Doc. 300.1.1

Date: 2021-04-20

External Evaluation Report

(Conventional-face-to-face 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:

  «Ιατρικές Επιστήμες (3 Έτη /180 ECTS, Διδακτορικό)»

  In English:

   "Medical Sciences (3 Years/180 ECTS, Doctor of

  Philosophy)"

- **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 Education 90 ECTS, Master of Science, Distance Learning). 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

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

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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]	**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	t.xanthos@euc.ac.cy

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A meeting with the members of the Internal Evaluation Committee [15 minutes]	Medicine/Internal Quality Assurance Member-School Representative	
	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**	**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,	P.Chourides@euc.ac.cy

[60 minutes] Maximum duration of presentation: 20´ Discussion: 40´	Instructor	
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
	Dr. Costantinos Nikiforou, Assistant Professor	C.Nikiforou@euc.ac.cy
	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**	**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

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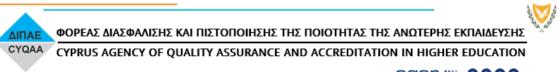| programme's design and development

[60 minutes]

Maximum duration of presentation: 20´
Discussion: 40´ | **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 |
| **13:40 – 14:40** | **Lunch Break** | **[60 minutes]** |

14:40 - 15:40		
	Participants:	**Email**
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,	**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

	selected bibliography, students' workload, compliance with Teaching ESG).		

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, samples of final exams or other teaching material and resources.	**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

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

15:50 – 16:30		
	Participants:	**Email**
A meeting with students and graduates only (5 – 15 participants: 6th year MDs and graduates). [40 minutes]	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
Marco Antonio de Carvalho Filho	Professor	University of Minho / University Medical Center Groningen
Panayiota Christodoulou	Student Representative	University of Cyprus, Medical School

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.***

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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*

> o *includes well-structured placement opportunities where appropriate*
> o *is subject to a formal institutional approval process*
> o *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*
> o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
> o *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*
> o *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:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

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

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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, taking advantage of very clear academic quality standards. 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 iteration of the programme, using a verry limited student cohort.

1.2 Design, approval, on-going monitoring and review

The programme has strong strategic alignment with the Medical School and University, and is targeted at a broad student background, with a clear understanding of the multiple careers that may follow a PhD (increasingly targeted at commercial research and industry). As such, the ethos and design of the programme are grounded with introductory taught components (techniques and research methods), in advance of the main body of research. The design of the program is described in detail and includes appropriate objectives. There is a link to external competencies within medical research, aligned with EUC's intention to market the programme for international students.

The purpose of the program is aligned with strategic growth of the Medical School and is well explained and appropriate in this context. 30 ECTS of short courses are mandatory for all new doctoral students, and their focus and breadth is appropriate (although ILOs are somewhat lengthy for these modules). Subsequent monitoring and reviews are planned throughout early iterations of the programme, with a strong sense of learner community. 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. 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 mandatory taught components are well conceptualised with an excellent mix of methods, technical and academic skills training within both the Medical School and support in EUC. The programme design, and multi-stage review of students are designed with a strong focus on support, retention and achievement of students, with a good understanding of the challenges faced by doctoral students. As noted, there is a palpable sense of learner community within the programme that will benefit teachers (through better understanding of learners) and students.

Staff engagement at all levels of the programme is strong, drawing on a cadre of internationally recognised teachers and supervisors.

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 program includes 30 ECTS courses at the outset, and therefore 3 (accepted?) publications within the theses as requirement could represent an excessive demand on students. It will be important to monitor this carefully in the early stages of the programme.

Modular ILOs for the 30 ECTS programme appear long and need reframing at an appropriate level. It would be worthwhile consolidating these, perhaps as core ILOs, to ensure alignment with student activity and assessment.

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

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

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

You may also consider the following questions:

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

Findings

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

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

As noted, there is a strong focus on learner support and transition throughout each stage of the programme. Learning resources for the 30 ECTS modules appear comprehensive, and the methodology proposed for these courses and research practices will encourage students to take an active role and it is thought to support and guide students for their development.

