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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: 5 September 2023

External Evaluation Report (Institutional)

- **Higher Education Institution:**
  The Cyprus University of Technology

- **Town: Pafos**

- **Institution Status:** Currently Operating

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws" of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The review panel had a very informative meeting on the Pafos campus of the The Cyprus University of Technology on September 4, 2023. This was a very well-organized event with considerable attention to detail on the documents made available and the willingness to provide additional documentation well required. We began our onsite visit with a tour of the new building. It was a now holds barred tour, with all detailed of the new structure exposed and made available for inspection. The facilities appear to be excellent and better than most new such facilities they we've seen in many countries inclusive much wealthier countries. We're impressed by the facilities available to academics, support staff, and students. Of note are the single use office available to all faculty, which is critically important for optimal achievement in teaching, research, and engagement. Teaching facilities are excellent. But we would suggest more interactive small classroom space would be very useful for enhancing the student experience. We would also comment on the excellent social space available and would suggest that the café be open on a daily basis as a critical space of interaction, networking, and downtime. We met a large number of university and campus leaders throughout the day. The documentation suggests that the institution itself will provide excellence in teaching, research and engagement with inventive plans for future development. The move into hospitality and tourism, big time, is very timely and critically important to the Cypriot economy and will, no doubt be well served by this campus and its facilities in Limassol. We are impressed by the resources available for teaching and research, with concrete plans for future growth to demand market demand. Research facilities and support are second to none in terms of funds and even with respect to teaching obligations—easily matches what's found in 'leading' international universities. We would suggest that much more could be done to recruit more female academics and more formal processes be put in place to protect graduate students from possible poor behaviour by academics when it does take place. We also note that there is no strong incentive in the promotion process to incentivize excellence in teaching. Research excellence appears to trump excellence in teaching. Some universities, that value teaching and the student experience, have as a necessary condition, the promotion and indeed for being hired, being a decent or even a very good teacher. Also, more formal processes to support poor teaching would be recommended. The university has a very strong budget position given government subsidies, but it would be helpful if the universities can locate other sources of income to protect itself from the uncertainties of government policy. We note that university leaders are thinking this through. But the sooner the better. Overall, this is an excellent institution in Pafos, with impressive opportunities for future development and growth.

B. External Evaluation Committee (EEC)

Name	Position	University
Morris Altman	Chair of Panel & Dean and Research Chair, School of Business	University of Dundee, UK
Kyriaki Kosmidou	Professor	Aristotle University of Thessaloniki, Greece
Patrick Mikalef	Professor	Norwegian University of Science and Technology, Norway
Simos Chari	Associate Professor	The University of Manchester, UK
Mrs. Ioustini Pilidi	Head of Career Office	University of Cyprus
Ms. Niki Makri	Student-member	University of Cyprus
Alexis Valiantis	Civil Engineer	Technical Chamber of Cyprus (ETEK)

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.*

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		No (1)
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form Ε.Ο.Ε. 102	No (2)
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form Ε.Ο.Ε.Σ.Ε.Κ 103	No (2)
	1.1.3.3	Inspection Certificate Form 104	No (2)
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	No (3)
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes (4)
Justify the answers provided for the building facilities by specifying (if any) the deficiencies. Note 1 – The responsible local authority is the Municipality of Paphos. The owner of the building is also the municipality of Paphos. It is a newly constructed building and the procedures for acquiring a Certificate of Final Approval have not yet been finalised. It is estimated that the operating licence should be expected to be issued shortly. Note 2 – Not submitted but according to the undersigned evaluator it should not be required due to the fact that it is a newly designed and newly constructed building which has acquired a recent planning consent and therefore it is considered to have been designed in accordance with the current codes of practice.			

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Note 3 – Not yet issued. According to the school's representatives is a procedure in progress and the fire safety department has been invited to carry out a final inspection. The school's representatives submitted the invitation letter issued to the fire safety department.

