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EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION

**ΔΙΠΑΕ CYQAA**

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

**Doc. 300.2.1**

**Date:** 17/1/2020

# External Evaluation Report (Institutional)

- **Higher Education Institution:**

  Philips University

- **Town:** Nicosia

- **Institution Status:** Institution Status

**ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ**
**REPUBLIC OF CYPRUS**

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The EEC were provided with related documentation which included the original application, the business plan and annexes with institution's structure, figures and internal regulations, rules and policies.  During the visit, the EEC met with the Head of the Institution, the members of the Internal Evaluation Committee, a number of members of the academic and teaching staff, a potential student, a representative of the society in Cyprus, as well as with the administrative support staff.  An on-site visit to the premises of the institution was also included.  Further to this, the Committee's Civil Engineer had a meeting and an on-site evaluation of the premises, accompanied by the Civil Engineer appointed by the Institution. Moreover, a detailed conversation was held with the EEC's student welfare member and the welfare support staff.

## B. External Evaluation Committee (EEC)

| Name | Position | University |
|---|---|---|
| Chris Pitelis | Professor of Strategy and Sustainable Competitiveness | University of Cambridge |
| Constantinos N. Leonidou | Professor of Marketing and the Head of the Marketing Division | University of Leeds |
| Vangelis Tzouvelekas | Professor of Microeconomic Theory and Police | University of Crete |
| Ioustini Pilidi | Expert in Student Welfare Issues | University of Cyprus |
| Aristotelis Phinicarides | Structural Civil Engineer, Expert in Building Structural matters and Infrastructure. | Member of the Technical Chamber of Cyprus (ETEK) |
| Theodoros Panteli | Student | University of Cyprus |
| | | |

## C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*

- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*

- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

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IN HIGHER EDUCATION

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

## 1. Building facilities

### 1.1 Plans and licenses

**Choose Yes or No depending on the existence of the following documents.**

| **1.** Building facilities | | | |
|---|---|---|---|
| **1.1 Plans and licenses** | | | **Yes / No** |
| 1.1.1 | The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities. | | |
| | 1.1.1.1 | A topographical plan, which displays in a clear manner the extent of the development. | Yes |
| | 1.1.1.2 | A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas. | Yes |
| 1.1.2 | An operating license issued by the Local Authorities | | Yes |
| 1.1.3 | The following operating license certificates, duly completed: | | |
| | 1.1.3.1 | Visual Inspection Form Ε.Ο.Ε. 102 | Yes |
| | 1.1.3.2 | Visual Inspection for the Building's Seismic Sufficiency Form Ε.Ο.Ε.Σ.Ε.Κ 103 | Yes |
| | 1.1.3.3 | Inspection Certificate Form 104 | Yes |
| | 1.1.3.4 | Fire Safety Certificate, issued by the Fire Department | Yes |
| | 1.1.3.5 | Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department | No |

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

The existing parking spaces are 36. The required number by the building permit is 46, as well as one extra for a bus. There has to be provision for sufficient parking.

1.1.5.3. A Certificate for Adequate Electrical and Mechanical Installations should be immediately issued by certified professionals.

The main entrance staircase is very slippery when raining. There exist non visible small steps when entering in offices and lecture theatres. These need to be clearly indicated to avoid

possible accidents. Provision must be made for disabled access. Access for the disabled persons is limited. Ramps are needed between building levels.

## 1.2 Other Facilities

**Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.**

| **1.** Building Facilities | |
|---|---|
| **1.2 Other Facilities** | **Satisfactory - Poor - Unsatisfactory** |
| 1.2.1 | Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units | Poor |
| 1.2.2 | Number of offices for teaching staff and their respective areas and capacity | Poor |
| 1.2.3 | Number of laboratories and their respective areas and capacity | Poor |
| 1.2.4 | Number of rooms/offices for directors/administrators and their respective areas and capacity | Poor |
| 1.2.5 | Number of rooms/offices for administrative services and their respective areas and capacity | Poor |
| 1.2.6 | Number of parking spaces designated for students | Poor |
| 1.2.7 | Number of parking spaces designated for teaching staff | Satisfactory |
| 1.2.8 | Number of parking spaces designated for people with disabilities | Unsatisfactory |

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

The existing infrastructure is quite satisfactory albeit not aligned with the projected student and staff numbers. Immediate infrastructure expansion plans are highly advisable.

