, I did not see research labs???)

All together 6 courses (10 ECTS each) during the 18 months.

Physiotherapy PhD program, Dr. Christos Savva

The aim is to provide equal opportunities for PhD candidates to specialize in research related to the fields of Physiotherapy.

The maximum number of PhD students will be 5 / academic year. This PhD curriculum enables graduates to work in both the private sector (Physiotherapy Laboratory, Clinics, Rehabilitation Centers, Therapeutic Institutions), as well as in the Public Sector and in Education. Obtaining such a PhD degree increases the qualifications of graduates and creates the advantage of finding a job abroad. (Comment: what about the researcher career possibilities?)

Duration of studies in academic years: 3 Years, number of ECTS required for graduation: 180 ECTS to acquire a Doctor of Physiotherapy

7 faculty members (teaching PhD-students; amount of FTE unclear), 2 students.

Labs for teaching (mainly for teaching, we did not see well-equipped research labs)

Student service with administrative staff seemed to be is well organized and executed

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Lee Ingle	Professor	University of Hull, GB
Ari Heinonen	Professor	University of Jyväskylä, FIN
Eling de Bruin	Professor	Karolinska Institute, SE
Chrystalla Leonidou	Physiotherapist, Cyprus Sports Physiotherapy Association	na
Ioanna Papaioannou	Student representative	na
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:*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - 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 there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) 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 and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. 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 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, 1.8, 1.9)

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*

- *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*
 - *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*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the programme of study offered*
 - *the selection criteria*
 - *the intended learning outcomes*
 - *the qualification awarded*
 - *the teaching, learning and assessment procedures*
 - *the pass rates*
 - *the learning opportunities available to the students*
 - *graduate employment information*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *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.)?*
- *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 practical training in the study programme (where appropriate)?*
- *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?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5		
1.	Study programme and study programme's design and development	<i>Physiotherapy (B.Sc.), 4 years, 240 ECTS</i>	<i>Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS</i>	<i>Physiotherapy (Ph.D.), 3 years, 180 ECTS</i>
1.1	Academic oversight of the programme design is ensured.	4	4	4
1.2	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:			
1.2.1	The programme webpage information and material	3	3	3
1.2.2	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	4	4	4
1.2.3	The procedures for the conduct and the format of the examinations and for student assessment	3	3	3
1.2.4	Students' participation procedures for the improvement of the programme and of the educational process	3	3	3
1.3	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4	4	4
1.4	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4	4	4
1.5	Samples of assignments and exams ensure the ability of the learner to apply knowledge and skills autonomously and with responsibility, according to the European Qualifications Framework (EQF).	4	4	4

1.6	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	3	3	5
1.7	Students' command of the language of instruction is appropriate.	5	4	5
1.8	The learning outcomes and the content of the courses are consistent.	3	3	5
1.9	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	5	5	N/A
1.10	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	5	N/A	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Ad 1.1: The program presentations gave an overview of topics taught in the courses. There were no indications about an underlying philosophy connecting the individual subjects.

Ad 1.2.1: Items are listed but not detailed regarding specific contents. Often these are published in Greek only.

Ad 1.2.3 & 1.2.4: The quality indicators are similar in all the programs. Feedback from students showed they at times felt they did not always get the support they would need (for example, students were unaware of the fact that some support for congress visits would be available).

Ad 1.3, 1.4, & 1.5: Based on the presented material these items seem fulfilled. We cannot estimate whether this also involves compliance with EQF framework.

Provide information on:

1. Employability records

The structure of the courses does not give clear evidence of following current societal developments (for example the change from infectious disease towards chronic conditions as cause for impairments in western societies). This is reflected by students' comments that they feel the need for additional education to be prepared about what clinical practice expects from them after their BSc courses.

2. Pass rate per course/semester

We do not have sufficient information to adequately assess this aspect.

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

The quality indicators are described in the official school material. It is difficult to confirm these items based on limited information and detailing during the onsite visit.

