Doc. 300.1.1/2

Date: 2021-04-13

External Evaluation Report
(E-learning programme of study)

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

- **Town: NICOSIA**

- **School/Faculty (if applicable): School of Medicine**

- **Department/ Sector: Medicine**

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

  In Greek:

  «Ιατρική Εκπαίδευση (18 μήνες /90 ECTS, MSc)» Εξ'

  Αποστάσεως

  In English:

   «Medical Education (18 months /90 ECTS, MSc)»

  Distance Learning

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

- **Programme's status: New**

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

Due to the pandemic the onsite visit was set up on distance, as scheduled below. The meeting was combined with the evaluation of another program (Medical Sciences, 3 Years/180 ECTS, Ph.D.). The meeting was complemented with several site visit video tours, and examples of videoed lectures, made available for the EEC.

Doc. 600.4, Ref. Numbers:	07.14.327.099 / 07.14.327.100
Programmes of study: Name (Duration, ECTS, Cycle)	Medical Education (18 months/90 ECTS, Master of Science, Distance Learning) Medical Sciences (3 Years/180 ECTS, PhD**)**
Institution:	European University Cyprus
Date of on-site visit:	30 March 2021

Subject: Remote (online) External Evaluation Schedule

The online site visit will take place according to the following indicative schedule and it may be changed according to the EEC's suggestions:

* The times indicated below are in EET (Eastern European Time). Please check your time zones ahead of time.

Join Zoom Meeting:
https://us02web.zoom.us/j/7536262469?pwd=UTdwWFBpaURYWUhhSjhUZ3BWcXhZQT09

Meeting ID: 753 626 2469
Passcode: 6dF0as

The members of the External Evaluation Committee will be present throughout the meeting:

Prof. Gunnar Nilsson
Karolinska Institutet
EEC Committee

Prof. Richard Fuller
University of Liverpool
EEC Committee

Assoc. Prof. Marco Antonio de Carvalho Filho
University of Minho / University Medical Center Groningen
EEC Committee

Prof Teresa Guasch Pascual,
Open University of Catalonia (responsible for the DL component of the MSc)
EEC Committee

Student Representative
TBA UCY, Medical School
EEC Committee

10:00 – 10:10		
	Participants	**Email**
A brief introduction of the members of the External Evaluation Committee *[10 minutes]*	**Prof. Loizos Symeou,** Vice-Rector of Academic Affairs	L.Symeou@euc.ac.cy
	Prof. Elizabeth Johnson, Dean of the School of Medicine	e.johnson@euc.ac.cy
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine/Internal Quality Assurance Member-School Representative	t.xanthos@euc.ac.cy
	Dr. Pieris Chourides, Associate Professor/Internal Quality Assurance Member-Quality Assurance Member	P.Chourides@euc.ac.cy
10:10 – 10:40		
	Presenter(s):	**Email**
A meeting with the Vice Rector of Academic Affairs – short presentation of the Institution [15 minutes] **A meeting with the members of the**	**Prof. Loizos Symeou,** Vice-Rector of Academic Affairs Chair of the Internal Quality Assurance Committee	L.Symeou@euc.ac.cy
	Prof. Elizabeth Johnson, Dean of the School of Medicine	e.johnson@euc.ac.cy
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine/Internal Quality Assurance Member-School Representative	t.xanthos@euc.ac.cy

Internal Evaluation Committee [15 minutes]	**Dr. Pieris Chourides,** Associate Professor/Internal Quality Assurance Member-Quality Assurance Member	P.Chourides@euc.ac.cy

10:40 – 11:00		
A meeting with the Head of the relevant department and the programmes' Coordinators. **Short presentation of the School's / Department's structure** [20 minutes]	**Presenter(s):**	**Email**
	Prof. Elizabeth Johnson, Dean of the School of Medicine/ Program Coordinator Ph.D.	e.johnson@euc.ac.cy
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine/Program coordinator M.Sc.	t.xanthos@euc.ac.cy