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IN HIGHER EDUCATION

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

## 2. Student Welfare Services

**Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.**

| 2. Student Welfare Services | | Satisfactory - Poor - Unsatisfactory |
|---|---|---|
| 2.1 | Special access for students with disabilities (PWD) | Unsatisfactory |
| 2.2 | Recreation areas | Poor |
| 2.3 | Policy and statutes for academic student support | Satisfactory |
| 2.4 | Policy and statutes for financial student support | Satisfactory |
| 2.5 | Counselling services | Satisfactory |
| 2.6 | Career office | Poor |
| 2.7 | Service linking the institution with business | Poor |
| 2.8 | Mobility office | Satisfactory |
| 2.9 | Student clubs/organisations/associations | Poor |
| 2.10 | Other services | Choose answer |

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

2.1 To implement the policy for students with special needs and to develop and publish rules and procedures for mitigating circumstances. In addition, processes and options available to students should be transparent and published in their website or internal student support systems. Confidentiality relating to student welfare services should be ensured and both student and staff should cultivate an environment of mutual respect and understanding.

2.2 The recreation areas require immediate attention, improvements, and upgrades to ensure these are appropriate for students.

2.6 Some improvements are suggested as follows: 1 )Design skills development programs; 2) Organize career fairs; 3) Arrange careers and CV drop-in sessions; and 4) Develop a platform with job vacancies for students and alumni.

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

2.7 Summer internship programs in collaboration with businesses and develop a formalized alumni network. Engage more with businesses to arrange working projects for students as part of their academic progress.

2.9 There is a need for a more active student union with greater variation and choice in clubs. Facilities should be provided for the union and clubs and the Institution should provide financial and non-financial support with clear and transparent guidelines.

General comment:

Collaborate with alumni office to conduct surveys and focus groups with business representatives relating to the employability of current and former students; and 2) design and conduct a formal graduate survey.

## 3. Infrastructure

**Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.**

| 3. Infrastructure | | Satisfactory - Poor - Unsatisfactory |
|---|---|---|
| 3.1 | Library | Satisfactory |
| 3.2 | Computers available for use by the students | Poor |
| 3.3 | Technological support | Poor |
| 3.4 | Technical support | Poor |

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

3.1 and 3.2 Extent the working hours of the library and computer labs to enable students to access facilities after working hours, particularly when there are module deadlines to be met.

3.3  Eduroam (https://www.eduroam.org/) should be provided and set up immediately.

3.4 The Claster school management system which has been adopted by the Institution needs to be embedded and integrated in an effective way.

## D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

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

- *The EEC must justify the numerical scores provided for thequality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

### *Findings*

### *Strengths*

### *Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- *__The report may also address other issues which the EEC finds relevant.__*

## 1. Institution's Academic Profile and Orientation

**Sub-areas**

**1.1 Mission and strategic planning**
**1.2 Connecting with society**
**1.3 Development processes**

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

| Quality indicators/criteria | | |
|---|---|---|
| **1.** Institution's academic profile and orientation | | |
| **1.1 Mission and strategic planning** | | **1 - 5** |
| 1.1.1 | The Institution has formally adopted a mission statement, which is available to the public and easily accessible. | 3 |
| 1.1.2 | The Institution has developed its strategic planning aiming at fulfilling its mission. | 4 |
| 1.1.3 | The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted. | 3 |
| 1.1.4 | The offered programmes of study align with the aims and objectives of the Institution's development. | 3 |
| 1.1.5 | The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies. | 4 |
| 1.1.6 | In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy. | 4 |
| 1.1.7 | The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective. | n/a |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |
| The vision and mission of the University is not transparent and clear without feedback from the market | | |
| **1.2 Connecting with society** | | **1 - 5** |