Findings for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

The quality indicators are described in the official school material. It is difficult to confirm these items based on limited information and detailing during the onsite visit.

Findings for Physiotherapy (Ph.D.), 3 years, 180 ECTS

The quality indicators are described in the official school material. It is difficult to confirm these items based on limited information and detailing during the onsite visit.

Strengths

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

Strengths for Physiotherapy (B.Sc.), 4 years, 240 ECTS

A strength is the compliance with documenting these criteria in official university documents. All programs are regularly evaluated (PER program).

Strengths for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

A strength is the compliance with documenting these criteria in official university documents. All programs are regularly evaluated (PER program). Using the ECTS system is a strength because this facilitates student exchange with other European universities.

Strengths for Physiotherapy (Ph.D.), 3 years, 180 ECTS

A strength is the compliance with documenting these criteria in official university documents. All programs are regularly evaluated (PER program).

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

Develop and write down an underlying philosophy for the program and how this is connecting the individual subjects. Orient towards recent societal developments that causes a shift in emphasis for PT work (change from infectious diseases towards a society confronted with chronic disease conditions).

Publish in Greek and English.

Areas of improvement and recommendations for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

Develop a clear line of communication between university and staff/students for where to acquire support for congress visits, etc.

Areas of improvement and recommendations for Physiotherapy (Ph.D.), 3 years, 180 ECTS

Develop a clear line of communication between university and staff/students for where to acquire support for congress visits, etc.

Please tick one of the following for each programme:

Study programme and study programme's design and development

	<i>Non-Compliant</i>	<i>Partially Compliant</i>	<i>Compliant</i>
<i>Physiotherapy (B.Sc.), 4 years, 240 ECTS</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Physiotherapy (Ph.D.), 3 years, 180 ECTS</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Teaching, learning and student assessment

(ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *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.*

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)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *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)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5		
2.	Teaching, learning and student assessment	<i>Physiotherapy (B.Sc.), 4 years, 240 ECTS</i>	<i>Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS</i>	<i>Physiotherapy (Ph.D.), 3 years, 180 ECTS</i>
2.1	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	4	4	4
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	N/A	N/A	N/A
2.3	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	4	4	4

2.4	Constructive formative assessment for learning and feedback are regularly provided to the students.	4	4	4
2.5	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	4	4	4
2.6	Educational activities which encourage students' active participation in the learning process are implemented.	3	3	4
2.7	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	5	5	5
2.8	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's courses and are updated regularly.	4	4	4
2.9	It is ensured that teaching and learning are continuously enriched by research.	3	3	3
2.10	The programme promotes students' research skills and inquiry learning.	3	3	3
2.11	Students are adequately trained in the research process.	3	3	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Ad 2.8: Make sure necessary software (SPSS, Mendely referencing, Endnote, etc.) is available online for staff and students.

Ad 2.9: There was no clear indication about integration of newer (research) findings into the current curricula. Evidence-based PT would expect a program to actively evolve by integrating new knowledge on a regular basis.

As 2.10: The students should become critical thinkers. Ways to promote such an attitude should be explicitly developed and mentioned. The challenges of the future in today's complex and highly networked world are uncertain. In order to cope with this uncertainty, university members must be able to critically reflect on the knowledge they have acquired as well as on their own views. This enables a knowledge transfer to society and the economy in a responsible manner and to act responsibly on this basis (see for an example that we partially used <https://ethz.ch/en/the-eth-zurich/education/critical-thinking.html>).

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

Most of the courses are face-to-face teaching, which is rather “old-fashioned”. A variety of different teaching methods seems recommendable (problem-based learning, small group

exercises, etc.). External support for innovative forms of teaching might come in handy here? Fly in external staff for block courses, summer schools, etc.

Findings for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

Most of the courses are face-to-face teaching. A variety of different teaching methods seems recommendable (problem-based learning, small group exercises, etc.). External support for innovative forms of teaching might come in handy here? Fly in external staff for block courses, summer schools, etc.

