



Student Interview Form	
Academic Year: 2017-18	
Evaluation period: F2013-S2016	
Program of study:	Business Economics
Student's Name:	Katerina Peppou
Year of study:	4th
Interview Date:	19/03/18

INSTRUCTIONS

First, complete the table above and below, with the student's information and demographic characteristics. Continue by writing down the student's responses in the spaces provided following each question.

In order to ensure the objectivity and the quality of the analyses please ensure that the student will sign the declaration, that is positioned at the end of the interview; stating that he or she has read the responses illustrated in the document and agrees that his or her responses have been documented correctly.

In conclusion, please submit the original and completed student interview form at the Rector's Office and keep a photocopy for further processing.

DEMOGRAPHIC CHARACTERISTICS OF STUDENT				
1. GENDER:	MALE <input type="checkbox"/>		FEMALE <input checked="" type="checkbox"/>	
2. AGE:	18 - 20 <input type="checkbox"/>	21-24 <input checked="" type="checkbox"/>	25 - 27 <input type="checkbox"/>	<28 <input type="checkbox"/>
3. CLASSIFICATION:	FRESHMAN <input type="checkbox"/>	SOPHOMORE <input type="checkbox"/>	JUNIOR <input type="checkbox"/>	SENIOR <input checked="" type="checkbox"/>
4. ENROLED AS:	FULL TIME <input checked="" type="checkbox"/>		PART TIME <input type="checkbox"/>	
	NON MATRICULANT/ NON DEGREE <input type="checkbox"/>			
	ERASMUS STUDENT <input type="checkbox"/>		EXCHANGE STUDENT <input type="checkbox"/>	
5. NATIVE LANGUAGE :	GREEK <input checked="" type="checkbox"/>		OTHER <input type="checkbox"/>	
6. NATIONALITY:	CYPRIOT <input checked="" type="checkbox"/>		OTHER <input type="checkbox"/>	
7. MARITAL STATUS:	MARRIED <input type="checkbox"/>		SINGLE <input checked="" type="checkbox"/>	
8. STUDIES FUNDED BY:	YOU <input checked="" type="checkbox"/>		PARENTS <input type="checkbox"/>	OTHER <input type="checkbox"/>

1. Curriculum design PR

1.1. Are you actively and systematically involved in the design (and revisions or adjustments) of the study program and goals?

Not really

1.2. Do you believe that the content and the structure of the study program is fit with the entry competences of (future) students?

Yes

1.3. Is there a clear logic between learning goals, course contents, teaching approaches, and the methods of assessment?

Yes

2. Teaching and learning methods PR

2.1.	Do you receive a clear overview on the working methods and the study materials that will be used, at the beginning of your studies? <i>Yes</i>
2.2.	Do you believe that study materials in the course units or modules are: a. Relevant to the learning outcomes? <i>Yes</i> b. Well-structured and clearly understandable? <i>Yes</i> c. Related with recent developments in the discipline(s) involved? <i>Not always</i>
2.3.	Do the content and the structure of the course, books and notes contribute to the acquisition of knowledge and skills? <i>Yes</i>
2.4.	Do you believe that the methods employed for teaching and learning are: a. Functional in helping to reach the learning outcomes? <i>Yes</i> b. Fitting with the characteristics and abilities of the students (e.g. learning styles)? <i>Sometimes</i> c. Efficiently supported by modern information technology and learning environments (internet support)? <i>Yes</i> d. Based on innovation, scientific information and experience? <i>Sometimes</i> e. Adequately geared towards self-guided and autonomous learning by students? <i>Not really</i>
2.5.	Assessment for each course unit: a. Are the criteria and methods used (mid-terms, finals, and assignments), defined in written documents and communicated to the students well in time? <i>Yes</i> b. Are the contents for all forms of examination clear? <i>Yes</i>

3. Quality management PR

3.1.	Do you think that the entry level of required knowledge and required competences are checked adequately in terms of the students that are being enrolled? Yes
3.2.	Do you believe that all academic personnel possesses the necessary knowledge and skills in regards to the course unit in which they are involved in? No
3.3.	What is your opinion about the roles and responsibilities of the people involved with the course/program of study? Are they well known and well communicated to the students who need to know? (e.g. by description in a study guide students know whom to contact when there is a problem with the scheduling of lessons). Yes
3.4.	Do you have a clear idea about the time you need to invest in your studies, based on the description of the activities of teaching and learning in the study guide? No

4. Study load and study progress PR

4.1.	<p>Are the contact hours and study load of the course units or modules,</p> <p>a. Clear and transparent (communicated with the students at the beginning of the course)? <i>Yes</i></p> <p>b. Calculated on the basis of a realistic estimation of the time needed for activities of teaching and learning. <i>No</i></p>
4.2.	<p>Do you have a clear idea about the time and work you need to invest for studying, based on the description of the activities of teaching and learning in the course outline?</p> <p><i>No</i></p>
4.3.	<p>Does the academic personnel adjust their teaching methods and the assignments according to the needs and the amount of time that is estimated for their course unit or module?</p> <p><i>Not all personnel</i></p>
4.4.	<p>Do you believe that the management of the study load and the program takes into account the flexibility of study trajectories and the diversity of student characteristics?</p> <p><i>Yes</i></p>

5. Assessment of students

5.1.	Do you believe that the regulations and the scheduling/planning of examinations are clear and understandable to students, as well as being timely? Yes
5.2.	Are the criteria, the methods, the contents and the specific formats, which are used in the assessment for each course unit defined in written documents and communicated to the students well in time? Yes
5.3.	Do you think that the examinations are fair and in clear relation to the competences to be achieved? Yes
5.4.	Do you have the opportunities to discuss your progress and performance with the academic personnel employed? Yes
5.5.	In case of problems and disputes with regards to assessment, do you believe that a neutral person is available to help resolve these problems? Yes
5.6.	Do assessments take place without disturbing factors? (e.g. in a quiet environment, without interruptions, with enough preparation time). Yes
5.7.	Do you think that the questions at examinations are clearly relatable to the concepts or skills presented in the course materials or in the teaching sessions? Yes

6. Organization

6.1.	Do you think that the academic personnel and/or responsible people provided clear information at the beginning of the course or module? <i>Yes</i>
6.2.	Do you believe that during the program you have enough time to work on projects and prepare your assignments? <i>Yes</i>
6.3.	Are essential information regarding the course and exam schedules made available to students in time? <i>No</i>
6.4.	What is your opinion about documents needed for study? Are those provided on time (in paper or electronic version)? <i>Not in all courses</i>
6.5.	Do you think that the electronic learning environment is well structured and functions well throughout the learning trajectory (e.g. was always accessible as foreseen)? <i>No</i>
6.6.	Are changes in the organization of campus activities and teaching sessions, announced on time and not disturbing for an efficient study trajectory? <i>No</i>
6.7.	Are responsible people available to answer questions, solve problems, and/or provide support in practical matters? <i>Yes</i>
6.8.	Do you think that activities of tutoring and study guidance are provided for students who need it? <i>No</i>
6.9.	Do you think that there are formalized opportunities to have well-structured discussions between students, teachers and organizers about the program of study? <i>No</i>

	6.10.	<p>Has the campus or unit,</p> <p>(a) Good facilities for working on pc's and accessing information on the internet? <i>Yes</i></p> <p>(b) Good facilities for working individually and in teams on projects and assignments? <i>Yes, but they are offered during limited time frames. A 24 hour unit would be more helpful for the students.</i></p>
	6.11.	<p>During the program or module, do students receive useful feedback on their study progress and further growth? <i>Not really</i></p>

7. Specialized questions related to the program of study

Please add five (5) specialized questions, related to the program of study that is under review, which could provide constructive feedback towards the program's internal evaluation.

