

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
European Institute of Management and Finance

- **Town:** Nicosia

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

In Greek:

Μεταπτυχιακό Πρόγραμμα στην Ευρωπαϊκή Οικονομική
Διακυβέρνηση και Πολιτική

In English:

MSc in European Economic Governance and Policy

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

- **Programme's status:** New

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1.1 Not much need for further improvement of quality assurance, if the regulations will be implemented as intended. One exception: The policy on plagiarism is too liberal and needs to be revised. Even one sentence taken from a source without sufficient attribution is plagiarism.	<p>The EIMF Programme Team greatly appreciates the EEC's positive comment that there is little need for further improvement in quality assurance, and we want to reiterate EIMF's commitment to implement the regulations as presented to the EEC and maintain (if not improve) this high level of quality assurance. Furthermore, the EEC's comment on EIMF's policy on <i>plagiarism</i> is welcomed and offers a significant opportunity to improve EIMF's Academic Integrity and Misconduct Policy.</p> <p>More specifically, the following changes have been made to the policy:</p> <ul style="list-style-type: none"> Under the Section 'Guiding Principles', the first principle is adjusted according to the remark of the EEC: Highly Disciplined approach The Institution operates a highly disciplined approach to plagiarism. Even short sections of unacknowledged text, code, or data copied from any source are considered a breach of academic integrity. Every student is responsible for ensuring that all work submitted is fully referenced and original. Under the Section 'Definitions', Plagiarism is now defined in the following manner: Plagiarism constitutes the use of another person's words, ideas, data, images, or code without clear and accurate attribution. <i>This includes any instance — even a single sentence or short passage — that is reproduced or closely paraphrased without quotation marks and proper citation.</i> Plagiarism applies equally to published, unpublished, and digital sources. Failure to reference appropriately, even unintentionally, is treated as plagiarism. Under the Section 'Governance and Responsibilities', for Course Leaders, the following has been added: Ensure students understand that <i>reproducing even a single sentence without citation is unacceptable and constitutes plagiarism.</i> Under the section 'Classification of Misconduct and Indicative Sanctions', misconduct is classified at two levels to ensure proportionate, consistent outcomes. <ul style="list-style-type: none"> Level 1 (Minor) <i>Poor academic practice; limited unattributed text; early-stage misunderstanding.</i> 	Choose level of compliance:

	<p>Indicative sanction: Formal warning; assessment capped at 50%.</p> <ul style="list-style-type: none"> ○ Level 2 (Moderate) <i>Substantial unattributed paraphrase or copying indicating negligence rather than intent to deceive; unauthorised collaboration on limited sections; undeclared but limited use of AI tools.</i> Indicative sanction: Mark of 0 for the specific assessed part of the exercise or opportunity for <i>resubmission capped at 50%</i>, depending on context and intent. Formal record of misconduct retained for monitoring purposes (but not automatically affecting progression). ○ Level 3 (Major) <i>Contract cheating; impersonation; prohibited aids in examinations; systematic or repeated plagiarism; fabrication or falsification of data.</i> Indicative sanction: Fail the module and require completion of a <i>reflective integrity assignment</i> before re-enrolment. Suspension may be applied where deliberate and premeditated deception is proven, especially for repeated offences. Permanent exclusion reserved strictly for egregious, repeated or contract-cheating cases. 	
<p>1.2 With a growing student population in the long term, the institute may consider to incorporate a policy on placements, particularly for students arriving without industry performance. So far, no organized social events are intended. While not a critical weakness, such activities could contribute to a stronger sense of community and networking among students. The institute needs to make sure that course content is regularly monitored in the light</p>	<p><u>Policy on placements:</u> The EIMF Programme Team places great value on linking its programmes with industry through its Career Office, networking activities, and guidance offered to students. In addition, and with reference to the EEC's comments, the EIMF has developed a 'Career Guidance and Employability Policy' (Annex 1). The purpose of this policy is to provide a structured approach for supporting students and graduates in developing their career potential and employability. It outlines the principles, processes, and responsibilities that guide EIMF's efforts to enhance students' readiness for employment or career advancement, including placements, regardless of whether they study on campus or through distance learning.</p> <hr/> <p><u>Social Events:</u> We thank the External Evaluation Committee for this constructive observation. We want to clarify that the institution already organises a range of social and community-building activities to strengthen student engagement and foster a sense of belonging. These include social gatherings, informal networking events, and thematic activities such as movie nights and discussion sessions</p>	<p>Choose level of compliance:</p>

of the latest research in the given discipline, thus ensuring that the programme is up-to-date.

that bring together students and faculty in a casual setting. It is acknowledged that these initiatives may not have been sufficiently emphasised during the evaluation visit.