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ΔΙΠΑΕ
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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

| 1.2.1 | The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. | 5 |
|---|---|---|
| 1.2.2 | The Institution provides sufficient information to the public about its activities and offered programmes of study. | 3 |
| 1.2.3 | The Institution ensures that its operation and activities have a positive impact on society. | 3 |
| 1.2.4 | The Institution has an effective communication mechanism with its graduates. | 3 |

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

Being a new university there is scope for improvement in the aforementioned categories.

| 1.3 Development processes | | 1 - 5 |
|---|---|---|
| 1.3.1 | Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work. | 3 |
| 1.3.2 | The Institution has a two-year growth budget that is consistent with its strategic planning. | 4 |
| 1.3.3 | Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan. | 4 |
| 1.3.4 | The Institution applies an effective strategy of attracting students/ high-level students from Cyprus. | 3 |
| 1.3.5 | The Institution applies an effective strategy to attract high-level students from abroad. | 3 |
| 1.3.6 | The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent. | 3 |

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

There is scope for improvement in a number of areas as the information provided was not always sufficient. For example, there was confusion as regards the percentage of funding that comes exclusively from student fees, as well as, the transition arrangements of students from the college to the proposed programs.

Additionally, write:

-        Expected number of Cypriot and international students: 1000 students

-        Countries of origin of international students and number from each country: Cypriot (300), Greek (150), EU (150), Asian/ Chinese/ African (400)

## *Findings*

*A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.*

Philips University is a new institution organised in three schools and six departments. It's a relatively small Institution by University standards and aims to provide teaching and research of sufficient quality. It plans to concentrate in particular areas and attract a sustainable cohort of students to enable the achievement of  aims and objectives as a new higher education institution. There is scope for improvement in a number of areas to enable the University to reach its mission and objectives. The experience from running the College will be valuable but there is a need to formalize further the governance mechanisms of the University to ensure this can operate at a level that is in line with the Institution's status as a University.

## *Strengths*

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

●        Committed founder/president and staff and aligned with the Institution's vision.
●        Well thought out Business Model.
●        Experienced and well qualified staff
●        History, legacy and brand

## *Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

- To implement effectively the proposed governance structure
- To establish and clearly communicate a plan for further developing the infrastructure (e.g., buildings, classrooms, IT, Library, Labs, Software) and utilize the available space for development
- A marketing and communication plan should exist and should be implemented.
- Representatives from business sector should participate in the University Council and/or other advisory bodies.

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

| Sub-Area | Non-compliant / Partially Compliant / Compliant |
|---|---|
| 1.1 Mission and strategic planning | Compliant |
| 1.2 Connecting with society | Compliant |
| 1.3 Development processes | Partially Compliant |

## 2. Quality Assurance

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**Sub-areas**

**3.1 System and Quality Assurance Strategy**
**3.2 Ensuring quality for the programmes of study**

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

| Quality Indicators/Criteria | | | |
|---|---|---|---|
| **2.** Quality Assurance | | | |
| **2.1 System and Quality Assurance Strategy** | | | **1 - 5** |
| 2.1.1 | The committee and the internal quality assurance system work systematically and effectively. | | 3 |
| 2.1.2 | Quality assurance policies are being developed with the active engagement of interested parties. | | 3 |
| 2.1.3 | The quality assurance system adequately covers all the functions and sectors of the Institution's activities: | | |
| | 2.1.3.1 | The teaching and learning | 3 |
| | 2.1.3.2 | Research | 4 |
| | 2.1.3.3 | The connection with society | 3 |
| | 2.1.3.4 | Management and support services | 3 |
| 2.1.4 | The quality assurance system promotes a culture of quality. | | 4 |