7.1.	Do you believe that the Business Economics degree responds to the needs of the industry? <i>No because some major courses are not present in the curriculum.</i>
7.2.	Do you believe that the existing programme should incorporate any other related courses in order to respond to the needs of the industry? If yes, please provide a few examples. <i>Yes. More economics courses such as game theory, econometrics, behavioural economics</i>
7.3.	Do you believe that a potential combination of Business Economics with Finance it would be beneficial for the students and it will enhance their employability? <i>Yes</i>
7.4.	Do you have anything else to suggest that you believe might improve the existing programme? <i>The addition of more mathematics courses will help students</i>
7.5.	

ATTENTION: Please confirm that you have read the responses illustrated in the above questionnaire and that you agree that your responses have been documented correctly.

STUDENT SIGNATURE:



DATE:

19/03/18

Student Interview Form	
Academic Year: 2017-18	
Evaluation period: F2013-S2016	
Program of study:	Business Economics.
Student's Name:	Rafella Korian
Year of study:	3rd.
Interview Date:	2013/13.

INSTRUCTIONS

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	ERASMUS STUDENT <input type="checkbox"/>		EXCHANGE STUDENT <input type="checkbox"/>	
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8. STUDIES FUNDED BY:	YOU <input type="checkbox"/>		PARENTS <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

1. Curriculum design PR

1.1.	Are you actively and systematically involved in the design (and revisions or adjustments) of the study program and goals? No
1.2.	Do you believe that the content and the structure of the study program is fit with the entry competences of (future) students? No
1.3.	Is there a clear logic between learning goals, course contents, teaching approaches, and the methods of assessment? No

2. Teaching and learning methods PR

2.1.	Do you receive a clear overview on the working methods and the study materials that will be used, at the beginning of your studies? YES
2.2.	Do you believe that study materials in the course units or modules are: a. Relevant to the learning outcomes? YES b. Well-structured and clearly understandable? YES. c. Related with recent developments in the discipline(s) involved? NO
2.3.	Do the content and the structure of the course, books and notes contribute to the acquisition of knowledge and skills? YES
2.4.	Do you believe that the methods employed for teaching and learning are: a. Functional in helping to reach the learning outcomes? NO b. Fitting with the characteristics and abilities of the students (e.g. learning styles)? YES. c. Efficiently supported by modern information technology and learning environments (internet support)? YES - d. Based on innovation, scientific information and experience? NO YES - e. Adequately geared towards self-guided and autonomous learning by students? YES -
2.5.	Assessment for each course unit: a. Are the criteria and methods used (mid-terms, finals, and assignments), defined in written documents and communicated to the students well in time? YES. b. Are the contents for all forms of examination clear? YES

3. Quality management PR

3.1.	<p>Do you think that the entry level of required knowledge and required competences are checked adequately in terms of the students that are being enrolled?</p> <p><u>NO</u></p>
3.2.	<p>Do you believe that all academic personnel possesses the necessary knowledge and skills in regards to the course unit in which they are involved in?</p> <p><u>NO</u></p>
3.3.	<p>What is your opinion about the roles and responsibilities of the people involved with the course/program of study? Are they well known and well communicated to the students who need to know? (e.g. by description in a study guide students know whom to contact when there is a problem with the scheduling of lessons).</p> <p>YES.</p>
3.4.	<p>Do you have a clear idea about the time you need to invest in your studies, based on the description of the activities of teaching and learning in the study guide?</p> <p>YES.</p>

4. Study load and study progress PR

4.1.	<p>Are the contact hours and study load of the course units or modules,</p> <p>a. Clear and transparent (communicated with the students at the beginning of the course)?</p> <p>YES.</p> <p>b. Calculated on the basis of a realistic estimation of the time needed for activities of teaching and learning.</p> <p>YES.</p>
4.2.	<p>Do you have a clear idea about the time and work you need to invest for studying, based on the description of the activities of teaching and learning in the course outline?</p> <p>YES.</p>
4.3.	<p>Does the academic personnel adjust their teaching methods and the assignments according to the needs and the amount of time that is estimated for their course unit or module?</p> <p>Not Everyone</p>
4.4.	<p>Do you believe that the management of the study load and the program takes into account the flexibility of study trajectories and the diversity of student characteristics?</p> <p>YES YES.</p>

5. Assessment of students

5.1.	Do you believe that the regulations and the scheduling/planning of examinations are clear and understandable to students, as well as being timely? YES.
5.2.	Are the criteria, the methods, the contents and the specific formats, which are used in the assessment for each course unit defined in written documents and communicated to the students well in time? YES.
5.3.	Do you think that the examinations are fair and in clear relation to the competences to be achieved? YES.
5.4.	Do you have the opportunities to discuss your progress and performance with the academic personnel employed? NO.
5.5.	In case of problems and disputes with regards to assessment, do you believe that a neutral person is available to help resolve these problems? YES.
5.6.	Do assessments take place without disturbing factors? (e.g. in a quiet environment, without interruptions, with enough preparation time). YES.
5.7.	Do you think that the questions at examinations are clearly relatable to the concepts or skills presented in the course materials or in the teaching sessions? NO.

6. Organization

6.1.	Do you think that the academic personnel and/or responsible people provided clear information at the beginning of the course or module? YES.
6.2.	Do you believe that during the program you have enough time to work on projects and prepare your assignments? NO . YES.
6.3.	Are essential information regarding the course and exam schedules made available to students in time? YES.
6.4.	What is your opinion about documents needed for study? Are those provided on time (in paper or electronic version)? YES.
6.5.	Do you think that the electronic learning environment is well structured and functions well throughout the learning trajectory (e.g. was always accessible as foreseen)? NO.
6.6.	Are changes in the organization of campus activities and teaching sessions, announced on time and not disturbing for an efficient study trajectory? YES.
6.7.	Are responsible people available to answer questions, solve problems, and/or provide support in practical matters? YES.
6.8.	Do you think that activities of tutoring and study guidance are provided for students who need it? <u>NO</u>
6.9.	Do you think that there are formalized opportunities to have well-structured discussions between students, teachers and organizers about the program of study? YES.