The Programme Team remains committed to continuing and further enhancing such activities, including the organisation of virtual social events specifically designed for the distance-learning context (e.g., online movie nights followed by discussion, wellbeing sessions, and interactive game evenings). These activities aim to foster a stronger sense of belonging and enhance student engagement and networking within the programme community.

Inclusion of the latest research developments:

EIMF is committed to incorporating the latest research developments into the modules it delivers. For this reason, the Programme and Module leaders are instructed accordingly and are expected, at the end of each academic year, to demonstrate how they have used the latest research and the synergies between research and teaching. For this, there are specific provisions in the template of the Annual Reports prepared by the Programme Leader and the Module Leader that cover this issue. Specifically:

Programme Leader Annual Report Template – Specific Provision for Research:

Synergies Between Research and Teaching

- Ways in which research activities informed or enriched teaching:
- Opportunities for integrating current research, case studies, or student involvement in research:

Module Leader Annual Report Template – Specific Provision for Research:

Research–Teaching Synergies

- How research-informed or enhanced teaching (e.g. integration of recent studies, case research, or module leader's own research):
- Opportunities provided for students to engage with research or develop research-related skills:

The Academic Committee has ownership of this process and is expected to review and provide feedback on these reports within a month following the end of the exam period. Through this

	process, there is a constant control and monitoring that ensures the inclusion of the latest research findings in the syllabus of the modules delivered.	
1.3 Given that a long distance MA on this topic likely will trigger interest by a broad European and global student body, we recommend comprehensive public information on selection criteria. Although student discount cards were available upon request, it is suggested they should be systematically provided upon registration to ensure equal access to benefits.	<p>The EIMF Academic Teams welcomes the EEC's comment that this Programme is likely to trigger interest by a broad European and global student body. Furthermore, we are committed in transparency and providing all relevant information on our website. This will be done only after the CYQAA approves the Programme for Higher Education.</p> <p>EIMF publicly provides information (including the selection criteria) only in relation to those academic programmes after accreditation has been secured.</p> <p>Regarding student cards, they are now systematically offered through an automated process to all students, not just upon request.</p>	Choose level of compliance:
1.4 No need for further improvement of internal information management, if all tools are implemented as intended.	EIMF reiterates its commitment that all tools are extensively utilised and implemented as presented to the EEC.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>2.1 Process of teaching and learning and student-centred teaching methodology /E-learning</p> <p>Learning outcomes</p> <p>The learning outcomes were appropriate and corresponded to a postgraduate level of study. An improvement would be to review their number.</p> <p>Ideally, reference should be made to them in assessment rubrics to support student learning.</p> <p>Interaction</p> <p>The engagement of students should include additional channels of communication beyond the discussion fora (an informal self-help group was mentioned during our discussion with the team) to support building a community.</p> <p>Artificial Intelligence (AI)</p> <p>The institution provided a set of student-facing guidelines on the use of AI (Specific Guidelines for the Use of AI by Students in Assessments) and the institutional policy statement on the use of AI (Policy on the Responsible and Ethical</p>	<p><i>The learning outcomes were appropriate and corresponded to a postgraduate level of study. An improvement would be to review their number</i></p> <p>The EIMF Programme Team thanks the Committee for this positive observation and useful recommendation. Following the evaluation, a comprehensive review of the learning outcomes across all courses has been conducted to ensure coherence, clarity, and alignment with postgraduate standards and the EQF Level 7 descriptors.</p> <p>As a result of this review, the number of learning outcomes has been adjusted where appropriate. In courses where the existing number was considered pedagogically justified the outcomes have been maintained. However, in other courses, the number of learning outcomes has been reduced to promote greater focus and ensure that each outcome is clearly measurable and effectively aligned with teaching activities and assessment methods. Namely this has been done for two courses (European Public Policy and European Integration).</p> <p>Specifically, in the course European Public Policy, the number of learning outcomes has been reduced as follows:</p> <ol style="list-style-type: none"> 1) Explain the core concepts, structures, and dynamics of the EU's public policy system, and compare them with national models. 2) Compare and apply major theoretical approaches to EU policy-making, including neofunctionalism, intergovernmentalism, and new institutionalism. 3) Analyse the roles, powers, and interactions of key EU institutions across the policy cycle, with particular attention to legislative procedures such as the Ordinary Legislative Procedure. 4) Evaluate the challenges of policy implementation and compliance within the EU's multi-level governance framework. 5) Critically assess EU governance in key economic domains, including the Single Market, Competition Policy, the EMU, and the EU budget and Cohesion Policy. 6) Analyse the EU's regulatory and normative influence globally, with particular focus on environmental policy, migration, and foreign/security policy. 	<p>Choose level of compliance:</p>