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

There is a clear organizational structure and the teaching staff, particularly visiting academics, have good research work. The connection with society needs to be more formalized and further engaged. The internal quality assurance system seems to work but more details are needed with regard to how quality is ensured. For example, there needs to be greater clarity and transparency

as to how plagiarism cases are dealt with. Students need to be more involved in the design and implementation of the quality assurance policy.

| **2.** Quality assurance | |
|---|---|
| **2.2 Ensuring quality for the programmes of study** | **1 - 5** |
| 2.2.1 | The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff. | 4 |
| 2.2.2 | The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students. | 4 |
| 2.2.3 | The quality control system refers to specific indicators and is effective. | 3 |
| 2.2.4 | The results from student assessments are used to improve the programmes of study. | N/A |
| 2.2.5 | The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. | 4 |
| 2.2.6 | The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. | 5 |
| 2.2.7 | The Institution is ready to publish information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. | 5 |
| 2.2.8 | The Institution has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. | 5 |
| 2.2.9 | The Institution ensures that effective methodology is applied in the learning process. | N/A |
| 2.2.10 | The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. | N/A |
| 2.2.11 | The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly: | |
| 2.2.11.1 | Building facilities | 3 |
| 2.2.11.2 | Library | 3 |
| 2.2.11.3 | Rooms for theoretical, practical and laboratory lessons | 3 |

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IN HIGHER EDUCATION

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

| 2.2.11.4 | Technological infrastructure | 2 |
|---|---|---|
| 2.2.11.5 | Support structures for students with special needs and learning difficulties | 3 |
| 2.2.11.6 | Academic Support | 3 |
| 2.2.11.7 | Student Welfare Services | 3 |

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

Technological infrastructure should be improved to ensure students and staff are able to do their work in an effective way. The institution provides adequate resources for learning and teaching, but such resources should constantly improve as the institution grows and matures. Academic and student ethics procedures are in place, but these need to be more detailed, clear, and transparent. The quality control system should also be improved to ensure students' work is assessed in an effective and consistent way.

*Findings*

*A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.*

The institution plans to offer a number of programs and at least two programs will be provided by the School of Economics and Management. Staff seem to be very enthusiastic and ready to help the institution achieve its learning and teaching objectives. Strategic collaborations have been established and contracts have been signed with highly experienced teaching staff from Cyprus and Greece. The infrastructure, facilities, and support systems are adequate but need to be improved. The technological infrastructure needs considerable work to be up to the standards to fully support 1000 students in day to day activities. There is, however, usage of Moodle and Turnitin.

*Strengths*

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

- Quality staff have been recruited and are ready to contribute.
- Teaching and learning takes place using commonly accepted systems and methods.
- There is a good level of experience accumulated from operating as a College.
- Academic freedom is evident as staff are to think .

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Time should be allowed to establish all necessary processes and procedures to ensure smooth and effective operations.

- Transparency of information should be improved.
- There is over-reliance on final examinations (70%) for assessment purposes. There should be a careful review of individual modules in the University's offerings to ensure that assessment is appropriate.

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

| Sub-Area | Non-compliant/ Partially Compliant/Compliant |
|---|---|
| 2.1 System and quality assurance strategy | Partially Compliant |
| 2.2 Ensuring quality for the programmes of study | Compliant |

## 3. Administration

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

1 or 2:    Non-compliant

3:           Partially compliant

4 or 5:    Compliant

| Quality indicators/criteria | |
|---|---|
| **3. Administration** | **1 - 5** |
| 3.1 | The administrative structure is in line with the legislation in force and the Institution's declared mission. | 4 |
| 3.2 | The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution. | 3 |
| 3.3 | Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions. | 3 |
| 3.4 | The Institution applies effective procedures to ensure transparency in the decision-making process. | 4 |
| 3.5 | The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution. | 4 |
| 3.6 | The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions. | 5 |
| 3.6 | The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively. | 5 |
| 3.7 | The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism. | 5 |
| 3.8 | The administrative structure is in line with the legislation in force and the Institution's declared mission. | 5 |

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

The university should engage more business stakeholders. In addition, links with professional bodies and industry in Cyprus and Greece should be formed as all of the current links are in the UK, Ireland, and Australia.