Note 4 – The following certificates have been submitted by the school representatives:
(a) Certificate of Approval of electrical installations from Electricity Authority of Cyprus.
(b) Certificates of Approval of 4 Elevators from a Bureau Veritas,
(c) Certificate of Approval of Gas Installations by a third party inspecting authority.

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	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory
Justify the answers provided for the building facilities by specifying (if any) the deficiencies. **The undersigned Civil Engineer Evaluator is satisfied with the documentation submitted. It is a high standard, newly designed and newly constructed facility meeting all the modern rules, regulations and codes regarding educational facilities.**		

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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)	Satisfactory
2.2	Recreation areas	Satisfactory
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	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

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

2.1. The admission of students with disabilities and serious health problems or other serious cases (up to 6% of Cypriot admissions) is governed by the Regulations of Additional positions. The University applies identification processes and provides support to students with learning difficulties, disabilities, and long-term health conditions, through several support methods such as individual psychological support, examination facilities, course attendance support, tutorial support, special equipment provision, student escort to facilitate student's transportation remunerated through the University, translations of documents, transcriber during examinations, liaising with students and their families. In addition to the above, the University abides by the laws concerning people with Disabilities, which covers the special access and relevant infrastructure for people with disabilities.

2.2. The University offers several recreation areas such as Cafeteria, Gym, Courts and open-space areas for the students.

2.3. The University has established policies, statutes and procedures to provide academic support to the students (academic advisor, curriculum outline with details, instructor availability during office hours and written communication by email and Moodle platform, Erasmus academic coordinators, academic support provide by the Learning Centre), according to Student Support Regulations and Student Development Center Operation.

2.4. The University provides various forms of support to students facing socio-economic problems, such as financial grants, social support scholarships, scholarships for postgraduate studies, coupons for free meals, part-time employment at the University, provisions to the students with special needs and disabilities, housing. The Academic Affairs and Student Welfare Services are responsible for evaluating student applications and ranking the applications according to quantitative criteria with reference to the Economic and Social status of the students and their families (Rules).

Furthermore, the University offers Excellence Scholarships granted based on students' academic performance prior to and during their undergraduate studies at CUT. The University also provides full or partial scholarship to outstanding student-athletes for success in sport achievement at national and/or international level. Links: Rules and Criteria for Scholarships, Rules and Criteria for Awards

2.5. The Student Development Centre provides counselling services to the students. The Counselling Office of the University's Academic and Student Affairs Service supports and assists students who require Counselling and Psychotherapy support and guidance. The Counselling Centre Services include individual psychological support to students, lectures / presentations / open events /seminars for students, experiential workshops on mental health and/or personal development issues for students, orientation for freshman students, referrals to the Health and Safety Department of the university or to doctors and/or psychiatrists when needed. The Counselling Office employs one Counselling Officer, with a Bachelor's in psychology and a Master Degree in Clinical Psychology (with a registration license) and one Assistant Clerical Officer.

2.6. The Career Office of the University implements a specific Careers Action Plan (2021-2023), which focuses on the student personal development and skills, the technology tools learning, resume building and job interview preparation, the direct contact of employers with students and alumni, the provision of information on job vacancies, internships, and other local and international career related opportunities, as well as on the counselling on further studies or continuing education. More specifically, the Career Office informs all the interested students/alumni for the job opportunities through the website https://www.cut.ac.cy/students/career-services/job-placements/. However, it is observed (through the website and social media), that during the last academic years, the provision of educational seminars, presentations and fairs with employers has been limited. It is noted that the recent hiring of a specialized officer for the Career Office will allow the offering of seminars for skills development, as well as the organisation of initiatives that bring the students in connection with the labour market (corporate presentations, fairs etc).

2.7. The Enterprise Liaison Office of the Cyprus University of Technology was formed in 2011 as a European Social Fund project with a key role within the University's strategic plan for promoting synergies between the business world and the academic community. The Office supports the University's vision in enhancing students and graduates' employability and

employment opportunities through a specific placement framework and through advising support services with an emphasis on soft skills, entrepreneurship, and innovation. According to the Academic and Student Affairs Service representatives, all the Departments incorporate the internship as part of their program of studies, to give to the students the opportunity to gain work experience during their studies based on predefined learning outcomes.