<p>Use of Artificial Intelligence). We would recommend that the programme team articulates how any generic institutional AI guidance is applied to the context of this particular programme. This affects assessments and there is a need to establish a clear narrative for the use of generative AI technologies in the programme, with specific student-oriented guidance. We encourage the institution to follow international best practice regarding simple student-facing guidance on AI, such as established by KCL AI Guidance Golden Rules.</p>	<p>7) Synthesise EU policy responses across domains and assess how crises shape integration, institutional resilience, and reform.</p> <p>Specifically, in the course European Integration, the number of learning outcomes has been reduced as follows:</p> <ol style="list-style-type: none"> 1) Describe the historical development of the European Union, from post-war cooperation to the Lisbon Treaty, and explain how major treaties shaped EU integration and governance. 2) Compare and critically evaluate key theories of European integration (Federalism, Functionalism, Liberal Intergovernmentalism, Neo-Functionalism, and critical European theories) and apply them to both historical and contemporary EU developments. 3) Analyse the structure, powers, and institutional dynamics of the European Council, European Commission, European Parliament, and the Court of Justice in EU policymaking. 4) Assess the democratic legitimacy of EU institutions and decision-making processes and propose realistic and legally grounded reforms to address the democratic deficit. 5) Evaluate the political and institutional impact of Brexit and the enlargement process on EU cohesion, public trust, and policymaking. 6) Interpret and assess the EU's response to the Ukraine crisis, including political, economic, and diplomatic dimensions, and its implications for EU foreign and security policy. 7) Examine the causes and consequences of the European financial crisis and evaluate how EU institutions and member states addressed the resulting systemic challenges. 8) Investigate a current or emerging issue in EU integration (e.g. climate policy, digital sovereignty, or migration), and develop forward-looking, evidence-based policy recommendations. 9) Apply theoretical, institutional, and research knowledge in interactive activities—such as simulations, group projects, and role-play exercises—to co-design and communicate practical solutions to real-world EU policy challenges. <hr/> <p><i>Ideally, reference should be made to them in assessment rubrics to support student learning</i></p> <p>The Programme Team appreciates the Committee's valuable recommendation regarding the integration of learning outcomes</p>	
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	<p>into assessment rubrics. In response, all assessment rubrics across the programme have been revised to <i>explicitly reference the corresponding learning outcomes</i>, thereby strengthening the link between learning objectives, teaching activities, and assessment practices. This alignment enhances the transparency of evaluation criteria and supports both formative and summative feedback to students.</p> <p>Furthermore, all course leaders are guided and monitored by the Director of the Centre for Pedagogical Innovation and Distance Learning to embed learning outcomes within assessment rubrics and gradebook structures in the Moodle platform. This initiative ensures coherence and consistency across courses and promotes constructive alignment within the overall programme design.</p> <p>An illustrative example of how the learning outcomes have been integrated into the assessment rubrics is attached for reference (Annex 2).</p> <hr/> <p><i>Interaction</i> <i>The engagement of students should include additional channels of communication beyond the discussion fora (an informal self-help group was mentioned during our discussion with the team) to support building a community</i></p> <p>The Programme Team acknowledges and appreciates the Committee's observation regarding the enhancement of student engagement through additional communication channels. We would like to note that several informal and structured initiatives are already in place to complement the discussion fora and to foster a stronger sense of community among students.</p> <p>In particular, the Programme Team has introduced initiatives such as the <i>study buddy system</i>, which pairs or clusters students at the beginning of the programme to encourage accountability and informal peer support. In addition, <i>dedicated informal channels</i>—for example, a “virtual café” hosted on Teams or Moodle—provide an open space for students to exchange ideas, share resources, and build social connections.</p> <p>Further initiatives are developed to strengthen these efforts, including the promotion of <i>student-led interest groups</i> (e.g. in areas such as fintech, EU law, and governance) and <i>webinars with open networking sessions</i>, where virtual breakout rooms remain available after guest lectures to facilitate informal interaction among participants.</p>	
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	<p>These actions reflect the Programme Team's continued commitment to fostering an engaged and supportive learning community, particularly within the distance-learning environment.</p> <hr/> <p><i>Artificial Intelligence (AI)</i></p> <p>In addition, to the policies shared with the EEC, the EIMF Academic Team acknowledges the need to follow international best practice and develop simple student-facing guidance on AI (e.g. the KCL AI Guidance Rules explicitly mentioned by the EEC). For this reason, a two-page summary focusing on 'Guidance on the Use of Artificial Intelligence (AI) in the Master in European Economic Governance and Policy' (Annex 3) has been developed and is readily available to be circulated to all students of the Master Programme under review.</p>	
<p>2.2 Practical training: Given the current student body of professionals from the Cyprus financial services community, there is no need for an internship. However, should the MA also recruit students with no previous practical work experience, the incorporation of an obligatory internship for these students might be considered. Alumni indicated that no job placement opportunities were offered yet during their studies. Establishing stronger connections with job recruiters and industry partners would significantly enhance the employability outcomes of future graduates, if the latter are not already industry professionals (as currently is the case).</p>	<p>The EIMF team would like to point out that, as mentioned by the EEC, all current students currently undertaking the Master Programme in Governance, Risk and Compliance (face-to-face delivery) are full-time professionals and, therefore, there has been no need to offer internship programmes and job placements. Currently, EIMF has no alumni students.</p> <p>With the introduction of a long-distance programme (currently under review), we would like to highlight that it is not considered suitable to include an obligatory internship. However, EIMF is committed to further strengthening connections with industry partners and to inform students about employability opportunities in the field constantly.</p> <p>Given the importance EIMF places on the EEC's suggestion, a separate 'Career Guidance and Employability Policy' (Annex 1) has been developed. The purpose of this policy is to provide a structured approach for supporting students and graduates in developing their career potential and employability. It outlines the principles, processes, and responsibilities that guide EIMF's efforts to enhance students' readiness for employment or career advancement, regardless of whether they study on campus or through distance learning.</p>	<p>Choose level of compliance:</p>