A comment has been made in section 1 about expected learning outcomes of the modules; the programme overall seems coherent. This sub-area is somewhat not possible to evaluate science the program is not yet operating, such as schedules, feedback, and interactive activities. The EEC assume the medical school have a series of community events planned throughout the programme (journal clubs, mock abstract presentation, peer review) which will help develop a strong sense of peer support amongst students.

2.2. Practical training

Practical studies are clear within the research part of the programme.

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 (primarily in respect of the 30 ECTS short course modules). 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, with good evidence of research and PhD supervisory experience.

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.

 Multiple supervision and review points.

2.2. Practical training

The EEC noted and commend the opportunity for students to act teaching assistants,

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.

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 formalise their research practice, the School should consider some form of longitudinal e-portfolio or diary.

Several parts of the program such as feedback and interactive activities needs attention during the implementation, including a dialogue with students.

The student workload needs careful monitoring when the programme is starting up.

The program could benefit from the implementation of specific strategies aiming for the creation of a community of practice among students, such as a monthly half day series of seminars or journal clubs. 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. Such activities will help student identity, both in the initial cohorts, and when the programme.

2.2. Practical training

None

2.3. Student assessment

Some aspects of student assessment are not yet known; revision of the ILOs of the taught components in particular will require careful alignment/blueprinting with planned assessment

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	Compliant
2.3	Student assessment	Compliant

3. Teaching staff *(ESG 1.5)*

> **Sub-areas**
>
> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

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

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 programme. Teaching staff are drawn from the School of Medicine, and have varying degrees of practical expertise in medical research, 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.

3.2 Teaching staff number and status

In the site visit discussions, the School of Medicine noted that it would be recruiting additional support (e.g., qualitative research methods teachers). The Inventory of Faculty Supervisors and Co-Supervisors are significant.

3.3 Synergies of teaching and research

There are strong connections between teaching and research across the institution, and within the School of Medicine. The EEC noted, and congratulate, the School of Medicine on its strong international networks (at colleague and institutional level), which present ideal opportunities to support research supervision (e.g. with external supervisors), speaking and teaching events and opportunities for student mobility.

Strengths

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

3.1 Teaching staff recruitment and development

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, and well established in clinical oriented medical research.

3.2 Teaching staff number and status

The number and qualifications of Faculty Supervisors and Co-Supervisors.

3.3 Synergies of teaching and research

Strong institutional and School cultures to ensure harmonisation of teaching and research, and as noted, the strength of collaboration between academics and also between institutions

Areas of improvement and recommendations

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

Click or tap here to enter text. 3.1 Teaching staff recruitment and development

None

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 in medical research, as well as enabling local faculty, by leveraging external networks.

3.3 Synergies of teaching and research

Active engagement with external colleagues and institutions could support the research component of the programme, as medical research outputs are not yet a major strength of a young School. This could take the format of formal teaching as well as supervision.

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 in place, 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 (although not applicable for PhD programmes)

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 contexts will bring diversity and help the programme 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. The number of students may in later cohorts be larger.

The program would benefit from recruiting students from different the health professions such as physiotherapists, and nursing. The medical field is multidisciplinary by nature and benefits from different academic and research traditions.

4.2 Student progression

NA

4.3 Student recognition

None.

4.4 Student certification

None.

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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

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

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

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Based on the material submitted to the EEC, these appear comprehensive and well planned.

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.   The School and University have a well considered approach (and experience) to supporting doctoral students to improve retention and academic outputs.

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

5.1   Teaching and Learning resources

The EEC were very impressed by student ambassadors and the very positive discussions about the quality and engagement with excellent learning and teaching resources. This was particularly notable in respect of students wishing to continue postgraduate study at EUC.