Findings for Physiotherapy (Ph.D.), 3 years, 180 ECTS

Try to reach out towards possible external collaborators investigating similar research topics to gain critical mass. Establish networks in different countries.

Strengths

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

Strengths for Physiotherapy (B.Sc.), 4 years, 240 ECTS

State of the art and modern facilities for teaching are at place.

Strengths for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

State of the art and modern facilities for teaching are at place.

Strengths for Physiotherapy (Ph.D.), 3 years, 180 ECTS

State of the art and modern facilities for teaching are at place.

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

Consider opening a university physiotherapy clinic where students get acquainted with practical work, similar as in dentistry. <https://shop.hull.ac.uk/product-catalogue/faculty-of-health-sciences/department-of-sport-health-exercise-science/sports-injury-clinic> is an example for such a center at Hull University. It gives revenue for the university, allows students to gain experience and strengthens the university reputation in the (local) community.

Areas of improvement and recommendations for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

Students should be directly involved in research. Working should be performed in research groups that would facilitate academic exchange. Teaching should explicitly consider newest research findings. This should make clear for the students that knowledge is an evolving process and “evidence-based physiotherapy” is an active task that takes place on a continuous basis.

Areas of improvement and recommendations for Physiotherapy (Ph.D.), 3 years, 180 ECTS

PhD students should participate in the teaching and perform administrative duties.

Please tick one of the following for each programme:

Teaching, learning and student assessment

	Non-Compliant	Partially Compliant	Compliant
Physiotherapy (B.Sc.), 4 years, 240 ECTS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Physiotherapy (Ph.D.), 3 years, 180 ECTS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Teaching Staff

(ESG 1.5)

Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

You may also consider the following questions:

- *How are (novice) 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)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5		
3. Teaching Staff		<i>Physiotherapy (B.Sc.), 4 years, 240 ECTS</i>	<i>Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS</i>	<i>Physiotherapy (Ph.D.), 3 years, 180 ECTS</i>
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	3	3	4
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:			
3.2.1	Subject specialisation	3	3	3
3.2.2	Research and Publications within the discipline	3	3	3
3.2.3	Experience / training in teaching in higher education	2	2	2
3.3	The programme attracts visiting professors of recognized academic standing.	1	1	1
3.4	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	1	1	1
3.5	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	1	1	1
3.6	The teaching load allows for the conduct of research and contribution to society.	1	1	1
3.7	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	3	3	3
3.8	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	1	1	1

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Ad 3.7: It seems questionable to expect large experience from PhDs that were themselves rather recently graduated.

Provide information on the following:

In every programme of study, the special teaching staff should not exceed 30% of the permanent teaching staff.

There is no relevant information we have that allows to give a proper assessment on this aspect.

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

We found a very dedicated and motivated teaching staff. Staff was young and do not seem highly experienced in teaching. Senior peers are not appointed so far. The lack of seniority may be responsible that there is no sense of direction about the future further development of the school. In relation to the number of students there is a lack of staff. The part time appointments of staff is problematic when at the same time an expectation is available expecting staff to perform research at high international level.

Availability of support for staff development regarding teaching skills (didactics, pedagogics) remains somewhat blurred.

Findings for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

We found a very dedicated and motivated teaching staff. Staff was young and do not seem highly experienced in teaching. Senior peers are not appointed so far. The lack of seniority may be responsible that there is no sense of direction about the future further development of the school. In relation to the number of students there is a lack of staff. The part time appointments of staff is problematic when at the same time an expectation is available expecting staff to perform research at high international level.

Availability of support for staff development regarding teaching skills (didactics, pedagogics) remains somewhat blurred

Findings for Physiotherapy (Ph.D.), 3 years, 180 ECTS

We found a very dedicated and motivated teaching staff. Staff was young and do not seem highly experienced in teaching. Senior peers are not appointed so far. The lack of seniority may be responsible that there is no sense of direction about the future further development of the school. In relation to the number of students there is a lack of staff. The part time appointments of staff is problematic when at the same time an expectation is available expecting staff to perform research at high international level.