<p>If the institute becomes regularly successful with regard to applications for research funding, students which do not simultaneously work in the Cyprus financial sector should be employed as student assistants.</p>		
<p>2.3 Student assessment: The institute needs to appoint an independent second assessments of the final MA thesis, next to the supervisor of the latter, in line with international best practice.</p> <p>The grading component for participation could to be based on more detailed criteria which should be clearly communicated in advance of the course.</p>	<p>The Master's thesis policy has been revised accordingly to incorporate the recommendation of the EEC (Annex 4). For easy reference, the policy is included below, and one may see the explicit reference made in relation to the suggestion of the EEC: <i>'An independent second marker second marks the thesis'</i> (Section 4 under the Heading 'Format and Assessment').</p> <p>EIMF Master Thesis Policy (Final Project) This document outlines the policy and procedures for the Final Thesis—also referred to as the Final Project—a core requirement for the successful completion of the Master's Programmes offered by the European Institute of Management and Finance (EIMF).</p> <p>1. Purpose and Learning Outcomes The Thesis provides students with the opportunity to apply knowledge and methodologies learned in core and elective modules to a real-world or research-based problem. It enables students to develop independent inquiry skills and explore a topic of professional or academic interest in greater depth, in alignment with the learning outcomes of their Master's Programme.</p> <p>2. General Regulations The following rules apply to all students undertaking the Final Thesis:</p> <ol style="list-style-type: none"> 1. Students must complete at least 40 ECTS, including the Research Methods module, before they are eligible to participate in the Thesis Workshop. 2. Students must submit an approved thesis proposal within three months of attending the Thesis Workshop. 3. Failure to obtain proposal approval within this timeframe will result in a Fail grade for the Final Thesis Workshop. The student will be required to re-enroll in the Workshop and pay the applicable fee. The revised proposal may build on the original submission. 4. Once the proposal is approved, students will have up to six months to submit their final thesis. 5. Students may request an extension if the six-month period is insufficient, provided that the overall duration 	<p>Choose level of compliance:</p>