5.2   Physical resources

Extensive and modern physical resources. EUC should be proud of its impressive physical space (and in particularly laboratories)

5.3   Human support resources

-

5.4   Student support

A well-established system at the school, with a very experienced central EUC team. A strong focus on career support (including designing the programme to maximise career opportunities at post-doc level) is commendable, as are the plans for regular student progress reviews.

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

None

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

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

Sub-areas

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

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> - o *reports per semester and feedback from supervisors*
> - o *support for writing research papers*
> - o *participation in conferences*
> - • *The number of doctoral students that each chairperson supervises at the same time are determined.*
>
> *You may also consider the following questions:*
>
> - • *How is the scientific quality of the PhD thesis ensured?*
> - • *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
> - • *Can you please provide us with some dissertation samples?*

Findings

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

6.1   Selection criteria and requirements

Specific criteria for admission to the program, and the selection procedures are well defined. Relevant requirements for the program are published, such as time frames, different stages, procedures for accepting the student's proposal, and examination criteria.

6.2   Proposal and dissertation

Adequate guidelines for the proposal and the dissertation are set, e.g., the structure, volume and final evaluation procedures, and a plagiarism check system.

6.3   Supervision and committees

The procedures for the advisory, as well as the examining, committee are clear and determined.

The duties of the advisory committee are clear and include regular reporting, writing research papers and conference participation.

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

6.1   Selection criteria and requirements

Specific criteria for admission to the program are well defined. Structured and relevant requirements for the program.

6.2   Proposal and dissertation

Adequate guidelines for the proposal and the dissertation are set. (?)

6.3   Supervision and committees

The procedures for the advisory, as well as the examining, committee are clear.   There is a clear culture that seeks to ensure healthy supervisory relationships and faculty insight into student progress.

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.

6.1   Selection criteria and requirements

The requirements for the program such as the different stages, and examination criteria, needs to be revised in collaboration with students from the first cycle.

6.2   Proposal and dissertation

As above, given the fact that the program is new, a close attention to guidelines and practices around the dissertation are needed in the first cycle. The requirement of 3 accepted publications sems high.

6.3   Supervision and committees

The duties of the advisory committee will need formalising as part of guidance for students, although the EEC recognise this will be activity to be undertaken nearer to the start of the PhD programme. The EEC felt that formalising the implementation of a mentor besides the supervisor could be advisable. Developing local (School of Medicine) processes is needed for contextual delivery of students in need of extra support. The School might wish to consider the role of an overarching PGR tutor/advisor, using an academic experienced in working with overseas/international students.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	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 Sciences 3 Years PhD programme 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.

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 Medical Sciences programme has a clear design, and ambition to be distinctive as well as a future cornerstone of the Medical School. There seems to be an awareness of the important in ensuring successful recruitment of early cohorts and to subsequently evaluate early experiences to shape the programme further.

This should aim to develop a learning society (community of practice) among students, to foster deeper learning and scientific skills and attitudes alignment with the key ILOs of the course. The core Faculty for the MSc are engaged and well committed (with clinical, teaching and research experience). Drawing on support from colleagues within research education from other departments in the University is a strong strategic approach, alongside the School's international networks.

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 a summary we found all sub-areas compliant with multiple strengths and much to commend and celebrate. To help the programme flourish, our summary of recommendations includes:

- Consolidation of modular ILOs and clear alignment with assessment
- Careful monitoring of student workload (particularly in respect of achievability of three publications alongside taught components, main research and thesis writing/defence).
- Clarity on the roles and function of the programme advisory committee (particularly to ensure positive supervisory relationships)
- Development of an academic mentoring scheme

The EEC has also made a number of suggestions in the main body of the report to assist the programme in its early stages, and as it matures. These centre around two key areas:

- The program could benefit from strategies aiming for the creation of an on-site community of practice beyond the initial 30 ECTS taught components
- The program could benefit from recruiting students from different the health professions.

E. Signatures of the EEC

Name	Signature
Gunnar Nilsson	
Richard Fuller	
Marco Antonio de Carvalho Filho	
Panayiota Christodoulou	

Date: 2021-04-20