11:00 – 12:00		
Programme 1 - Medical Education (18 Months/90 ECTS, M.Sc.) Distance Learning **The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development** [60 minutes] Maximum duration of presentation: 20´	**Presenter(s):**	**Email**
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine/Program coordinator M.Sc.	t.xanthos@euc.ac.cy
	Participants	**Email**
	Prof. Elizabeth Johnson, Dean of the School of Medicine/Program Coordinator Ph.D.	e.johnson@euc.ac.cy
	Dr. Violetta Raffay Assistant Professor in Medical Education/Program co-coordinator M.Sc.	V.Raffay@euc.ac.cy
	Dr. Pieris Chourides, Associate Professor, Dean of the School of Business Administration, Instructor	P.Chourides@euc.ac.cy

Discussion: 40´		
12:00 - 12:10	**Coffee Break**	**[10 minutes]**

12:10-12:40		
	Participants	**Email**
A meeting with the Pedagogical Planning of Distance Learning Programs of Study Standing Committee (Sub-Committee of the Internal Quality Assurance Committee) [30 minutes]	**Prof. Elizabeth Johnson,** Dean of the School of Medicine	e.johnson@euc.ac.cy
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine/Program coordinator M.Sc.	t.xanthos@euc.ac.cy
	Dr. Paraskevi Chatzipanagiotou, Chair of the DL Standing Committee	P.Chatzipanagiotou@euc.ac.cy
	Members: *School of Medicine* **Dr. Theodoros Lytras**, Assistant Professor	T.Lytras@euc.ac.cy
	Dr. Kostas Gianakopoulos, Assistant Professor	K.Giannakopoulos@euc.ac.cy
	School of Humanities, Social and Education Sciences **Dr. James Mackay,** Assistant Professor	J.Mackay@euc.ac.cy
	Dr. Maria Papazachariou, Lecturer	M.Papazachariou@euc.ac.cy
	Ms Petra Daniel, Special Teaching Personnel	P.Daniel@euc.ac.cy
	School of Sciences **Dr. Yianna Danidou**, Lecturer	y.danidou@euc.ac.cy
	Dr. Constantinos Giannakou, Lecturer	K.Giannakou@euc.ac.cy
		C.Nikiforou@euc.ac.cy

	Dr. Costantinos Nikiforou, Assistant Professor	
	School of Business Administration **Prof. George Papageorgiou,** Professor	G.Papageorgiou@euc.ac.cy
	Dr. Lycourgos Hadjiphanis, Assistant Professor	L.Hadjiphanis@euc.ac.cy
	Dr. Onisiforos Iordanous, Assistant Professor	O.Iordanous@euc.ac.cy
	School of Law **Dr. George Chloupis**, Lecturer	G.Chloupis@euc.ac.cy

12:40 – 13:40		
Programme 2 - (Medical Sciences, 3 Years/180 ECTS, Ph.D.) **The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development** *[60 minutes]* Maximum duration of presentation: 20´ Discussion: 40´	**Presenter(s):**	**Email**
	Prof. Elizabeth Johnson, Dean of the School of Medicine/Program Coordinator Ph.D.	e.johnson@euc.ac.cy
	Participants	**Email**
	Prof. Anastasis Stephanou Program co-coordinator Ph.D.	a.stephanou@euc.ac.cy
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine	t.xanthos@euc.ac.cy
	Dr. Theodore Lytras Assistant Professor, Faculty	T.Lytras@euc.ac.cy
	Dr. Demetris Paraskevis Associate Professor, Scientific Collaborator (Kapodistrian University of Athens)	d.paraskevis@external.euc.ac.cy
	Prof. Theoklis Zaoutis Professor, Adjunct Professor	t.zaoutis@euc.ac.cy

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

13:40 – 14:40	Lunch Break	[60 minutes]