	<p>of study remains within the four-year limit set for Master's Programmes. Each month of extension incurs a €150 fee.</p> <p>6. If a student's registration has expired beyond the four-year programme limit, they must re-register and pay the appropriate fees as defined in the EIMF Academic Regulations.</p> <p>3. Thesis Process and Milestones</p> <p>Step 1: Topic Selection and Supervisor Matching</p> <ul style="list-style-type: none"> Students are encouraged to explore potential thesis topics aligned with their Programme's learning outcomes. A list of faculty members and suggested research topics is available through EIMF's learning platform. Students may proactively contact a faculty member whose interests align with their proposed topic or request support from the Programme Coordinator. <p>Step 2: Thesis Workshop</p> <ul style="list-style-type: none"> The Thesis Workshop provides academic and practical guidance on developing a thesis proposal. Students will receive guidelines on research scope, structure, and expectations. Participants are expected to submit a draft proposal by the end of the Workshop. <p>Step 3: Proposal Submission and Approval</p> <ul style="list-style-type: none"> Formal feedback is provided by the Programme Coordinator to help students finalise their proposal. If no prior supervisor has been selected, the Programme Coordinator will assign one. Students must complete a Final Thesis Registration Form, indicating their supervisor, via the EIMF learning platform. The assigned supervisor must formally approve the thesis title and forward it to the Registrar's Office. Once the Registrar confirms receipt, the six-month period for completion begins. <p>Step 4: Thesis Supervision and Submission</p> <ul style="list-style-type: none"> Students are entitled to a minimum of four supervision sessions with their assigned supervisor. Additional sessions may be scheduled upon mutual agreement. The final thesis must be submitted within six months of proposal approval. <p>Step 5: Changes to Supervision</p> <ul style="list-style-type: none"> If a change in supervisor is necessary, students must notify the Registrar and submit a new supervisor form. The change must be approved by the Programme Coordinator. 	
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4. Format and Assessment

- The required length of the Thesis is 8,000 to 10,000 words (excluding appendices, references, and cover pages).
- Students must follow EIMF formatting and citation guidelines as provided during the Thesis Workshop.
- The Supervisor serves as the primary marker.
- **The thesis is second-marked by an independent second marker.**
- The EIMF Examination Board confirms final marks.

Grading Criteria: Assessment criteria and grading rubrics are included in the official module outline available on the learning platform.

5. Confidentiality and Repository Policy

Ownership and Access

- Once submitted, the Thesis becomes the property of EIMF for purposes of assessment, internal moderation, and academic archiving.
- Students retain moral authorship, but the document may not be withdrawn once submitted for assessment.

Confidential Material

- If the Thesis contains sensitive data or organisational information, students must obtain written permission from the respective organisation and notify their Supervisor.
- If the Supervisor and Programme Coordinator designate the thesis as confidential, it will be stored securely and destroyed one year after graduation, unless accessed for academic or legal review.

Non-Confidential Theses

- If the Thesis is deemed non-confidential, it may be stored in EIMF's digital repository.
- EIMF reserves the right to select exemplary Theses for publication. Publication may only proceed with the student's written consent.