*Findings*

*A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.*

The institution seems to have sufficient administrative systems and procedures building on the experience from running the College. However, there needs to be a clear division between the operation of the College and the University as currently, the two institutions share the same administrative resources.

*Strengths*

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

- Compliance with the legislative and regulatory framework.
- Experienced teaching staff.
- Administrative systems appear to be in place to record data and monitor activities.

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Develop appropriate program and administrative committees. The Head of School should not dominate all program administration and coordination roles.
- Inconsistencies in the number of administrative staff reported.
- There is a need to recruit additional administrative staff to support research, learning, and teaching.
- Strengthen partnerships and increase collaborations with businesses, particularly in Greece and Cyprus.

**Please select what is appropriate for the following assessment area:**

| Assessment Area | Non-compliant/ Partially Compliant/Compliant |
|---|---|
|  |  |

| 3. Administration | Compliant |
|---|---|

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

## 4. Learning and Teaching

**Sub-Areas**

**4.1 Planning the programmes of study**

**4.2 Organisation of teaching**

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

     1 or 2:    Non-compliant

     3: Partially compliant

     4 or 5:    Compliant

| Quality indicators/criteria | | |
|---|---|---|
| **4.** Learning and Teaching | | |
| **4.1 Planning the programmes of study** | | **1 - 5** |
| 4.1.1 | The Institution provides an effective system for designing, approving, monitoring and revising programmes of study. | 3 |
| 4.1.2 | An effective mechanism for evaluating programmes of study is ensured by the students and the teaching staff of the Institution. | N/A |
| 4.1.3 | The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable. | 5 |
| 4.1.4 | The Institution ensures that its programmes of study integrate effectively theory and practice. | 3 |
| 4.1.5 | The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF) | 4 |

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

- Faculty members should be engaged more actively to program structure and development.
- Students and other stakeholders should be more engaged in the development and design of programs.
- Practice and contemporary developments should be better integrated in programme and module design.

| **4.2 Organisation of teaching** | **1 - 5** |
|---|---|

| | | |
|---|---|---|
| 4.2.1 | The Institution establishes student admission criteria for each programme, which are adhered to consistently. | 3 |
| 4.2.2 | Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices. | 3 |
| 4.2.3 | The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons. | NA |
| 4.2.4 | The teaching staff of the Institution have regular and effective communication with their students. | NA |
| 4.2.5 | The teaching staff of the Institution provides timely and effective feedback to their students. | NA |

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

- There was a lack of specificity and a number of inconsistencies with regard to the admission criteria. While the published admission criteria provide no guidance relating to acceptable prior performance (e.g., secondary education grades, English Language tests etc.) to be admitted at the University. Nevertheless, during the site visit it has been communicated that the admission standards are very high, which again was vague.
- Different programs of study can have different admission criteria depending on the requirements, level, and content of each program. The lack of specificity in the admission criteria provide flexibility for the management but this approach is not transparent nor fair for the students.
- Recognition of prior studies should be clearer and more transparent. It also needs to be clarified how past College students can transfer to new programmes offered by the University.
- The Panel didn't have the opportunity to observe the full function of the graduate programmes and how evaluation and revising procedures are organized

## Findings

*A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.*

The learning and teaching seems to be organized in an adequate way and detailed procedures are evident relating to the grading, appeals procedure, and assessment implementation. Organization of teaching seems to be appropriate.

## Strengths

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

- Organization structure is efficient

- Program committees are in place
- Well established teaching practices are adopted

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Program Committees should be more active in program design and implementation.
- Part-time or visiting faculty must be more actively engaged.
- Effective coordination of teaching should take place.