Availability of support for staff development regarding teaching skills (didactics, pedagogics) remains somewhat blurred.

PhD-students should be considered as such: as “students” that have not only research obligations but also teaching and administrative responsibilities!

Strengths

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

Strengths for Physiotherapy (B.Sc.), 4 years, 240 ECTS

We found a very dedicated and motivated teaching staff. Students received timely feedback from staff. The way different actors communicated with each other seemed very relaxed and based on mutual respect. There seemed to be a positive learning environment.

Strengths for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

We found a very dedicated and motivated teaching staff. Students received timely feedback from staff. The way different actors communicated with each other seemed very relaxed and based on mutual respect. There seemed to be a positive learning environment

Strengths for Physiotherapy (Ph.D.), 3 years, 180 ECTS

We found a very dedicated and motivated teaching staff. Students received timely feedback from staff. The way different actors communicated with each other seemed very relaxed and based on mutual respect. There seemed to be a positive learning environment

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

Introduce novel teaching techniques to enhance critical thinking skills early in the education.

Widen the focus of program content such that not only Sport is in the focus. Epidemiology, Prevention, Health Promotion, Behavior Change Models, Patient Education, ways to improve long-term adherence to exercise, Psychology, and similar subjects (motivational interviewing) also have relevance for the field of Sports PT.

Collaboration with other academic departments (for example Psychology) is highly recommended.

BSc students in their final year should be prepared for “real life” working by offering of courses in the clinical working areas. This could be facilitated through the school-affiliated PT clinic.

Areas of improvement and recommendations for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

Introduce novel teaching techniques to enhance critical thinking skills early in the education.

Widen the focus of program content such that not only Sport is in the focus. Epidemiology, Prevention, Health Promotion, Behavior Change Models, Patient Education, ways to improve long-term adherence to exercise, Psychology, and similar subjects (motivational interviewing) also have relevance for the field of Sports PT.

Collaboration with other academic departments (for example Psychology) is highly recommended.

Provide state of the art laboratories with relevant measurement equipment.

Areas of improvement and recommendations for Physiotherapy (Ph.D.), 3 years, 180 ECTS

We recommended exchange through appointment of visiting professors (20-30% contract). This also relates to other PT programs.

Provide state of the art laboratories with relevant measurement equipment.

Make and treat PhD-students as staff members. Enhance them to further their teaching and administrative task skills.

Please tick one of the following for each programme:

Teaching Staff

	<i>Non-Compliant</i>	<i>Partially Compliant</i>	<i>Compliant</i>
<i>Physiotherapy (B.Sc.), 4 years, 240 ECTS</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Physiotherapy (Ph.D.), 3 years, 180 ECTS</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4. Students

(ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *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/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*
- *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?*

- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5		
4. Students		<i>Physiotherapy (B.Sc.), 4 years, 240 ECTS</i>	<i>Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS</i>	<i>Physiotherapy (Ph.D.), 3 years, 180 ECTS</i>
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	2	2	2
4.2	The programme's evaluation mechanism, by the students, is effective.	3	3	3
4.3	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	1	1	1
4.4	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	N/A	N/A	N/A
4.5	Students are satisfied with their learning experiences.	4	4	4
4.6	Students' command of the language of instruction is appropriate.	5	5	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Ad 4.1: This is in comparison to international competition.

Ad 4.3: It seems the Erasmus program is currently not used.

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

We have a good first impression from the school and the students. Students seem to be fully engaged throughout the week. Some were complaining about the fees. The quantity of the machines in the labs was a point of concern expressed by the students. There were not enough to allow all students engage with them. During the pandemic some labs were missed. These were not replaced.

Findings for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

We have a good first impression from the school and the students. Students seem to be fully engaged throughout the week. Some were complaining about the fees. The quantity of the machines in the labs was a point of concern expressed by the students. There were not enough to allow all students engage with them.