14:40 - 15:40		
A meeting with members of the teaching staff (M.Sc. & Ph.D.) on each course for all the years of study (QA session). o Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes. o Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG). o Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programmes according to the EQF. o Discussion on assessment criteria,	**Participants:**	**Email**
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine/Program coordinator M.Sc. **(M.Sc.) & (Ph.D.)**	t.xanthos@euc.ac.cy
	Prof. Elizabeth Johnson, Dean of the School of Medicine/ Program Coordinator Ph.D. **(M.Sc.) & (Ph.D.)**	e.johnson@euc.ac.cy
	Dr. Violetta Raffay Assistant Professor in Medical Education **(M.Sc.)**	V.Raffay@euc.ac.cy
	Dr. Pieris Chourides, Associate Professor **(M.Sc.)**	P.Chourides@euc.ac.cy
	Prof. Anastasis Stephanou **(Ph.D.)**	a.stephanou@euc.ac.cy
	Dr. Theodore Lytras Assistant Professor **(Ph.D.)**	T.Lytras@euc.ac.cy
	Dr. Demetris Paraskevis Scientific Collaborator **(Ph.D.)**	d.paraskevis@external.euc.ac.cy
	Prof. Theoklis Zaoutis Adjunct Professor **(Ph.D.)**	t.zaoutis@euc.ac.cy

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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samples of final exams or other teaching material and resources.		

15:40 - 15:50	**Coffee Break**	[**10 minutes**]

15:50 – 16:30		
A meeting with students and graduates only (5 – 15 participants: 6th year MDs and graduates). [40 minutes]	**Participants:**	**Email**
	Mr. Ioannis Boutsikos (Student)	ib151660@students.euc.ac.cy
	Ms. Themis Graikou (Student)	tg151419@students.euc.ac.cy
	Ms. Aristea Tsaroucha (Student)	at151507@students.euc.ac.cy
	Ms. Eleana Strouthou (Student)	es151580@students.euc.ac.cy
	Dr. Richard Saad (Graduate)	rs141614@students.euc.ac.cy
	Dr. Guy Sydney (Graduate)	gs141496@students.euc.ac.cy
	Dr. Philip Manolopoulos (Graduate)	pm131782@students.euc.ac.cy

16:30 – 16:50		
A meeting with members of the administrative staff [20 minutes]	**Participants:**	**Email**
	Ms Eleni Markantoni, Director of the Office of Students Affairs	E.Markantoni@euc.ac.cy
	Mr Theodoros Tzitzimbourounis, Head Librarian	T.Tzitzimbourounis@euc.ac.cy
	Ms Christina Kolatsi, Department of Enrollment	C.Kolatsi@euc.ac.cy
	Mr Michalis Georgiou, Department of Information Systems & Operations	M.Georgiou@euc.ac.cy
	Ms Loutsia Nardi Head of Admissions	L.Nardi@euc.ac.cy
	Ms Tasoula Jensen School Administrator, School of Medicine	t.jensen@euc.ac.cy

	Dr. Andreas Yiallouris, Lecturer/School of Medicine-Medical Infrastructure coordinator	A.Yiallouris@euc.ac.cy

16:50 – 17:05		
Discussion on the virtual visit of the premises of the institution and the Medical School (i.e. library, computer labs, teaching rooms, research facilities, labs). [15 minutes]	**Participants:**	**Email**
	Prof. Loizos Symeou, Vice-Rector of Academic Affairs	L.Symeou@euc.ac.cy
	Prof. Elizabeth Johnson, Dean of the School of Medicine/ Program Coordinator Ph.D.	e.johnson@euc.ac.cy
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine/Program coordinator M.Sc.	t.xanthos@euc.ac.cy
	Dr. Andreas Yiallouris, Lecturer/School of Medicine-Medical Infrastructure coordinator	A.Yiallouris@euc.ac.cy