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

| Sub-area | Non-compliant/ Partially Compliant/Compliant |
|---|---|
| 4.1 Planning the programmes of study | Partially Compliant |
| 4.2 Organisation of teaching | Partially Compliant |

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

      1 or 2:    Non-compliant

      3: Partially compliant

      4 or 5:    Compliant

| Quality Indicators/Criteria | | |
|---|---|---|
| **5. Teaching Staff** | | **1 - 5** |
| 5.1 | The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study. | 3 |
| 5.2 | The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. | 4 |
| 5.3 | The Visiting Professors' subject areas adequately support the Institution's programmes of study. | 3 |
| 5.4 | The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study. | 3 |
| 5.5 | The ratio of special teaching staff to the total number of teaching staff is satisfactory. | 3 |
| 5.6 | The ratio of the number of subjects of the programme of study taught by teaching staff working full-time and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study. | 3 |
| 5.7 | The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study. | 3 |
| 5.8 | The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study. | 3 |
| 5.9 | The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. | 4 |
| 5.10 | The visiting Professors' subject areas adequately support the Institution's programmes of study. | 3 |

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

Being at an early stage, the Institution needs to ensure that it has adequate faculty that it is exclusive. Over time the University needs to recruit and retain more junior faculty that works exclusively, as well as to ensure a satisfactory staff/student ratio.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work: 36 full time academic staff. Almost everyone works at other Universities abroad at the same time.
- Number of special teaching staff working full-time and having exclusive work: 9 special teaching staff. The 4 out of 9 are working as administrative staff of the University at the same time, therefore they work as teaching staff in a part time mode. For the rest of the teaching staff no specific information is provided regarding the type of employment (full or part time).
- Number of visiting Professors: 13  (8 professors, 3 associate professors, 1 assistant professor, 1 lecturer)
- Number of special scientists on lease services: No information provided.

*Findings*

The University has established a collaboration agreement with a number of teaching staff from Greece and Cyprus to be formally employed. The staff appear to be highly experienced and active researchers in the field. However, in many cases the teaching specialisms of the staff can be expanded to more effectively capture the various dimensions of the programs they plan to offer. There are some concerns relating to the staff to student ratio, particularly if the 13 visiting Professors and the 9 special teaching staff are excluded from the calculation. The number of teaching staff that are full-time and exclusive to the University can be higher.

*Strengths*

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

- Quality and knowledge breadth of senior academic staff
- Business model innovation with regards to staffing (such as use of retired and visiting Professors from Greece)
- Highly motivated and enthusiastic teaching staff

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Enrich the existing faculty with additional specialisms.
- Greater transparency in the categories and types of staff employed

- Increase percentage of junior staff and early career researchers
- Mentoring should be more formalized in departments and the institution
- Plans for professional development and training of staff should be arranged
- Increase percentage of staff exclusively employed by the University
- Develop clear policies for new appointments, tenure, and promotion
- Given the large number of visiting staff from Greece, there is a need to find an appropriate method of teaching delivery to ensure students are able to cover the material without disruption (e.g., flight delays and other travel issues).

**Please select what is appropriate for the following assessment area:**

| Assessment Area | Non-Compliant/ Partially Compliant/Compliant |
|---|---|
| 5. Teaching staff | Partially Compliant |

## 6. Research

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

1 or 2:    Non-compliant

3:    Partially compliant

4 or 5:    Compliant

| Quality indicators/criteria | |
|---|---|
| **6. Research** | **1 - 5** |
| 6.1 | The Institution has a research policy formulated in line with its mission. | 3 |
| 6.2 | The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes. | 3 |
| 6.3 | The Institution provides adequate facilities and equipment to cover the staff and students' research activities. | 3 |
| 6.4 | Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes. | 4 |
| 6.5 | The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently. | 3 |
| 6.6 | The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy. | 4 |
| 6.7 | The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector. | 4 |
| 6.8 | The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers. | 3 |
| 6.9 | The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad. | 3 |
| 6.10 | The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices. | 4 |

![ENQA / DIPAE CYQAA logos]

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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| 6.11 | The programmes of study implement the Institution's recorded research policy. | 3 |

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

Lack of concrete research policy

_Findings_

*A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.*

There is a clear strategy to enhance international collaboration but this is limited to the exchange of students within Erasmus+. Research funds are absent but this is rather expected for a new University.