6. Summary Timeline

Stage	Timeline
Completion of 40+ ECTS incl. Research Methods	Before Thesis Workshop
Attend Thesis Workshop	Eligible after 40+ ECTS
Submit approved proposal	Within 3 months of Workshop

	<table><tr><td>Final thesis submission</td><td>Within 6 months of proposal approval</td></tr><tr><td>Request extension (if needed)</td><td>€150/month within 4-year limit</td></tr></table> <hr/> <p>Regarding the Grading System, the Programme Team thanks the Committee for this valuable observation. We would like to clarify that the assessment of participation is already established and explained in the course descriptors.</p> <p>Specifically, each course descriptor provides that Participation and Collaboration (30%) explicitly refers to students’ active engagement in weekly activities—such as discussions, role plays, simulations, and scenario-based exercises—and clarifies that each activity carries equal weight, with individual feedback provided.</p> <p>In addition, in the course already prepared on the Moodle platform, each interactive activity is accompanied by a specific assessment rubric that details the criteria, performance levels, and examples of expected contributions. These rubrics ensure transparency and consistency in the evaluation process and enable students to understand in advance how their participation will be assessed.</p> <p>The Programme Team remains committed to maintaining and further refining these practices to ensure clarity, fairness, and alignment with the principles of PBL and continuous feedback.</p>	Final thesis submission	Within 6 months of proposal approval	Request extension (if needed)	€150/month within 4-year limit	
Final thesis submission	Within 6 months of proposal approval					
Request extension (if needed)	€150/month within 4-year limit					
2.4 Study guide structure, content and interactive activities We recommend some minor adjustments in course descriptions and reading lists: - The course on Digital Skills needs to make sure that readings are up to date, given the dynamic development of the field (key textbooks listed here are quite old).	<p><i>The course on Digital Skills needs to make sure that readings are up to date, given the dynamic development of the field (key textbooks listed here are quite old)</i></p> <p>The course bibliography and study guide for <i>Digital Skills</i> have been updated to reflect current developments in digital literacy, AI, and data governance, as following:</p> <p>Core Texts</p> <ol style="list-style-type: none">1. European Commission, Joint Research Centre (2022). <i>The European Digital Competence Framework for Citizens – DigComp 2.2: Update Phase 2020–2022.</i> Luxembourg: Publications Office of the European Union. DOI: 10.2760/1153762. European Commission (2020). <i>Digital Education Action Plan 2021–2027: Resetting Education and Training for</i>	Choose level of compliance:				