17:05 – 17:30		
A meeting with the Head of the relevant department and the programmes' Coordinators - exit discussion (questions, clarifications).	**Participants:**	**Email**
	Prof. Loizos Symeou, Vice-Rector of Academic Affairs	L.Symeou@euc.ac.cy
	Prof. Elizabeth Johnson, Dean of the School of Medicine/ Program Coordinator Ph.D.	e.johnson@euc.ac.cy
	Prof. Theodoros Xanthos, Chairperson of the Department of Medicine/Program coordinator M.Sc.	t.xanthos@euc.ac.cy
	Live streaming or recorded video should be set in agreement with the CYQAA officer, the evaluation committee and the institution. **Medical Thesis, online Lecture**: Writing a Scientific Paper Professor Zaoutis Lecture about scientific writing with Undergraduate Medical Students Link: https://eu-lti.bbcollab.com/recording/f0834f4be9f64d82a7126e4c9285b0ef	

	Neuroscience, Interactive online Lab: Aphasia
	Dr. O'Neil
	Interactive Neuroscience Laboratory Session with Undergraduate Medical Students
	Link: https://web.microsoftstream.com/video/484a6214-59a9-4b4b-a51c-d2823f791fcd

Notes:

- **All staff must be available during the whole day of the online site visit for queries that may occur.**
- **The institution should provide very short presentations in the sessions needed, so that adequate time remains for questions by the EEC members and productive discussion.**
- **Teaching material and resources should be available upon request.**

B. External Evaluation Committee (EEC)

Name	Position	University
Gunnar Nilsson	Professor	Karolinska Institutet
Richard Fuller	Professor	University of Liverpool
Teresa Guasch Pascual	Professor	Open University of Catalonia
Marco Antonio de Carvalho Filho	Professor	University of Minho / University Medical Center Groningen
Panayiota Christodoulou	Student Representative	University of Cyprus, Medical School
Name	Position	University

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

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

You may also consider the following questions:

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

Findings

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

1.1 Policy for quality assurance

The program has not yet been launched for recruitment, and understandably no information is publicly available. However, it seems well anchored in the organization at EUC and the Medical School. This includes an internal evaluation organization, with an established and organized approach to academic standards, equality and diversity, and the involvement of different external stakeholders. There is a clear plan for active review during the first iterations of the programme, using a small student cohort.

1.2 Design, approval, on-going monitoring and review

The design of the program is described in detail and includes appropriate objectives, but a considerable number of learning outcomes. There is a clear link to external competencies (through the UK Academy of Medical Educators), however the mapping and alignment to these standards could be strengthened. A broad range of content topics are organised into a series of modules, and are broadly equivalent to similar programmes, so student interest should be strong (EUC intends to market this for overseas/international students).

The purpose of the program is aligned with strategic growth of other programs at the Medical School and seems fairly well explained and appropriate in this context. Content wise, it does not include placement opportunities (and is strong pedagogical). Subsequent monitoring and reviews are planned throughout early iterations of the programme. There are clear processes in place for internal approval.

1.3 Public information

Public information is not yet available but is planned within standards at the Medical School and EUC.

1.4 Information management

Information from the program activities and its management is planned but is not possible to evaluate at this stage. Staff seem to be well engaged in the planning, with commitment at all levels of the University.

Strengths

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

1.1 Policy for quality assurance

The program is well anchored and has a strategic role within the Medical School's portfolio of programmes. Within EUC itself, it benefits from being part of a robust quality assessment organization at institutional level, as well as an established distance learning community at the EUC. There are clear processes with EUC for faculty pedagogic development.

1.2 Design, approval, on-going monitoring and review

The design of the program is described in detail. The engagement of teachers at different levels (Medical School and EUC) is strong with clear institutional backing for this programme. The institutional administrative procedures seem well established.

1.3 Public information

NA

1.4 Information management

NA

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.