2.8. The Cyprus University of Technology International Mobility Office, coordinates and manages all matters related to the European Exchange Program – Erasmus +, and especially manages the Mobility (Incomings and Outgoings) of Students related to Studies and professional placements. The number of outgoing and incoming students needs to be increased and the University should further encourage mobility through offering some English-taught courses per Department/Program of Studies, providing housing facilities and fostering a culture of student mobility for studies and placement. In addition to the Erasmus Program, students can also take advantage of the opportunities offered through the European University of Technology Eut+ (https://www.univ-tech.eu/).

2.9. There are 32 student clubs at the University that cover a wide range of interests in culture, arts, music, dance, sports and entertainment. The Clubs are established upon students' initiative and consist of students only, according to the Student Clubs' Establishment and Operation Rules. Furthermore, based on the founding law of the University and the resulting Regulations and Rules, students are represented in all governing bodies (the Council, the Senate, the Schools, and Departments Boards) and therefore they participate in the decision-making process and are actively involved in the organization, operation, and development of the University. A budget for "Student Activities Grants" is allocated to meet the needs and demands of the Student Union, the Clubs' Coordinating Committee, the Student Clubs as well as entertainment activities of cultural, social and educational nature organized by the University for the benefit of students.

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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	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

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

The information provided and the on-site visit suggests excellence in all the above 4 areas. One possible gap is the lack of plugins for computers in the classrooms.

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

A short description of the situation in the Institution based on evidence from the Institution's application and the site - 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 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
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

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.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
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.	4

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

The documents and discussion make it clear that mission and strategic planning in place is compliant, transparent, and dynamic. There is close connection between vision, strategy, and the university plans for development. One gap is not having external advisory boards at a department/programme level. There will be for Hospitality and

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Tourism school. More clarity on the relationship with scientific associations will be helpful. The mechanisms for data collection and analysis are quite adequate.

1.2 Connecting with society		**1 - 5**
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.	4
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Institution has an effective communication mechanism with its graduates.	4

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

The University has a strong communications team providing information to the public, to its stakeholders. But it could improve its mechanism of stakeholder engagement. Especially in the hospitality space there are adequate synergies with industry and community; however, further improvements will be welcome in this area. There is also a good communication mechanisms with graduates. It would be useful to have more networking events for current students and Alumni. Much more good could be done with respect to community engagement and how the institution can have a positive impact on society at large.

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.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	5
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.	5

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

Recruitment processes are adequate, with gaps on being pro-active to attract female staff; the ratio of female to make academic staff is on the lower side. When recruiting, emphasis is on research; more effort should be placed with regards to insuring excellence in teaching as well. Less emphasis on journal rankings (not consistent with DORA) would be also welcome—the EEC suggests reviewing candidates on a more holistic approach. This was discussed by the the departmental heads, albeit this holistic approach is rather informal, not rule based. The university is very much attuned to attracting top-students in Cyprus. The university also holds a quasi-monopoly in the hospitality sector. Government constrains the ability to attract international students, requiring Greek to be the language of instruction. But more effect could be made to attract Greek speaking students from around the world to this excellent facility. There were conversations on developing English language self-financing program such as an MBA and executive education that will allow for the attraction of more international students. A program in English will also improve the efforts of the University for internationalisation.

Additionally, write:

- Expected number of Cypriot and international students

- Countries of origin of international students and number from each country

NA

Findings

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

Overall, the university is relatively strong in the above areas with strong connections and synergies with the Hospitality and Tourism sector. But there are gaps with regards to the other programmes offered by CUT in Pafos. Strong on the recruitment of high performing researchers. But there can be improvements with regards to assuring high quality teacher-researchers and female staff. Strong budget, but mechanisms should be developed to attract outside funding by developing programmes that can attract English-speaking students. There is significant support for professional development.