_Strengths_

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

- Experienced staff
- Acclaimed researchers
- The Philips Review as a publication outlet

_Areas of improvement and recommendations_

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Junior faculty to benefit from the experienced staff to promote quality in research and ensure academic excellence in the long run
- Design and develop a Research Management Committee
- Establish a transparent research policy bringing into the process businesses and local stakeholders

**Please select what is appropriate for the following assessment area:**

| Assessment Area | Non-Compliant/ Partially Compliant/Compliant |
|---|---|
| 6. Research | Partially Compliant |

## 7. Resources

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

1 or 2:    Non-compliant

3:         Partially compliant

4 or 5:    Compliant

| Quality indicators/criteria | |
|---|---|
| **7. Resources** | **1 - 5** |
| 7.1    The institution has sufficient financial resources to support its functions, managed by the Council/Senate. | 4 |
| 7.2    The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise. | 3 |
| 7.3    The Institution's profits and donations are used for its development and for the benefit of the university community. | 4 |
| 7.4    The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning. | 3 |
| 7.5    The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation. | 3 |
| 7.6    The Institution's external audit and the transparent management of its finances are ensured. | 4 |

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

There is a complete business plan, but greater attention to competition and the market should be included in this business plan.

The institution appears to have sufficient financial resources to support its functions. But greater diversity in the sources of funds should be achieved.

*Findings*

*A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.*

Internal Evaluation Committee is in place and functions. However there is an urgent need for more transparent quality indicators communicated with future students, administration staff and faculty members. So far the general guidelines offered by CYQAA are followed, but these should be adopted according to University's scope and mission.

*Strengths*

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

- International standards are followed
- External audit and transparent management of finances are ensured

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Greater diversity in the sources of funds (e.g., non-teaching funds)
- Research funds should be clearly allocated
- Financial support to junior faculty members for career progression and promotion
- Administrative support should be provided for funding applications and management

**Please select what is appropriate for the following assessment area:**

| Assessment Area | Non-Compliant/ Partially Compliant/Compliant |
|---|---|
| 7. Resources | Partially Compliant |

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## E. Conclusions and Final Remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.*

The applicant institution shows a lot to commend. These include the commitment and perseverance of the founder-president, the business model innovation that empis based on quality staff from other institutions, its intention to combine quality teaching with research, the location and facilities. In part because of time pressures and coordination issues, there are a number of limitations and areas for improvement. These include the following.

1. Introduce differentiated courses more closely aligned to national and market needs
2. Diversify faculty to include more junior and exclusive to the University staff
3. Improve coordination through locally-based chairs-coordinators
4. Develop clear recruitment and promotion policies
5. Clarify transition of students from College to University
6. Align better facilities with anticipated student numbers
7. Leverage goodwill of graduate community and wider community
8. Design and implement a clear and transparent research policy
9. Bring into the decision making process local stakeholders and business partners
10. Improve infrastructure aligning with future expansion plans (buildings, student facilities, IT, PWD access)
11. Engage visiting faculty into evaluation and program modification processes.

Overall it is the view of the committee that a later (September) start would help enable improvements that will benefit the University in the medium term, and that were it to start in February some of the more straightforward key areas of improvement (such as overlapping courses, generic courses being in earlier years, the addition of few more differentiated courses) have to be implemented immediately.

## F.  Signatures of the EEC

| Name | Signature | |
|---|---|---|
| Christos Pitelis | | |
| Constantinos N. Leonidou | | |
| Tzouvelekas  Vangelis | | |
| Pilidi Ioustini | | |
| Aristotelis Phinikarides | | |
| Theodoros Panteli | | |

Date:  17/1/2020