1.1 Policy for quality assurance

None

1.2 Design, approval, on-going monitoring and review

The design of the program includes a considerable number of learning outcomes. To get them in line with teaching and assessment in a comprehensive way, they may need to be revised subsequently and would probably benefit from a reduction. At the same time, there are burning topics of medical education such as programmatic assessment, professionalism/professional identity development, informal learning/hidden curriculum, learning climate and atmosphere and transition to practice that are still not being addressed. However, the program coordinator is aware of the need to nurture a mindset of continuous growth and development, necessary to create a process of adaptative development. The program would benefit from complementary activities with a flexible nature, capable of accommodating relevant topics being discussed by the health professional education community. This might be best achieved by considering what is 'core' within the programme and what might be optional, allowing better personalisation of learner experiences.

The purpose of the program could be more elaborated in terms of possible future employments and possible interested stakeholders within and outside the academic sector. It is important to note that this Masters level award would support the career development of an educator with EU Universities, but would not be adequate alone for senior faculty positions as claimed.

 Content wise the student orientation and skill competences could be more emphasized, for example efforts to somehow include placement opportunities or site visits at home, or teaching practice within the program or at virtual teaching training facilities. In this sense, the modern installations of the EUC could offer different opportunities for practical activities based on observation of and reflection on real teaching interactions in lecture halls, and small group or simulation sessions. Finding a way to connect the master in medical education with the curricular and faculty development of the department of medicine and dentistry may bring benefits for both school and master candidates. This would be particularly helpful in areas of the programme where content needs strengthening (e.g., assessment blueprinting, professionalism, learner transitions) using material from the School's MD programme

1.3 Public information

NA

1.4 Information management

NA

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Not applicable
1.4	Information management	Not applicable

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

> **Sub-areas**
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**
> **2.4 Study guides structure, content and interactive activities**

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

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
  - o *among students*
  - o *between students and teaching staff*
  - o *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *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 e-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.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
    - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
    - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
    - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
    - *Clear instructions for creating posts, discussion, and feedback*
    - *Self-assessment exercises and self-correction guide*
    - *Bibliographic references and suggestions for further study*
    - *Number of assignments/papers and their topics, along with instructions and additional study material*
    - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *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.

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

The e-learning methodology proposed is appropriate to achieve the aims of the program. There is a balance between videoconferences for presentations and discussion sessions to promote students' interaction. The processes include different modes of e-learning delivery.

The learning resources that will be used will be expressly designed to support learning content and will be regularly updated with videos integrated in the activities. The methodology proposed will encourage students to take an active role and it is thought to support and guide students for their development. Whether the students are encouraged to take an active role in creating the e-learning process, and the implementation of student-cantered

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learning and teaching cannot yet be fully evaluated, as well as the tools, materials and dealing with students' diversity.

2.2. Practical training

Practical studies are limited, mainly due to the format, and the needs of the stakeholders are somewhat unclear. As noted in Section 1, the programme needs to better link 'pedagogy with practice' to encourage application of principles learned in this programme to students' day to day teaching.

2.3. Student assessment

An assessment framework is in place, including defined evaluation criteria and methods, and procedures for student appeals seems to be in place. Several aspects of student assessment are not yet known, such as whether the assessments are fully aligned to teaching content, and transparent. The assessment criteria/rubrics for reflective components/assessment for learning is not fully described. Assessors' competence draws on Faculty's existing experience in the School's MD programme

2.4. Study guides structure, content and interactive activities

Study guides seems aligned with distant learning and includes student interaction. Expected learning outcomes of the modules are appropriately organized and seems coherent throughout the program. This sub-area is somewhat not possible to evaluate science the program is not yet operating, such as schedules, feedback, and interactive activities. In general study guides, material and activities seems appropriate.

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

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

A diverse range of teaching methods is planned.

2.2. Practical training

None.

2.3. Student assessment

A fairly robust assessment framework, even though the program has not yet started. Several aspects of student assessment needs attention during the practical implementation.