	6.10.	<p>Has the campus or unit,</p> <p>(a) Good facilities for working on pc's and accessing information on the internet?</p> <p style="text-align: right;">YES.</p> <p>(b) Good facilities for working individually and in teams on projects and assignments?</p> <p style="text-align: right;">YES.</p>
	6.11.	<p>During the program or module, do students receive useful feedback on their study progress and further growth?</p> <p style="text-align: center;">NO.</p>

7. Specialized questions related to the program of study

Please add five (5) specialized questions, related to the program of study that is under review, which could provide constructive feedback towards the program's internal evaluation.

7.1.	Do you believe that the Business Economics degree responds to the needs of the industry? <u>NO</u>
7.2.	Do you believe that the existing programme should incorporate any other related courses in order to respond to the needs of the industry? If yes, please provide a few examples. Extend the existing ones. For example microeconomics Part 1 in the first semester & then Part 2 in the 2nd semester.
7.3.	Do you believe that a potential combination of Business Economics with Finance it would be beneficial for the students and it will enhance their employability? NO, either economics pure or finance pure. Not both together.
7.4.	Do you have anything else to suggest that you believe might improve the existing programme? More economic course, instead of other irrelevant
7.5.	courses such as business, accounting, marketing etc.

ATTENTION: Please confirm that you have read the responses illustrated in the above questionnaire and that you agree that your responses have been documented correctly.

STUDENT SIGNATURE:



DATE:

20/3/18

Student Interview Form	
Academic Year: 2017-18	
Evaluation period: F2013-S2016	
Program of study:	ECONOMICS BACHELOR
Student's Name:	DOROS CHARALAMBOS
Year of study:	2014
Interview Date:	14/03/2010

INSTRUCTIONS

First, complete the table above and below, with the student's information and demographic characteristics. Continue by writing down the student's responses in the spaces provided following each question.

In order to ensure the objectivity and the quality of the analyses please ensure that the student will sign the declaration, that is positioned at the end of the interview; stating that he or she has read the responses illustrated in the document and agrees that his or her responses have been documented correctly.

In conclusion, please submit the original and completed student interview form at the Rector's Office and keep a photocopy for further processing.

DEMOGRAPHIC CHARACTERISTICS OF STUDENT				
1. GENDER:	MALE <input checked="" type="checkbox"/>		FEMALE <input type="checkbox"/>	
2. AGE:	18 - 20 <input type="checkbox"/>	21-24 <input checked="" type="checkbox"/>	25 - 27 <input type="checkbox"/>	<28 <input type="checkbox"/>
3. CLASSIFICATION:	FRESHMAN <input type="checkbox"/>	SOPHOMORE <input type="checkbox"/>	JUNIOR <input type="checkbox"/>	SENIOR <input checked="" type="checkbox"/>
4. ENROLED AS:	FULL TIME <input checked="" type="checkbox"/>		PART TIME <input type="checkbox"/>	
	NON MATRICULANT/ NON DEGREE <input type="checkbox"/>			
	ERASMUS STUDENT <input type="checkbox"/>		EXCHANGE STUDENT <input type="checkbox"/>	
5. NATIVE LANGUAGE :	GREEK <input checked="" type="checkbox"/>		OTHER <input type="checkbox"/>	
6. NATIONALITY:	CYPRIOT <input checked="" type="checkbox"/>		OTHER <input type="checkbox"/>	
7. MARITAL STATUS:	MARRIED <input type="checkbox"/>		SINGLE <input checked="" type="checkbox"/>	
8. STUDIES FUNDED BY:	YOU <input type="checkbox"/>		PARENTS <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

1. Curriculum design PR

1.1. Are you actively and systematically involved in the design (and revisions or adjustments) of the study program and goals?

Yes

1.2. Do you believe that the content and the structure of the study program is fit with the entry competences of (future) students?

Yes

1.3. Is there a clear logic between learning goals, course contents, teaching approaches, and the methods of assessment?

Yes

2. Teaching and learning methods PR

2.1.	Do you receive a clear overview on the working methods and the study materials that will be used, at the beginning of your studies? <i>Yes all four years</i>
2.2.	Do you believe that study materials in the course units or modules are: <input checked="" type="radio"/> a. Relevant to the learning outcomes? <input checked="" type="radio"/> b. Well-structured and clearly understandable? <input checked="" type="radio"/> c. Related with recent developments in the discipline(s) involved?
2.3.	Do the content and the structure of the course, books and notes contribute to the acquisition of knowledge and skills? <i>Yes,</i>
2.4.	Do you believe that the methods employed for teaching and learning are: a. Functional in helping to reach the learning outcomes? <i>Yes</i> b. Fitting with the characteristics and abilities of the students (e.g. learning styles)? <i>Yes</i> c. Efficiently supported by modern information technology and learning environments (internet support)? <i>Yes</i> d. Based on innovation, scientific information and experience? <i>Yes</i> e. Adequately geared towards self-guided and autonomous learning by students? <i>Yes</i>
2.5.	Assessment for each course unit: a. Are the criteria and methods used (mid-terms, finals, and assignments), defined in written documents and communicated to the students well in time? <i>Yes</i> b. Are the contents for all forms of examination clear? <i>Yes</i>

3. Quality management PR

3.1.	Do you think that the entry level of required knowledge and required competences are checked adequately in terms of the students that are being enrolled? Yes
3.2.	Do you believe that all academic personnel possesses the necessary knowledge and skills in regards to the course unit in which they are involved in? Yes
3.3.	What is your opinion about the roles and responsibilities of the people involved with the course/program of study? Are they well known and well communicated to the students who need to know? (e.g. by description in a study guide students know whom to contact when there is a problem with the scheduling of lessons). Yes
3.4.	Do you have a clear idea about the time you need to invest in your studies, based on the description of the activities of teaching and learning in the study guide? Yes.

4. Study load and study progress PR

4.1.	<p>Are the contact hours and study load of the course units or modules,</p> <p>a. Clear and transparent (communicated with the students at the beginning of the course)?</p> <p>b. Calculated on the basis of a realistic estimation of the time needed for activities of teaching and learning.</p>
4.2.	<p>Do you have a clear idea about the time and work you need to invest for studying, based on the description of the activities of teaching and learning in the course outline?</p> <p>Yes</p>
4.3.	<p>Does the academic personnel adjust their teaching methods and the assignments according to the needs and the amount of time that is estimated for their course unit or module?</p> <p>Yes</p>
4.4.	<p>Do you believe that the management of the study load and the program takes into account the flexibility of study trajectories and the diversity of student characteristics?</p> <p>Yes</p>