Strengths

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

The University holds a strong reputation in the Cypriot market which makes it a desirable place for employment. During the discussion with the heads of departments, the EEC identified that the

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University has a plan in place to integrate new hires effectively and help them develop professionally; for instance, on top of the research allowance they offer they provide additional funds for developing early career staff (e.g., a pot of 40,000E). This is quite impressive even from an international perspective. The EEC finds the environment of the school to friendly and collegial. In addition, there appears to be a good environment to ensure that there is a balance of teaching load among the staff members, and sufficient activities to onboard new staff in research activities.

Areas of improvement and recommendations

The university should establish more processes for incorporating requirements and input from the relevant stakeholders. A focus group with external stakeholders and/or an annual survey to collect information concerning needs and requirements for graduates would ensure that institutional academic development follows an appropriate trajectory. In addition, it would be beneficial to have more events that disseminate research and academic outcomes to the broader community. While it is a public university and there is no need of advertising, it might prove beneficial to have more information broadly disseminated about the types of study programs and the learning outcomes. This would ensure that the student recruitment process would attract the best suited candidates and improve even more the level of employability in their respective industries. More efforts to attract non-government funding would be helpful, such as non-English language programmes, such an MBA and executive education, including micro-credentialing. It would also be helpful to develop processes for a more holistic evaluation for research.

Click to add text

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	Partially Compliant
1.3 Development processes	Partially Compliant

2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy
2.2 Ensuring quality for the programmes of study

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 Institution has a policy for quality assurance that is made public and forms part of its strategic management.		5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		4
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:		
	2.1.4.1	The teaching and learning	5
	2.1.4.2	Research	4
	2.1.4.3	The connection with society	3
	2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.		5
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.		5

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2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5
2.1.8	Graduates receive documentation explaining the qualification gained.	5

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

The EEC had a meeting with the quality assurance committee and has established that the University has a system in place and a running policy for ensuring equality across the schools and the quality of its programmes. The quality assurance system covers all the functions and sectors of the institution's activities like teaching and learning, research, management, and support services, among others. The policy in place is a work in progress; it has been developed through a rigorous process and it is implemented through appropriate structures and processes. However, the University is not involving external stakeholders in this process at a sufficient enough level. The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff. It is worth mentioning that the policy is not fully ready yet and not publicised.

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.	5
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.	3
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
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.	3
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the	5

	learning opportunities available to the students as well as graduate employment information.	
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	4
2.2.9	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.	4
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	

2.2.10.1	Building facilities	5
2.2.10.2	Library	5
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.10.4	Technological infrastructure	5
2.2.10.5	Support structures for students with special needs and learning difficulties	4
2.2.10.6	Academic Support	5
2.2.10.7	Student Welfare Services	5

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

Click to add text

High quality compliance for most indicators. It would be very helpful if there were more small classrooms for interactive teaching and learning. Also, more effort can be placed with regards to student evaluations (in-class versus online, peer review). Also to incentivize faculty more emphasis on teaching excellence for hiring and promotion would be most welcome. With regards to Phd students, it was not clear how students who had serious concerns about their position with their supervisors can address and resolve their concerns. More formal and better articulated processes would be welcome.

Findings

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

Overall, very high quality in terms of compliance. The university should be complimented its excellent facilities and resources to meet its mission and fulfil its strategy. Gaps are in terms of improvements to student evaluations and incentivizing excellence in teaching and learning amongst academics. More clarity on how Phd students can address issues and concerns would also be helpful. Strong efforts with regards to academic integrity, but university should continue on

its path on introducing measures to deal with advances in the cheating empowering technology such as AI and the purchase of essay on the international marketplace.

Strengths

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

The institution has a clear quality assurance process and follows the Lisbon Recognition Convention method. There are also well-defined regulations covering all phases of student 'life cycle'; these are also publicly available. In terms of the teaching, there is detailed information concerning the courses, their learning outcomes, and methods of assessment which provides students with the necessary information during their studies. The learning resources in terms of building facilities, library, technological infrastructure, and relevant academic support are also at a very high level. There is also a good level of related resources for ensuring quality of studies and checking for plagiarism (of a certain type), providing access to relevant resources to students, and informing them about ongoing relevant activities and participation to international programmes, such as the Erasmus. The University is also investigating the use of tools to detect plagiarism using AI.