2.4. Study guides structure, content and interactive activities

Study guides seems aligned with distant learning. Expected learning outcomes are extensive and appropriately organized.

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.

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

To encourage students to take an active role in applying learning to practice, the School should consider some form of longitudinal e-portfolio to support learner progress and development. As the School seeks to market this programme to a wider Health Professions Education discipline, it should ensure a strong multi-professional ethos sits at the heart of the programme.

2.2. Practical training

Practical studies are limited, mainly due to the format, but can still be further developed using a distributed approach such as at-home field studies or practice, and making better use of synchronous/asynchronous engagement with the School's impressive online facilities (e.g., by acting as peer reviewers, or co-instructors/small group facilitators and assessors in order to gain experience and feedback).

2.3. Student assessment

Several aspects of student assessment are not yet known, such as their alignment to actual teaching. Assessors' competence in distance learning assessment may need to be further developed given the nature of this programme (the weekly assessment format may well be challenging for students, and module leaders to complete marking and give effective feedback).

2.4. Study guides structure, content and interactive activities

Several parts of the program such as schedules, and feedback and interactive activities needs attention during the implementation, including a dialogue with students. The student workload needs attention when starting up, as well an update on recommended literature.

The program could benefit from the implementation of specific strategies aiming for the creation of an online community of practice. Communities of practice are efficient to nurture mentorship, foster knowledge creation and sharing and create a shared identity with a sense of belonging, all conductive of life-long learning. Moreover, this community could help and advance the next versions of the master by keeping former students connected to the course.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	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.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *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:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *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.

3.1 Teaching staff recruitment and development

There is a strong commitment (within both the EUC and the School of Medicine) to supporting staffing provision for the distance learning programme. It draws heavily, and appropriately, on the strengths of the University through well-established mechanisms to support distance learning. Teaching staff are drawn from the School of Medicine, and have varying degrees of practical expertise in the instruction of undergraduate medical students and in some cases, academic qualifications in medical/health professions education. There is a strong process of faculty development internally within the University which is to be commended. Targeted faculty development in medical education and visiting teaching staff seem to be intended.

3.2 Teaching staff number and status

Given that the programme seeks to recruit from an international student market, consideration should be given to the use of a range of external speakers and educators to support this, benefitting approaches to student transitions throughout the programme, delivery of content and support for the main teaching staff themselves. In the site visit discussions, the School of Medicine noted that it would be recruiting additional support (e.g., qualitative research methods teachers).

3.3 Synergies of teaching and research

There are strong connections between teaching and research across the institution, and within the School of Medicine. This is less apparent in the specific field of medical education scholarship, although the EEC were pleased to see emerging early evidence of this.

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Strengths

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

3.1 Teaching staff recruitment and development

The Distance Learning Unit responsible for training academic staff, providing pedagogical support to plan new programs; and for the design and evaluation of educational materials. The COVID-19 pandemic has also been used to assess the implementation of distance learning in the programs and identify good practices and disadvantages to improve the model. There is a strong ethos of clinical experience within the core Faculty, all of whom are active teachers and contributors to the School's MD programme.

3.2 Teaching staff number and status

The engagement of a colleague from the Business School to teach on leadership.

3.3 Synergies of teaching and research

Strong institutional and School cultures to ensure harmonisation of teaching and research.

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.

3.1 Teaching staff recruitment and development

Undertaking a gap analysis of teaching provision and teaching expertise could assist the programme in deciding how best to ensure a balance of teachers/skillsets from with the School of Medicine, other health faculties (particularly if the programme seeks to recruit students from other health professions) and the wider University.

3.2 Teaching staff number and status

At this early stage of the programme, consideration needs to be given to the use of a broader pool of visiting experts to support teaching delivery, as well as enabling local faculty. This could be achieved through use of the School of Medicine's considerable networks (acknowledging that this can be an efficient way of ensuring students have good access to a range of experts in their field, given the breadth of Medical Education)

3.3 Synergies of teaching and research

Active engagement with external colleagues and institutions could support the educational research component of the programme, as educational research outputs are not yet a major strength of a young School. This could take the format of formal research teaching, support for projects/theses as well as practical 'hands on' research clinics and support for dissemination of student research.