5. Assessment of students

5.1.	Do you believe that the regulations and the scheduling/planning of examinations are clear and understandable to students, as well as being timely? <i>Yes</i>
5.2.	Are the criteria, the methods, the contents and the specific formats, which are used in the assessment for each course unit defined in written documents and communicated to the students well in time? <i>Yes</i>
5.3.	Do you think that the examinations are fair and in clear relation to the competences to be achieved? <i>Yes</i>
5.4.	Do you have the opportunities to discuss your progress and performance with the academic personnel employed? <i>Yes</i>
5.5.	In case of problems and disputes with regards to assessment, do you believe that a neutral person is available to help resolve these problems? <i>Yes</i>
5.6.	Do assessments take place without disturbing factors? (e.g. in a quiet environment, without interruptions, with enough preparation time). <i>Yes</i>
5.7.	Do you think that the questions at examinations are clearly relatable to the concepts or skills presented in the course materials or in the teaching sessions? <i>Yes</i>

6. Organization

6.1.	Do you think that the academic personnel and/or responsible people provided clear information at the beginning of the course or module? <i>Yes</i>
6.2.	Do you believe that during the program you have enough time to work on projects and prepare your assignments? <i>Yes</i>
6.3.	Are essential information regarding the course and exam schedules made available to students in time? <i>Yes</i>
6.4.	What is your opinion about documents needed for study? Are those provided on time (in paper or electronic version)? <i>Yes</i>
6.5.	Do you think that the electronic learning environment is well structured and functions well throughout the learning trajectory (e.g. was always accessible as foreseen)? <i>No I don't like it.</i>
6.6.	Are changes in the organization of campus activities and teaching sessions, announced on time and not disturbing for an efficient study trajectory? <i>Yes</i>
6.7.	Are responsible people available to answer questions, solve problems, and/or provide support in practical matters? <i>Yes,</i>
6.8.	Do you think that activities of tutoring and study guidance are provided for students who need it? <i>Yes</i>
6.9.	Do you think that there are formalized opportunities to have well-structured discussions between students, teachers and organizers about the program of study? <i>Yes</i>

	6.10.	<p>Has the campus or unit,</p> <p>(a) Good facilities for working on pc's and accessing information on the internet?</p> <p style="text-align: center;"><i>Yes</i></p> <p>(b) Good facilities for working individually and in teams on projects and assignments?</p> <p style="text-align: center;"><i>Yes</i></p>
	6.11.	<p>During the program or module, do students receive useful feedback on their study progress and further growth?</p> <p style="text-align: center;"><i>Yes</i></p>

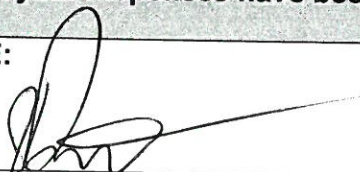
7. Specialized questions related to the program of study

Please add five (5) specialized questions, related to the program of study that is under review, which could provide constructive feedback towards the program's internal evaluation.

7.1.	Do you believe that the Business Economics degree responds to the needs of the industry? Yes
7.2.	Do you believe that the existing programme should incorporate any other related courses in order to respond to the needs of the industry? If yes, please provide a few examples. Yes Finance Hotel management
7.3.	Do you believe that a potential combination of Business Economics with Finance it would be beneficial for the students and it will enhance their employability? Yes sure
7.4.	Do you have anything else to suggest that you believe might improve the existing programme? Pre requisit courses be have to be obligated
7.5.	

ATTENTION: Please confirm that you have read the responses illustrated in the above questionnaire and that you agree that your responses have been documented correctly.

STUDENT SIGNATURE:



DATE:

19/03/2019

Student Interview Form	
Academic Year: 2017-18	
Evaluation period: F2013-S2016	
Program of study:	Economics
Student's Name:	Chrysanthi Despina Brissouli
Year of study:	Second year.
Interview Date:	19/03/2018

INSTRUCTIONS

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6. NATIONALITY:	CYPRIOT <input type="checkbox"/>	OTHER <input checked="" type="checkbox"/> ...Greek.....		
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8. STUDIES FUNDED BY:	YOU <input checked="" type="checkbox"/>	PARENTS <input type="checkbox"/>	OTHER <input type="checkbox"/>	

1. Curriculum design PR

1.1. Are you actively and systematically involved in the design (and revisions or adjustments) of the study program and goals?

Yes

1.2. Do you believe that the content and the structure of the study program is fit with the entry competences of (future) students?

Yes

1.3. Is there a clear logic between learning goals, course contents, teaching approaches, and the methods of assessment?

Yes

2. Teaching and learning methods PR

2.1.	Do you receive a clear overview on the working methods and the study materials that will be used, at the beginning of your studies? Yes
2.2.	Do you believe that study materials in the course units or modules are: a. Relevant to the learning outcomes? <input checked="" type="radio"/> b. Well-structured and clearly understandable? c. Related with recent developments in the discipline(s) involved?
2.3.	Do the content and the structure of the course, books and notes contribute to the acquisition of knowledge and skills? Yes
2.4.	Do you believe that the methods employed for teaching and learning are: a. Functional in helping to reach the learning outcomes? b. Fitting with the characteristics and abilities of the students (e.g. learning styles)? <input checked="" type="radio"/> c. Efficiently supported by modern information technology and learning environments (internet support)? d. Based on innovation, scientific information and experience? e. Adequately geared towards self-guided and autonomous learning by students?
2.5.	Assessment for each course unit: <input checked="" type="radio"/> a. Are the criteria and methods used (mid-terms, finals, and assignments), defined in written documents and communicated to the students well in time? b. Are the contents for all forms of examination clear?

3. Quality management PR

3.1.	<p>Do you think that the entry level of required knowledge and required competences are checked adequately in terms of the students that are being enrolled?</p> <p>Yes</p>
3.2.	<p>Do you believe that all academic personnel possesses the necessary knowledge and skills in regards to the course unit in which they are involved in?</p> <p>Yes</p>
3.3.	<p>What is your opinion about the roles and responsibilities of the people involved with the course/program of study? Are they well known and well communicated to the students who need to know? (e.g. by description in a study guide students know whom to contact when there is a problem with the scheduling of lessons).</p> <p>Yes, They are well known and well communicated to the students</p>
3.4.	<p>Do you have a clear idea about the time you need to invest in your studies, based on the description of the activities of teaching and learning in the study guide?</p> <p>Yes</p>

4. Study load and study progress PR

	4.1.	<p>Are the contact hours and study load of the course units or modules,</p> <p>(a) Clear and transparent (communicated with the students at the beginning of the course)?</p> <p>b. Calculated on the basis of a realistic estimation of the time needed for activities of teaching and learning.</p>
	4.2.	<p>Do you have a clear idea about the time and work you need to invest for studying, based on the description of the activities of teaching and learning in the course outline?</p> <p>Yes</p>
	4.3.	<p>Does the academic personnel adjust their teaching methods and the assignments according to the needs and the amount of time that is estimated for their course unit or module?</p> <p>Yes</p>
	4.4.	<p>Do you believe that the management of the study load and the program takes into account the flexibility of study trajectories and the diversity of student characteristics?</p> <p>Yes</p>