Areas of improvement and recommendations

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

One area of improvement would be on student evaluation of teaching and integrating the significance of teaching excellence and the student experience in the hiring and promotion processes. The university should invest on control mechanisms to detect academic misconduct by students purchasing essays, not easily detected by turn-it-in. Finally, the University should have in place policies for protecting students, especially PhD students, against misconducts.

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	Compliant
2.2 Ensuring quality for the programmes of study	Partially Compliant

3. Administration *(ESG 1.1)*

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.	5
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.	5
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.	5
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	5
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.	5
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.	4

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 EEC finds the administrative structure of the institution to be in line with the legislation and the institution's declared mission. The committee agrees that the university employs a well-educated group of experienced individuals in their respective fields (e.g., student welfare, library, IT, administrative support etc.). It became apparent that the boards of departments and schools, as well as the institutionalised committees of the University, operate systematically and methodically. The Council, the Senate, and committees (e.g., administrative and academic), are autonomous to exercise their full powers without interventions. The decision-making processes of the institution could be improved by actively involving members of the teaching and administrative staff and students. Finally, it was observed that the institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.

Findings

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

The ECC finds that there is an appropriate administrative structure in the institution that is in line with legislation and mission. There is also a well-educated group of experienced staff in their fields. In addition, the EEC finds that there are appropriate and well-functioning institutionalized committees on the university. There is autonomy of the senate and council and there are appropriate bodies for exercising their relevant powers. There are good processes for the prevention and disciplinary control of academic misconduct of students, academic staff, and administrative personnel.

Strengths

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

The administrative staff has excellent qualifications and is well-suited for the relevant positions they occupy. They have very strong profiles and a high degree of specialization on the activities they engage with. A key strength is that many of the supporting staff are also active researchers within the field they work in so they are able to utilize state-of-the-art practices in their work. During the interviews the supporting staff also appeared to be very well-informed about other practices in European institutions and have up-to-date knowledge.

Areas of improvement and recommendations

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

Although the administration seems to be well-structured, there should be more representation and inclusivity in terms of involving administrative staff and students in decision-making processes of the institution. In addition, the involvement or not of unions within the decision-making structures should be elaborated more clearly since there was considerable discussion of the academic union during our on-site visit

Please select what is appropriate for the following assessment area:

Assessment Area	*Non-compliant/ Partially Compliant/Compliant*
3. Administration	Compliant

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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

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 periodically reviewing programmes of study.	5
4.1.2 Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
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.	4
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).	5

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

The EEC identified that the CUT has an effective system and appointed a committee (i.e., quality assurance) for designing, approving, monitoring, and periodically reviewing all programmes of study. The students are responsible at the end of each semester to review their taught modules and provide feedback which is used later for improving the content and delivery. However, other stakeholders (e.g., employers) are not actively involved on the programmes' review and evaluation. The programmes offered by CUT are in compliance with the ESG and the existing legislations. Furthermore, the institution makes efforts to effectively integrate theory and practice across all of its programmes.

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5
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.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	4

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

The student criteria for admission are clear, consistent across programmes, and publicly available. The instituion is in line with European standards and/or international practices with regard to the credits of units and credit transfer. The EEC finds that the number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons; especially, for the tourism and hospitality studies. However, the EEC suggests the need for more interactive small classroom spaces for the purposes of the Entrepreneurship and Digital Business / Management programmes. The teaching staff of the Institution communicates regularly and effectively with students and provides timely formative and summative feedback.

Findings

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

Overall, very high standards have been achieved in terms of conformity with standards (compliance). Of the many positives, given current financial realities, adequate teaching space is to be commended. But more smaller classrooms would greatly improve the student experience. More can be done with regards to stakeholder engagement with employers and communities, especially contributing to programme development. It is not clear the extent to which programmes of study effectively integrate theory and practice. This is quite important if students are achieving the highest quality education and relate this to job market. With regards to feedback to the students, more info would be useful. But does seem that more explicit framework for this to take place should evidenced and easily accessed by students.