The programme will benefit from extended support to local faculty through opportunities to immerse and further professionalise themselves in the wider health professional's community (e.g. credentialing Fellowships such as FAMEE run through the Association of Medical Education in Europe). This would build on the existing strengths of the Faculty.

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

	Sub-area	Non-compliant/ Partially Compliant/Compliant
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.

4.1 Student admission, processes and criteria

EUC has strong institutional processes which are clearly documented in guidance to students, and clearly understood by staff. Processes were compliant with local regulations and in meetings with colleagues, excellent standards of practice were noted in respect to student admission, including approaches to dealing with the recognition of prior learning (RPL). The EEC felt this represented good practice.

4.2 Student progression

Not yet appropriate, but a clear plan to monitor student progress closely in the early cohorts of the programme

4.3 Student recognition

Adequate institutional processes in place.

4.4 Student certification

Institutional processes for management of RPL are clear.

Strengths

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

4.1 Student admission, processes and criteria

The fact that there is a plan to recruit students from different nationalities and contexts will bring the diversity a program in education needs to flourish.

4.2 Student progression

NA

4.3 Student recognition

Clear, institutional processes for the management of RPL. A strong, and experienced central team of expert administrative, technical and library colleagues.

4.4 Student certification

NA

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.

4.1 Student admission, processes and criteria

Prior review of the submitted material, as well as the meetings in the online site visit raised no concerns, and strong University practices. We have noted student progression as 'not applicable' as there are currently no students on the programme, but good exemplar processes to monitor students on this distance learning course. The number of students may in later cohorts be larger than the stated 30.

The program would benefit from recruiting students from outside the health professional field such as sociologists, educationalists, psychologists, philosophers and other areas of the humanities. The health profession education field is multidisciplinary by nature and benefits from different academic and research traditions.

Given the small number of expected students, we suggest monitoring students more closely, also in the process of continuous assessment.

4.2 Student progression
NA

4.3 Student recognition
None.

4.4 Student certification
None.

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	Not applicable
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

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
    - *Simulations in virtual environments*
    - *Problem solving scenarios*
    - *Interactive learning and formative assessment games*
    - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
    - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
    - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *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 e-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.*

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.

5.1   Teaching and Learning resources

Interactive activities are planned, and virtual learning materials are being developed. Given the program is based on distance learning real-life situations, building skills in experiences and attitudes are somewhat limited. However, broader learning resources seem adequate.

5.2   Physical resources

In general, the physical resources are significant and adequate. At the school the resources seem to be fit for purpose and well rated amongst students.

5.3   Human support resources

Human support resources seem adequate.

5.4   Student support

Student support appears very well established at EUC and the School of Medicine, and available for supporting a diverse student population, and fairly well adapted to distant learning students. Student mobility is somewhat limited given the distant learning methodology.

Strengths

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

5.1   Teaching and Learning resources

Provision of online learning environment to distribute materials and encourage collaboration and interaction. The library has resources in electronic form that are available to staff members and students.

5.2   Physical resources

Extensive and modern physical resources.

5.3   Human support resources

NA

5.4   Student support

A well-established system at the school, with a very experienced central EUC team.

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.

5.1   Teaching and Learning resources

Faculty development to support teaching competence and activities that building skills and attitudes, possibly within collaboration with expertise in the field of distance learning in medical education.

5.2   Physical resources

None.

5.3   Human support resources

None.

5.4   Student support

None.

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

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

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 Medical Education (18 months /90 ECTS, MSc) Distance Learning is a promising and new programme in a young academic setting. The strategic fit and commitment by both the School of Medicine and wider EUC is clearly articulated, and there are obvious benefits for the local and international academic education 'economies' through continued professionalisation of health professions educators. Within undergraduate medical education, demonstration of these competencies will be increasingly essential to meet the standards of the World Federation of Medical Education, making this MSc particularly well placed and well timed in its launch.