5. Assessment of students

5.1.	Do you believe that the regulations and the scheduling/planning of examinations are clear and understandable to students, as well as being timely? Yes
5.2.	Are the criteria, the methods, the contents and the specific formats, which are used in the assessment for each course unit defined in written documents and communicated to the students well in time? Yes
5.3.	Do you think that the examinations are fair and in clear relation to the competences to be achieved? Yes
5.4.	Do you have the opportunities to discuss your progress and performance with the academic personnel employed? Yes
5.5.	In case of problems and disputes with regards to assessment, do you believe that a neutral person is available to help resolve these problems? Yes
5.6.	Do assessments take place without disturbing factors? (e.g. in a quiet environment, without interruptions, with enough preparation time). Yes
5.7.	Do you think that the questions at examinations are clearly relatable to the concepts or skills presented in the course materials or in the teaching sessions? Yes

6. Organization

	6.1.	Do you think that the academic personnel and/or responsible people provided clear information at the beginning of the course or module? Yes
	6.2.	Do you believe that during the program you have enough time to work on projects and prepare your assignments? Yes,
	6.3.	Are essential information regarding the course and exam schedules made available to students in time? Yes,
	6.4.	What is your opinion about documents needed for study? Are those provided on time (in paper or electronic version)? Yes, those are provided on time
	6.5.	Do you think that the electronic learning environment is well structured and functions well throughout the learning trajectory (e.g. was always accessible as foreseen)? Yes,
	6.6.	Are changes in the organization of campus activities and teaching sessions, announced on time and not disturbing for an efficient study trajectory? Yes,
	6.7.	Are responsible people available to answer questions, solve problems, and/or provide support in practical matters? Yes,
	6.8.	Do you think that activities of tutoring and study guidance are provided for students who need it? Yes,
	6.9.	Do you think that there are formalized opportunities to have well-structured discussions between students, teachers and organizers about the program of study? Yes,

	6.10.	<p>Has the campus or unit,</p> <p>(a) Good facilities for working on pc's and accessing information on the internet?</p> <p>(b) Good facilities for working individually and in teams on projects and assignments?</p>
	6.11.	<p>During the program or module, do students receive useful feedback on their study progress and further growth?</p> <p>Yes</p>

7. Specialized questions related to the program of study

Please add five (5) specialized questions, related to the program of study that is under review, which could provide constructive feedback towards the program's internal evaluation.

7.1.	Do you believe that the Business Economics degree responds to the needs of the industry? Yes,
7.2.	Do you believe that the existing programme should incorporate any other related courses in order to respond to the needs of the industry? If yes, please provide a few examples. Yes, finance.
7.3.	Do you believe that a potential combination of Business Economics with Finance it would be beneficial for the students and it will enhance their employability? Yes
7.4.	Do you have anything else to suggest that you believe might improve the existing programme? No.
7.5.	

ATTENTION: Please confirm that you have read the responses illustrated in the above questionnaire and that you agree that your responses have been documented correctly.

STUDENT SIGNATURE:



DATE:

19/03/2018

Student Interview Form	
Academic Year: 2017-18	
Evaluation period: F2013-S2016	
Program of study:	B. Economics
Student's Name:	ABRAHAM JEFF
Year of study:	4
Interview Date:	29/03/2018.

INSTRUCTIONS

First, complete the table above and below, with the student's information and demographic characteristics. Continue by writing down the student's responses in the spaces provided following each question.

In order to ensure the objectivity and the quality of the analyses please ensure that the student will sign the declaration, that is positioned at the end of the interview; stating that he or she has read the responses illustrated in the document and agrees that his or her responses have been documented correctly.

In conclusion, please submit the original and completed student interview form at the Rector's Office and keep a photocopy for further processing.

DEMOGRAPHIC CHARACTERISTICS OF STUDENT				
1. GENDER:	MALE <input checked="" type="checkbox"/>		FEMALE <input type="checkbox"/>	
2. AGE:	18 - 20 <input type="checkbox"/>	21-24 <input checked="" type="checkbox"/>	25 - 27 <input type="checkbox"/>	<28 <input type="checkbox"/>
3. CLASSIFICATION:	FRESHMAN <input type="checkbox"/>	SOPHOMORE <input type="checkbox"/>	JUNIOR <input type="checkbox"/>	SENIOR <input checked="" type="checkbox"/>
4. ENROLED AS:	FULL TIME <input checked="" type="checkbox"/>		PART TIME <input type="checkbox"/>	
	NON MATRICULANT/ NON DEGREE <input type="checkbox"/>			
	ERASMUS STUDENT <input type="checkbox"/>		EXCHANGE STUDENT <input type="checkbox"/>	
5. NATIVE LANGUAGE :	GREEK <input type="checkbox"/>	OTHER <input checked="" type="checkbox"/> English.		
6. NATIONALITY:	CYPRIOT <input type="checkbox"/>	OTHER <input checked="" type="checkbox"/> Kenyan.		
7. MARITAL STATUS:	MARRIED <input type="checkbox"/>	SINGLE <input checked="" type="checkbox"/>		
8. STUDIES FUNDED BY:	YOU <input type="checkbox"/>	PARENTS <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>	

1. Curriculum design PR

1.1.

Are you actively and systematically involved in the design (and revisions or adjustments) of the study program and goals?

Yes, currently the course structure is very supportive to the needs of an economic student.

1.2.

Do you believe that the content and the structure of the study program is fit with the entry competences of (future) students?

The content structure is very well organised and is in line with the structure that is required globally for an economic degree. The courses must be taken in sequence, in order to make it more understanding for a student.

1.3.

Is there a clear logic between learning goals, course contents, teaching approaches, and the methods of assessment?

Yes, given the organisation of the outline for each class, the information provided is accurately planned for the student to understand.

2. Teaching and learning methods PR

2.1.	<p>Do you receive a clear overview on the working methods and the study materials that will be used, at the beginning of your studies?</p> <p>yes, all material both theoretical and practical is provided.</p>
2.2.	<p>Do you believe that study materials in the course units or modules are:</p> <p>a. Relevant to the learning outcomes? yes</p> <p>b. Well-structured and clearly understandable? yes yes.</p> <p>c. Related with recent developments in the discipline(s) involved? yes.</p>
2.3.	<p>Do the content and the structure of the course, books and notes contribute to the acquisition of knowledge and skills?</p> <p>yes the content and other materials such as books and notes provided by the teacher are adequately supportive.</p>
2.4.	<p>Do you believe that the methods employed for teaching and learning are:</p> <p>a. Functional in helping to reach the learning outcomes? yes</p> <p>b. Fitting with the characteristics and abilities of the students (e.g. learning styles)? yes</p> <p>c. Efficiently supported by modern information technology and learning environments (internet support)? yes</p> <p>d. Based on innovation, scientific information and experience? yes</p> <p>e. Adequately geared towards self-guided and autonomous learning by students? yes.</p>
2.5.	<p>Assessment for each course unit:</p> <p>a. Are the criteria and methods used (mid-terms, finals, and assignments), defined in written documents and communicated to the students well in time? yes</p> <p>b. Are the contents for all forms of examination clear? yes.</p>