Strengths

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

Overall, this is a university with an excellent track record of providing high level teaching and learning experience to their students in the Cyprus University of Technology and will hopefully do so at the institution at Pafos. In principle, there is potential for a quality learning experience and diverse assessment.

Areas of improvement and recommendations

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

The university can make some changes to the way classes are taught in order to accommodate smaller groups which would allow for more immediate feedback to students. In addition, hiring teaching assistants to support lecturing could enable the teachers of courses to take a more personalized approach with the students and utilize their time more effectively for mentoring and giving feedback. It would also be beneficial if there was a committee composed of different external stakeholders to provide input into the study program and to ensure that theory and practice are aligned.

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	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

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.	4
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.	5
5.5 The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6 The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
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.	5
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.	5
5.9 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.	

The evidence makes it clear that excellence is achieved in the area of teaching staff, from qualifications, number of staff per students, an acceptable core to part-time staff ratio, better than most institutions. And the part-time are highly quality, fit-for-purpose. Space for faculty is excellent and betters that of leading universities (QS and THE rankings). In terms of visiting professor, there is a gap. Such professors can enrich programmes and research. Efforts to improve this area would be welcome.

Also, write the following:
- **Number of teaching staff working full-time and having exclusive work**
- **Number of special teaching staff working full-time and having exclusive work**
- **Number of visiting Professors**
- **Number of special scientists on lease services**

We don't the details to respond to this. We only know that there are no visiting professors, some of this relates the requirement to teach courses in Greek.

Findings

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

The EEC identified during the visit to CUT that the number of full-time teaching with expertise in the fields of study is high. Both full-time and special scientists appear to have the relevant and required qualifications, sufficient professional experience and expertise for teaching the individual subjects. This ensures the quality of teaching. The ratio of special teaching staff to the total number of teaching staff is below the CYQAA's recommended threshold. In addition, the ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and by part-time teaching staff relative to the number of subjects taught, is satisfactory. The ratio of the number of students to the total number of teaching staff is sufficient as well. Finally, the university, due to legislation and language barriers, does not employ Visiting Professors' subject areas personnel.

Strengths

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

The number of teaching staff is adequate for the time being; however, there is a need for academic staff with specialization in innovation, entrepreneurship, and digital business to cover the new programmes that will be offered by the department of Management, Entrepreneurship and Digital Business. The current staff across programmes are PhD holders,have very good profiles and a good mix of different disciplinary backgrounds. Furthermore, there is a good amount of specialized teaching staff that can aid the core academic staff, and an appropriate distinction between research-oriented and teaching-oriented employees. The qualifications of the staff are of very high level and there are appropriate formats for them to develop and improve their skills and competencies once hired. In addition, the high number of teaching staff combined with the number of current vacancies in relation to the students of the programs ensures that there is a very good (low) teacher to student ratio.

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

The EEC recommends the CUT to: (a) to incorporate a mandatory teacher training seminars to ensure that the teaching staff utilized state-of-the-art didactic approaches and designs and develops the courses based on universal access principles; (b) ensure that the upcoming hiring processes will recruit individuals (preferably females) with expertise in innovation and entrepreneurship; and (c) to actively seek to employ Visiting Professors (with background in the Greek language) to complement the current academic staff

Please select what is appropriate for the following assessment area:

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

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6. Research
(ESG 1.1, 1.5, 1.6)

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

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.	5
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.	5
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	5
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.	5
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	5
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.	5
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.	5
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	5
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.	5

6.11	The programmes of study implement the Institution's recorded research policy.	Choose mark

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

Research support is outstanding and typically betters that of world leading public universities (100-150 QS-THE). What is not clear how research done at the university is integrated into teaching. Also, significant, how recent research findings of others help to inform teaching (i.e., research-led/informed teaching). In addition, it is also not clear what mechanisms are in place for ensuring knowledge exchange at the institution . Quite important if, for example, this University will impact on the significant tourism and hospitality sector (more gaps in tourism than in hospitality). There was mention of establishing a Bloomberg trading lab to Pafos. This would help teaching, research, and engagement. Also, having a decision-making lab would facilitate interdisciplinary research on decision-making in all disciplines on the Pafos campus.