Findings for Physiotherapy (Ph.D.), 3 years, 180 ECTS

If there is a more attractive program, PhD students have better chances to go abroad and widen their horizon.

Strengths

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

Strengths for Physiotherapy (B.Sc.), 4 years, 240 ECTS

We perceive both staff and students have large potential. All show to be highly motivated and dedicated. A lack of means and vision seems to prevent unleashing this potential.

Strengths for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

We perceive both staff and students have large potential. All show to be highly motivated and dedicated. A lack of means and vision seems to prevent unleashing this potential.

Strengths for Physiotherapy (Ph.D.), 3 years, 180 ECTS

We perceive both staff and students have large potential. All show to be highly motivated and dedicated. A lack of means and vision seems to prevent unleashing this potential.

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

Perhaps a summer school can be organized in which students are enabled to catch-up for these lost lessons. Entry level requirements should be formulated, for example a high score in a relevant science subject.

Areas of improvement and recommendations for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

Become an active part of international networks (Erasmus).

Organize research seminars.

Set a target for the number of students EUC is willing to receive and send to partner educations.

Areas of improvement and recommendations for Physiotherapy (Ph.D.), 3 years, 180 ECTS

Become an active part of international networks (Erasmus). Try to receive grant funding with which PhD students can be appointed at EUC and, thus, become members of university staff. This requires senior staff that can attract funding through grant writing. Create incentives that help attract foreign PhD candidates.

Please circle one of the following for each programme:

Students

	<i>Non-Compliant</i>	<i>Partially Compliant</i>	<i>Compliant</i>
<i>Physiotherapy (B.Sc.), 4 years, 240 ECTS</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Physiotherapy (Ph.D.), 3 years, 180 ECTS</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5. Resources

(ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
- ** Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
- *Human support resources: tutors/mentors, counsellors, other advisers, qualified*
- *administrative staff*
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5		
5.	Resources	<i>Physiotherapy (B.Sc.), 4 years, 240 ECTS</i>	<i>Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS</i>	<i>Physiotherapy (Ph.D.), 3 years, 180 ECTS</i>
5.1	Adequate and modern learning resources are available to the students.	4	4	4
5.2	The library includes the latest books and material that support the programme.	N/A	N/A	N/A
5.3	The library loan system facilitates students' studies.	5	5	5
5.4	The laboratories adequately support the programme.	2	2	2
5.5	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	4	4	4
5.6	Suitable books and reputable journals support the programme of study.	3	3	3
5.7	An internal communication platform supports the programme of study.	5	5	5
5.8	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	2	2	2

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Ad 5.1: Our assessment is based on the report from students and the librarian. We were not able to physically visit the premises.

Ad 5.3: This is based on the student's feedback.

Ad 5.4 & 5.8: Practical labs were overcrowded, equipment seemed somewhat outdated and lacking in number, research labs were not well-equipped.

Ad 5.6: Journal article access should be prioritized to ensure students gain a critical understanding of evidence-based practice.

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

Library resources and administrative mechanisms are working well. Drawbacks are identified in teaching and laboratory equipment. The resources are not in accordance with actual (changing) needs and contemporary

requirements. This is especially true regarding the integration of modern assessment technology both in practice and research. How the effectiveness of using resources is ensured cannot be judged. It is unclear how well these resources are accessible to students.

Findings for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

Library resources and administrative mechanisms are working well. Drawbacks are identified in teaching and laboratory equipment. The resources are not in accordance with actual (changing) needs and contemporary requirements. This is especially true regarding the integration of modern assessment technology both in practice and research. How the effectiveness of using resources is ensured cannot be judged. It is unclear how well these resources are accessible to students.