5. Assessment of students

5.1.	Do you believe that the regulations and the scheduling/planning of examinations are clear and understandable to students, as well as being timely? <i>yes.</i>
5.2.	Are the criteria, the methods, the contents and the specific formats, which are used in the assessment for each course unit defined in written documents and communicated to the students well in time? <i>yes in most cases.</i>
5.3.	Do you think that the examinations are fair and in clear relation to the competences to be achieved? <i>yes they are.</i>
5.4.	Do you have the opportunities to discuss your progress and performance with the academic personnel employed? <i>yes i do.</i>
5.5.	In case of problems and disputes with regards to assessment, do you believe that a neutral person is available to help resolve these problems? <i>yes there is a neutral personnel on duty at all times.</i>
5.6.	Do assessments take place without disturbing factors? (e.g. in a quiet environment, without interruptions, with enough preparation time). <i>yes</i>
5.7.	Do you think that the questions at examinations are clearly relatable to the concepts or skills presented in the course materials or in the teaching sessions? <i>yes all examinations are clearly organised.</i>

6. Organization

6.1.	Do you think that the academic personnel and/or responsible people provided clear information at the beginning of the course or module? <i>yes</i>
6.2.	Do you believe that during the program you have enough time to work on projects and prepare your assignments? <i>yes</i>
6.3.	Are essential information regarding the course and exam schedules made available to students in time? <i>yes they are.</i>
6.4.	What is your opinion about documents needed for study? Are those provided on time (in paper or electronic version)? <i>yes all material is available online on moodle.</i>
6.5.	Do you think that the electronic learning environment is well structured and functions well throughout the learning trajectory (e.g. was always accessible as foreseen)? <i>yes its well organised and effective.</i>
6.6.	Are changes in the organization of campus activities and teaching sessions, announced on time and not disturbing for an efficient study trajectory? <i>yes, early notification is given through email or mobile.</i>
6.7.	Are responsible people available to answer questions, solve problems, and/or provide support in practical matters? <i>yes they are.</i>
6.8.	Do you think that activities of tutoring and study guidance are provided for students who need it? <i>I believe, there is organised extra teaching if requested.</i>
6.9.	Do you think that there are formalized opportunities to have well-structured discussions between students, teachers and organizers about the program of study? <i>During office hours, students can get extra help if needed.</i>

6.10.	<p>Has the campus or unit,</p> <p>(a) Good facilities for working on pc's and accessing information on the internet? <i>yes, the library has computers that work well.</i></p> <p>(b) Good facilities for working individually and in teams on projects and assignments? <i>yes.</i></p>
6.11.	<p>During the program or module, do students receive useful feedback on their study progress and further growth? <i>yes they usually do through the teacher.</i></p>

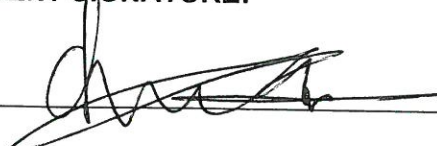
7. Specialized questions related to the program of study

Please add five (5) specialized questions, related to the program of study that is under review, which could provide constructive feedback towards the program's internal evaluation.

7.1.	Do you believe that the Business Economics degree responds to the needs of the industry? <i>Yes, I believe it does, and that it follows similar structures as other universities in other countries.</i>
7.2.	Do you believe that the existing programme should incorporate any other related courses in order to respond to the needs of the industry? If yes, please provide a few examples. <i>e.g. → finance and corporate strategy.</i>
7.3.	Do you believe that a potential combination of Business Economics with Finance it would be beneficial for the students and it will enhance their employability? <i>Yes a major in Business Economics and a minor in Finance is a good combination.</i>
7.4.	Do you have anything else to suggest that you believe might improve the existing programme? <i>Am happy with the experience so far.</i>
7.5.	

ATTENTION: Please confirm that you have read the responses illustrated in the above questionnaire and that you agree that your responses have been documented correctly.

STUDENT SIGNATURE:



DATE:

19/03/2018.

Student Interview Form	
Academic Year: 2017-18	
Evaluation period: F2013-S2016	
Program of study:	bus economics
Student's Name:	Chrisovalantis Aristotelou
Year of study:	3rd
Interview Date:	19/3/18

INSTRUCTIONS

First, complete the table above and below, with the student's information and demographic characteristics. Continue by writing down the student's responses in the spaces provided following each question.

In order to ensure the objectivity and the quality of the analyses please ensure that the student will sign the declaration, that is positioned at the end of the interview; stating that he or she has read the responses illustrated in the document and agrees that his or her responses have been documented correctly.

In conclusion, please submit the original and completed student interview form at the Rector's Office and keep a photocopy for further processing.

DEMOGRAPHIC CHARACTERISTICS OF STUDENT				
1. GENDER:	MALE <input checked="" type="checkbox"/>		FEMALE <input type="checkbox"/>	
2. AGE:	18 - 20 <input type="checkbox"/>	21-24 <input checked="" type="checkbox"/>	25 - 27 <input type="checkbox"/>	<28 <input type="checkbox"/>
3. CLASSIFICATION:	FRESHMAN <input type="checkbox"/>	SOPHOMORE <input type="checkbox"/>	JUNIOR <input checked="" type="checkbox"/>	SENIOR <input type="checkbox"/>
4. ENROLED AS:	FULL TIME <input checked="" type="checkbox"/>		PART TIME <input type="checkbox"/>	
	NON MATRICULANT/ NON DEGREE <input type="checkbox"/>			
	ERASMUS STUDENT <input type="checkbox"/>		EXCHANGE STUDENT <input type="checkbox"/>	
5. NATIVE LANGUAGE :	GREEK <input checked="" type="checkbox"/>		OTHER <input type="checkbox"/>	
6. NATIONALITY:	CYPRIOT <input checked="" type="checkbox"/>		OTHER <input type="checkbox"/>	
7. MARITAL STATUS:	MARRIED <input type="checkbox"/>		SINGLE <input checked="" type="checkbox"/>	
8. STUDIES FUNDED BY:	YOU <input type="checkbox"/>		PARENTS <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

1. Curriculum design PR

1.1. Are you actively and systematically involved in the design (and revisions or adjustments) of the study program and goals?

Yes

1.2. Do you believe that the content and the structure of the study program is fit with the entry competences of (future) students?