The EEC wish to congratulate the School and EUC for the comprehensive submission for this programme, and highlight particular thanks for colleagues 'time, generosity and openness during the virtual site visit. A spirit of academic collegiality and active discussion was evident throughout the meetings. The EUC should be particularly congratulated on its MD students and recent MD graduates, all of whom were outstanding ambassadors during their session with the EEC.

The MSc programme has a clear design, and ambition to be distinctive amongst a broader range of Medical Education courses, including international distance learning programmes such as those delivered by FAIMER. The planned alignment to established education frameworks (AoME) is noteworthy, but as commented, this needs to be more clearly articulated to ensure that the core and options of the programme (and content) meet the expectations of a contemporary programme of medical education. This will be important in ensuring successful recruitment of early cohorts (whose evaluations and experiences will shape the programme further).

The programme and module ILOs are extensive, and the course team would benefit their learners through review and reduction of these. Consideration also needs to be given to appropriately weighting topic coverage, ensuring depth in key areas, as well as illustrating new and emergent areas (which need less depth). Assessment approaches are constrained as a result of legislative alignment, but the MSc has created thoughtful approaches to engage learners with reflection throughout the course, and bring together multiple opportunities for team and peer activities. As noted, it is important that the MSc develops an overarching programme of assessment to ensure constructive alignment with the key ILOs of the course.

The core Faculty for the MSc are engaged and well committed (with clinical and teaching experience from the EUC MD programme) and support for them, their own development and the creation of a careful balance of internal/external teachers to support development and delivery of the course. Drawing on support from colleagues from other departments in the University (as already in place, and expansion is intended) is a strong strategic approach.

More generally, the programme benefits from the dedication at EUC towards quality assurance, distance learning and student engagement, and its modern infrastructure.

Critical to the success of the programme (and beyond the scope of this EEC review) will be an active programme of learner and Faculty evaluation, with related course enhancements. We wish EUC and School of Medicine colleagues well with this ambitious and exciting development.
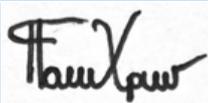
In summary, the EEC's recommendations for further improvement are:

- Ensure maximum opportunities to enhance 'practical training' to encourage students to take an active role in applying learning to practice, both through learning activities within the MSc and learner reflections/experiences on application of theory to their own learning (e.g. through continuous assessment).
- As the program includes a considerable number of learning outcomes, they should be revised and reduced, paying attention to the more detailed EEC comments about alignment, purpose of the programme and its 'core and options' to ensure adequate content alignment.
- Ensuring a clear 'assessment map' that details the assessment and feedback load (for students and faculty) within and across modules, aligned to the reduced series of key learning outcomes recommended above.
- Attention to faculty development opportunities to further professionalise core faculty, including skill development in online/distance learning

The EEC has made a number of suggestions throughout this report, and highlight areas which EUC may wish to consider as enhancements in the short and medium term:

- The purpose of the program could be better aligned to future career development of potential students, particularly given the ambition to recruit a broader range of students from health professions education (HPE) backgrounds
- The program could benefit from strategies aiming for the creation of an online community of practice, particularly focusing on multiprofessional education experiences and activities
- Consideration the use of a broader pool of visiting experts to support teaching delivery.
- Opportunities to develop a synergistic programme of education research from the MSc, produced by students and faculty
- The program could benefit from recruiting students from outside clinical health professional field to mirror the highly multiprofessional nature of education, and education research, in HPE.

E. Signatures of the EEC

Name	Signature
Gunnar Nilsson	
Richard Fuller	
Marco Antonio de Carvalho Filho	
Teresa Guasch Pascual	
Panayiota Christodoulou	
Click to enter Name	

Date: 2021-04-13