Findings

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

Overall, the research projects and publications are area specific and of rather high standards. One gap is the lack of clarity on the process whereby research is integrated in and affects teaching as well as impacting on knowledge transfer.

Strengths

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

The institution boasts a very strong research profile with a good publication output and quality publications. In addition, it participates in many research projects given the size of the institution and is actively involved in the research community. In addition, in certain domains such as that of tourism and hospitality, the university ranks among the top institutions world-wide, which is an important area of excellence given the significance of the area to the local economy. Furthermore, there is very good seed-funding and incentives in place for the academic staff to perform high quality research and be part of the broader academic community. The incentive structure for new hires and the basic annual research funding is to be commended.

Areas of improvement and recommendations

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

It is unclear how and the extent the Cyprus University of Technology, Pafos, "…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." Given the excellence elsewhere in research and importance of community to the University this gap can and should be addressed.

Please select what is appropriate for the following assessment area:

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

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7. Resources *(ESG 1.6)*

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.	5
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
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.	5
7.6	The Institution's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

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

The institution's budget is relative to its mission and adequate for the implementation of strategic planning. Its financial resources are quite enough to support its functions. Moreover, the institution follows efficient management in order to develop academically and research wise, whereas its external audit and the management of its finances are ensured.

Findings

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

The overall resource base is excellent and is aligned to mission and the strategic direction of the university in Pafos. This university is very well resourced (financially) by the government and has a decent student base with anticipated growth of students, focusing on the domestic or home population. The budget appears to be very well managed, and the leadership is able to articulate their budgetary position. The University, however, should probably expend more resources and energy to diversify its income sources given possible changes and reversals in government policy. From our conversations during the site visit the university appears to be moving in this direction; perhaps such diversification can be more explicitly articulated.

Strengths

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

The institution has ample resources to ensure that educational and research activities are carried out to the best extent possible. There has been strong financial support for establishing the new university. In addition, the investments have yielded strong returns to the local community. The processes for auditing are also transparent and done on a regular basis, and there is good planning in terms of present and future budgeting.

Areas of improvement and recommendations

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

The ways in which sustainability is integrated within the study programs could potentially be improved. In addition, it might be helpful to define the ways in which sustainability can be interpreted for the different study programs to ensure that teaching and research also have an impact on such indicators. It might be also useful to become a member of and active in the Principles of Sustainable Management Education (PRME).

Please select what is appropriate for the following assessment area:

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

Overall, the Cyprus University of Technology is highly compliant. Areas of improvement include:

a. Improving the gender balance in the university (more active and strategic effort in this area)
b. Pay more attention to teaching excellence in the hiring and promotion process to incentivize excellence in teaching and learning and enhance the student experience,
c. Hiring academic staff (preferably females) in the areas Efforts to where the school is areas lacking expertise (e.g., entrepreneurship and innovation)
d. Establish external advisory boards for developing and reviewing programmes and informing research
e. Improving the knowledge exchange process between the university's research and society at large
f. Make efforts to attract visiting international scholars who can enrich the research and teaching environment of the school; it should be noted that visiting scholars can be attracted to Pafos' campus at little cost to provide guest-talks, research seminars to PhD students, and research collaborations.
g. Diversify income sources where possible
h. Improve mechanisms to deliver positive socio-economics impact given the excellent research and teaching capabilities in the Pafos campus.
i. Ensure that there more small classrooms for interactive teaching
j. Assure that the cafeteria space is open to create a social space for students, academics, and support staff, and
k. Provide more plug-ins in classrooms

F. Signatures of the EEC

Name	Signature
Morris Altman	
Kyriaki Kosmidou	
Patrick Mikalef	
Simos Chari	
Mrs. Ioustini Pilidi	
Ms. Niki Makri	
Alexis Valiantis	

Date: 6 September, 2023