Yes

1.3. Is there a clear logic between learning goals, course contents, teaching approaches, and the methods of assessment?

Yes

2. Teaching and learning methods PR

2.1.	Do you receive a clear overview on the working methods and the study materials that will be used, at the beginning of your studies? <i>No</i>
2.2.	Do you believe that study materials in the course units or modules are: a. Relevant to the learning outcomes? <i>Yes</i> b. Well-structured and clearly understandable? <i>sometimes</i> <input checked="" type="checkbox"/> c. Related with recent developments in the discipline(s) involved? <i>Yes</i>
2.3.	Do the content and the structure of the course, books and notes contribute to the acquisition of knowledge and skills? <i>Yes</i>
2.4.	Do you believe that the methods employed for teaching and learning are: a. Functional in helping to reach the learning outcomes? <i>Yes</i> <input checked="" type="checkbox"/> b. Fitting with the characteristics and abilities of the students (e.g. learning styles)? <i>Yes</i> c. Efficiently supported by modern information technology and learning environments (internet support)? <i>Yes</i> d. Based on innovation, scientific information and experience? <i>No</i> e. Adequately geared towards self-guided and autonomous learning by students? <i>Yes</i>
2.5.	Assessment for each course unit: <input checked="" type="checkbox"/> a. Are the criteria and methods used (mid-terms, finals, and assignments), defined in written documents and communicated to the students well in time? <i>Yes</i> b. Are the contents for all forms of examination clear? <i>Yes</i>

3. Quality management PR

3.1.	Do you think that the entry level of required knowledge and required competences are checked adequately in terms of the students that are being enrolled? no
3.2.	Do you believe that all academic personnel possesses the necessary knowledge and skills in regards to the course unit in which they are involved in? no
3.3.	What is your opinion about the roles and responsibilities of the people involved with the course/program of study? Are they well known and well communicated to the students who need to know? (e.g. by description in a study guide students know whom to contact when there is a problem with the scheduling of lessons). Sometime not Promotes with difficult course but In general its it all good.
3.4.	Do you have a clear idea about the time you need to invest in your studies, based on the description of the activities of teaching and learning in the study guide? yes

4. Study load and study progress PR

4.1.	<p>Are the contact hours and study load of the course units or modules,</p> <p>a. Clear and transparent (communicated with the students at the beginning of the course)? <i>YES</i></p> <p>b. Calculated on the basis of a realistic estimation of the time needed for activities of teaching and learning. <i>YES</i></p>
4.2.	<p>Do you have a clear idea about the time and work you need to invest for studying, based on the description of the activities of teaching and learning in the course outline?</p> <p><i>YES, but sometimes, no</i></p>
4.3.	<p>Does the academic personnel adjust their teaching methods and the assignments according to the needs and the amount of time that is estimated for their course unit or module?</p> <p><i>Course</i></p>
4.4.	<p>Do you believe that the management of the study load and the program takes into account the flexibility of study trajectories and the diversity of student characteristics?</p> <p><i>YES</i></p>

5. Assessment of students

5.1.	Do you believe that the regulations and the scheduling/planning of examinations are clear and understandable to students, as well as being timely? <i>Yes</i>
5.2.	Are the criteria, the methods, the contents and the specific formats, which are used in the assessment for each course unit defined in written documents and communicated to the students well in time? <i>Yes</i>
5.3.	Do you think that the examinations are fair and in clear relation to the competences to be achieved? <i>Yes</i>
5.4.	Do you have the opportunities to discuss your progress and performance with the academic personnel employed? <i>Yes</i>
5.5.	In case of problems and disputes with regards to assessment, do you believe that a neutral person is available to help resolve these problems? <i>Yes</i>
5.6.	Do assessments take place without disturbing factors? (e.g. in a quiet environment, without interruptions, with enough preparation time). <i>Yes</i>
5.7.	Do you think that the questions at examinations are clearly relatable to the concepts or skills presented in the course materials or in the teaching sessions? <i>Yes</i>

6. Organization

6.1.	Do you think that the academic personnel and/or responsible people provided clear information at the beginning of the course or module? <i>Yes</i>
6.2.	Do you believe that during the program you have enough time to work on projects and prepare your assignments? <i>Yes</i>
6.3.	Are essential information regarding the course and exam schedules made available to students in time? <i>Yes</i>
6.4.	What is your opinion about documents needed for study? Are those provided on time (in paper or electronic version)? <i>Yes</i>
6.5.	Do you think that the electronic learning environment is well structured and functions well throughout the learning trajectory (e.g. was always accessible as foreseen)? <i>Yes</i>
6.6.	Are changes in the organization of campus activities and teaching sessions, announced on time and not disturbing for an efficient study trajectory? <i>Yes</i>
6.7.	Are responsible people available to answer questions, solve problems, and/or provide support in practical matters? <i>Yes</i>
6.8.	Do you think that activities of tutoring and study guidance are provided for students who need it? <i>Yes</i>
6.9.	Do you think that there are formalized opportunities to have well-structured discussions between students, teachers and organizers about the program of study? <i>Yes</i>


6.10.	<p>Has the campus or unit,</p> <p>(a) Good facilities for working on pc's and accessing information on the internet? <i>yes</i></p> <p>(b) Good facilities for working individually and in teams on projects and assignments? <i>no</i></p>
6.11.	<p>During the program or module, do students receive useful feedback on their study progress and further growth?</p> <p><i>yes</i></p>

7. Specialized questions related to the program of study

Please add five (5) specialized questions, related to the program of study that is under review, which could provide constructive feedback towards the program's internal evaluation.

7.1.	Do you believe that the Business Economics degree responds to the needs of the industry? <i>Yes. It's very important degree</i>
7.2.	Do you believe that the existing programme should incorporate any other related courses in order to respond to the needs of the industry? If yes, please provide a few examples. <i>Yes. I believe, because do three extra maths classes. Statistics, calculus, Finance are more another two in major.</i>
7.3.	Do you believe that a potential combination of Business Economics with Finance it would be beneficial for the students and it will enhance their employability? <i>Yes.</i>
7.4.	Do you have anything else to suggest that you believe might improve the existing programme? <i>Yes. Every semester to change the teachers for each course</i>
7.5.	<i>and open more course for</i>

ATTENTION: Please confirm that you have read the responses illustrated in the above questionnaire and that you agree that your responses have been documented correctly.

STUDENT SIGNATURE: 	DATE: <i>19 / 3 / 18</i>
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Student Interview Form	
Academic Year: 2017-18	
Evaluation period: F2013-S2016	
Program of study:	Business Economics
Student's Name:	Constantinos Ienerides
Year of study:	3 rd
Interview Date:	19/3/2018

INSTRUCTIONS

First, complete the table above and below, with the student's information and demographic characteristics. Continue by writing down the student's responses in the spaces provided following each question.

In order to ensure the objectivity and the quality of the analyses please ensure that the student will sign the declaration, that is positioned at the end of the interview; stating that he or she has read the responses illustrated in the document and agrees that his or her responses have been documented correctly.

In conclusion, please submit the original and completed student interview form at the Rector's Office and keep a photocopy for further processing.