Findings for Physiotherapy (Ph.D.), 3 years, 180 ECTS

Library resources and administrative mechanisms are working well. Drawbacks are identified in teaching and laboratory equipment. The resources are not in accordance with actual (changing) needs and contemporary requirements. This is especially true regarding the integration of modern assessment technology both in practice and research. How the effectiveness of using resources is ensured cannot be judged. It is unclear how well these resources are accessible to students.

Strengths

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

Strengths for Physiotherapy (B.Sc.), 4 years, 240 ECTS

The library resources and the administrative mechanisms. Communication platform supports the program of study.

Strengths for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

The library resources and the administrative mechanisms. Communication platform supports the program of study.

Strengths for Physiotherapy (Ph.D.), 3 years, 180 ECTS

The library resources and the administrative mechanisms. Communication platform supports the program of study.

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 Physiotherapy (B.Sc.), 4 years, 240 ECTS

Give opportunities to students to independently use the practice labs and rehearse there, also outside working hours.

Areas of improvement and recommendations for Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS

Give opportunities to students to independently use the practice labs and rehearse there, also outside working hours.

Areas of improvement and recommendations for Physiotherapy (Ph.D.), 3 years, 180 ECTS

Give opportunities to students to independently use the research labs and rehearse and measure there, also outside working hours.

Please circle one of the following for each programme:

Resources

	Non-Compliant	Partially Compliant	Compliant
Physiotherapy (B.Sc.), 4 years, 240 ECTS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sports Physiotherapy (M.Sc.), 18 months, 90 ECTS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Physiotherapy (Ph.D.), 3 years, 180 ECTS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6. Additional for doctoral programmes

(ALL ESG)

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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5
6.1	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	5
6.2	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	4
6.3	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	3
6.4	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	2
6.5	The quality of the doctoral theses of the programme in this field is in line with international standards.	N/A
6.6	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	4
6.7	The candidates demonstrate skills in designing and in conducting productive self-directed research.	4
6.8	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	4
6.9	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Ad 6.4: There is hardly any research equipment or dedicated laboratory space available. The bibliographic material is fine.

Ad 6.5: This was difficult to estimate due to a lack of sufficient information. Provision of sample PhD-theses would have been helpful.

Ad 6.9: It remained unclear whether for example regular research seminars take place or not. PhDs seem rather to work on their own and not integrated in a greater research topic/thematic area of the university.

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.

There are clear guidelines for proposal writing, plagiarism is checked, scientific conduct is focused on. The working of the PhD-committee is clear and transparent. Scientists are able to publish their work in peer reviewed international journals.

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.

Participate in international research programs and try to acquire research money for PhD students. Develop an area of research and a common vision for the school with a clearly formulated research topic. Appoint some senior experienced staff. Set up international collaboration and become part of research networks. Further increase collaborations between different programs by formalizing and creating structures/processes to enhance interdepartmental collaboration. As a way of example, specific regular meetings open for BSc, MSc, PhD, and higher staff in which progress in various projects is mutually discussed. This might create a sense of community and helps undergraduate students in planning their future work.

Please tick one of the following for:

Additional for doctoral programmes

	<i>Non-Compliant</i>	<i>Partially Compliant</i>	<i>Compliant</i>
PhD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.

We refer to the individual sections for our conclusions.

The ICF should be integrated into the curriculum.

Allow students gaining a broad view of their future profession by considering practical trainee in an as wide possible array of PT work fields.

In the Sports PT education exercise health science principles that may be applied in a wider context than Sport alone should be integrated. Consider adapting the title in the direction of Sport and Exercise Physiotherapy.

A shortage of continued professional development (CPD) gives way to the recommendation of considering establishing such courses in physiotherapy. This might become an additional way of gaining additional income for the university.

Endorse strategical alignment of staff by developing core competencies around a common research theme, for example fall prevention or active ageing, etc.....

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Lee Ingle	Professor
Ari Heinonen	Chair
Eling de Bruin	Professor
Chrystalla Leonidou	Member of the Professional Body
Ioanna Papaioannou	Student Representative
Click to enter Name	

Date: 31.03.2022