DEMOGRAPHIC CHARACTERISTICS OF STUDENT				
1. GENDER:	MALE <input checked="" type="checkbox"/>		FEMALE <input type="checkbox"/>	
2. AGE:	18 - 20 <input type="checkbox"/>	21-24 <input checked="" type="checkbox"/>	25 - 27 <input type="checkbox"/>	<28 <input type="checkbox"/>
3. CLASSIFICATION:	FRESHMAN <input type="checkbox"/>	SOPHOMORE <input type="checkbox"/>	JUNIOR <input checked="" type="checkbox"/>	SENIOR <input type="checkbox"/>
4. ENROLED AS:	FULL TIME <input checked="" type="checkbox"/>		PART TIME <input type="checkbox"/>	
	NON MATRICULANT/ NON DEGREE <input type="checkbox"/>			
	ERASMUS STUDENT <input type="checkbox"/>		EXCHANGE STUDENT <input type="checkbox"/>	
5. NATIVE LANGUAGE :	GREEK <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>		
6. NATIONALITY:	CYPRIOT <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>		
7. MARITAL STATUS:	MARRIED <input type="checkbox"/>	SINGLE <input checked="" type="checkbox"/>		
8. STUDIES FUNDED BY:	YOU <input checked="" type="checkbox"/>	PARENTS <input type="checkbox"/>	OTHER <input type="checkbox"/>	

1. Curriculum design PR

1.1. Are you actively and systematically involved in the design (and revisions or adjustments) of the study program and goals?

No

1.2. Do you believe that the content and the structure of the study program is fit with the entry competences of (future) students?

Yes

1.3. Is there a clear logic between learning goals, course contents, teaching approaches, and the methods of assessment?

Yes

2. Teaching and learning methods PR

2.1.

Do you receive a clear overview on the working methods and the study materials that will be used, at the beginning of your studies?

Yes

2.2.

Do you believe that study materials in the course units or modules are:

- a. Relevant to the learning outcomes?
- ☒ b. Well-structured and clearly understandable?
- c. Related with recent developments in the discipline(s) involved?

2.3.

Do the content and the structure of the course, books and notes contribute to the acquisition of knowledge and skills?

Yes

2.4.

Do you believe that the methods employed for teaching and learning are:

- a. Functional in helping to reach the learning outcomes?
- b. Fitting with the characteristics and abilities of the students (e.g. learning styles)?
- ☒ c. Efficiently supported by modern information technology and learning environments (internet support)?
- d. Based on innovative scientific information and experience?
- e. Adequately geared towards self-guided and autonomous learning by students?

2.5.

Assessment for each component:

- a. Are the criteria and methods used (mid-terms, finals, and assignments), defined in written documents, communicated to the students well in time?
- ☒ b. Are the contents for the examination clear?

Quality management PR

Do you think that the entry level of required knowledge and required competences are checked adequately in terms of the students that are being enrolled?

Yes


3.2.

Do you believe that all academic personnel possesses the necessary knowledge and skills in regards to the course unit in which they are involved in?

Yes

3.3.

What is your opinion about the roles and responsibilities of the people involved with the course/program of study? Are they well known and well communicated to the students who need to know? (e.g. by description in a study guide students know whom to contact when there is a problem with the scheduling of lessons).

 Yes they are

3.4.

Do you have a clear idea about the time you need to in in your studies, based on the description of the activities of teaching and learning in the study guide?

Yes

4. Study load and study progress PR

	4.1.	<p>Are the contact hours and study load of the course units or modules,</p> <p>(a.) Clear and transparent (communicated with the students at the beginning of the course)?</p> <p>b. Calculated on the basis of a realistic estimation of the time needed for activities of teaching and learning.</p>
	4.2.	<p>Do you have a clear idea about the time and work you need to invest for studying, based on the description of the activities of teaching and learning in the course outline?</p> <p>Yes</p>
	4.3.	<p>Does the academic personnel adjust their teaching methods and the assignments according to the needs and the amount of time that is estimated for their course unit or module?</p> <p>Yes</p>
	4.4.	<p>Do you believe that the management of the study load and the program takes into account the flexibility of study trajectories and the diversity of student characteristics?</p> <p>Yes</p>

5. Assessment of students

5.1.	Do you believe that the regulations and the scheduling/planning of examinations are clear and understandable to students, as well as being timely? Yes
5.2.	Are the criteria, the methods, the contents and the specific formats, which are used in the assessment for each course unit defined in written documents and communicated to the students well in time? Yes
5.3.	Do you think that the examinations are fair and in clear relation to the competences to be achieved? Yes
5.4.	Do you have the opportunities to discuss your progress and performance with the academic personnel employed? Yes
5.5.	In case of problems and disputes with regards to assessment, do you believe that a neutral person is available to help resolve these problems? No
5.6.	Do assessments take place without disturbing factors? (e.g. in a quiet environment, without interruptions, with enough preparation time). Yes
5.7.	Do you think that the questions at examinations are clearly relatable to the concepts or skills presented in the course materials or in the teaching sessions? Yes

6. Organization

6.1.	Do you think that the academic personnel and/or responsible people provided clear information at the beginning of the course or module? Yes
6.2.	Do you believe that during the program you have enough time to work on projects and prepare your assignments? Yes
6.3.	Are essential information regarding the course and exam schedules made available to students in time? Yes
6.4.	What is your opinion about documents needed for study? Are those provided on time (in paper or electronic version)? Yes
6.5.	Do you think that the electronic learning environment is well structured and functions well throughout the learning trajectory (e.g. was always accessible as foreseen)? Yes they are well structured but I prefer to take the course in class
6.6.	Are changes in the organization of campus activities and teaching sessions, announced on time and not disturbing for an efficient study trajectory? Yes
6.7.	Are responsible people available to answer questions, solve problems, and/or provide support in practical matters? Yes
6.8.	Do you think that activities of tutoring and study guidance are provided for students who need it? Yes
6.9.	Do you think that there are formalized opportunities to have well-structured discussions between students, teachers and organizers about the program of study? Yes

	6.10.	<p>Has the campus or unit,</p> <p>(a) Good facilities for working on pc's and accessing information on the internet?</p> <p>(b) Good facilities for working individually and in teams on projects and assignments?</p>
	6.11.	<p>During the program or module, do students receive useful feedback on their study progress and further growth?</p> <p>Yes</p>

7. Specialized questions related to the program of study

Please add five (5) specialized questions, related to the program of study that is under review, which could provide constructive feedback towards the program's internal evaluation.

7.1.	Do you believe that the Business Economics degree responds to the needs of the industry? <i>I think it responds</i>
7.2.	Do you believe that the existing programme should incorporate any other related courses in order to respond to the needs of the industry? If yes, please provide a few examples. <i>No</i>
7.3.	Do you believe that a potential combination of Business Economics with Finance it would be beneficial for the students and it will enhance their employability? <i>Yes</i>
7.4.	Do you have anything else to suggest that you believe might improve the existing programme? <i>Take courses in an order according to their year of study</i>
7.5.	

ATTENTION: Please confirm that you have read the responses illustrated in the above questionnaire and that you agree that your responses have been documented correctly.

STUDENT SIGNATURE:



DATE:

19/3/2018