<p>- The courses on International and EU Financial Regulation, as well as EU Financial Institutions and Policies should incorporate some elements of political science scholarship (e.g. on revolving doors, regulatory capture, too big to fail as a democracy problem).</p> <p>- The courses on European Integration, EU Public Policy and European Political Economy would benefit from an incorporation of some readings in a more critical perspective, such as covered by the Routledge Handbook on Critical European Studies, or in a Neo-Gramscian perspective (Roland Erne, Magnus Ryner, Bastiaan van Apeldoorn, etc.)</p> <p>- While the digital skills acquired during the various courses are quite comprehensive, the writing of research papers is only supported by the course on Research Methods. It would be useful to train this writing somewhat earlier as well (while bearing in mind the challenges of essay-based assessments given AI), in order to support students regarding their MA thesis.</p> <p>- In a medium term perspective, it might be useful to offer students</p>	<p><i>the Digital Age</i>. COM(2020) 624 final. Brussels. Official EU Policy Document</p> <ol style="list-style-type: none"> 3. OECD (2023). <i>Skills Outlook 2023: Building Skills for the AI Era</i>. Paris: OECD Publishing. DOI: 10.1787/1e9a5bbf-en 4. Floridi, L. (2023). <i>Ethics, Governance, and AI</i>. Cambridge University Press. ISBN 9781009389777. 5. Susskind, R. & Susskind, D. (2022). <i>The Future of the Professions: How Technology Will Transform the Work of Human Experts</i>. Oxford University Press. ISBN 9780198841890. <p>Further Readings</p> <ol style="list-style-type: none"> 1. Vuorikari, R., Kluzer, S., & Punie, Y. (2022). "DigComp into Action: A Framework for Implementing Digital Competence in Education." <i>European Journal of Education</i>, 57(3), 447–465. DOI: 10.1111/ejed.12506 2. Redecker, C., & Centeno, C. (2023). "AI Literacy and the European Digital Skills Agenda: Challenges and Opportunities." <i>Computers & Education: Artificial Intelligence</i>, 5, 100149. DOI: 10.1016/j.caeai.2023.100149 3. Bates, A. W. T. (2022). "Teaching in a Digital Age: Guidelines for Designing Teaching and Learning." 3rd Edition. Vancouver: Tony Bates Associates. (Open-access text widely used in postgraduate programmes in digital education.) 4. Laar, E. van, Deursen, A. van, & Dijk, J. van (2020). "Determinants of 21st-Century Digital Skills: A European Perspective." <i>Computers in Human Behavior</i>, 111, 106392. DOI: 10.1016/j.chb.2020.106392 5. European Parliament & Council (2024). <i>Artificial Intelligence Act (AI Act): Regulation on Artificial Intelligence</i>. Official Journal of the EU (L 2024/AI). 6. European Commission (2024). <i>European Digital Decade Policy Programme 2030</i>. Brussels: Publications Office of the EU. <hr/> <p><i>The courses on International and EU Financial Regulation, as well as EU Financial Institutions and Policies should incorporate some elements of political science scholarship (e.g. on revolving doors, regulatory capture, too big to fail as a democracy problem)</i></p> <p>The two courses have been enriched with elements of political science scholarship, as advised by the Committee.</p>	
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<p>a limited range of electives, for example with regard to diplomacy or international relations, or trade policy. This could be based on surveys of student preferences.</p>	<p>REG500 International and EU Financial Regulation</p> <p>Specifically, for this module, the content of week 10 on “<i>The Global Financial Crisis</i>” has now been updated to incorporate the concept of Too Big To Fail.</p> <ul style="list-style-type: none"> Revised summary: “Week 10 focuses on the European financial crisis, examining its origins, development, and impact on the EU. The 2008 crisis exposed deep vulnerabilities in the EU’s financial and political systems, highlighting not only regulatory failures but also broader democratic challenges. Students will investigate the causes of the crisis—including fiscal mismanagement, banking sector fragility, and global financial interdependencies—and assess the EU’s responses, such as bailouts, austerity, and institutional reforms. Particular attention will be paid to the concept of “too big to fail” and to the critical concerns it raises about democratic accountability, fairness in policy responses, and the concentration of financial and political power. Students will evaluate the extent to which post-crisis reforms have addressed these concerns and reflect on how regulation serves both financial stability and democratic legitimacy.” Added weekly learning outcome: “Critically analyse the concept of ‘too big to fail’ as both a financial and democratic problem.” The reading list of this week already includes references to the concept of “too big to fail” <p>POL500 EU Financial Institutions and Policies</p> <p>With regards to the EU Financial Institutions and Policies, the concept of regulatory capture has been incorporated in week 4 on “European Banking Authority and European Banking Union”, and the concept of revolving doors have been incorporated in week 5 on “European Securities and Markets Authority (ESMA) and European Insurance and Occupational Pensions Authority (EIOPA)”</p> <ul style="list-style-type: none"> Week 4 revised summary: “Week 4 focuses on the European Banking Authority (EBA) and the European Banking Union (EBU). The EBU is a fundamental part of the EU’s financial integration agenda, designed to safeguard the stability of the banking system within the euro area. Students will consider the EBU’s institutional framework, its three pillars, and the importance of this edifice to EU financial policy. The key components of the EBU are the Single Supervisory Mechanism (SSM), the Single Resolution Mechanism (SRM), and the European 	
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	<p>Deposit Insurance Scheme (EDIS). Moreover, students will explore the role of the EBA in overseeing banking supervision and regulation. The EBA is an independent EU authority that aims to safeguard the integrity and robustness of the EU banking sector to support financial stability. However, students will also critically examine the challenges to EBA's independence and effectiveness, particularly the issue of regulatory capture by national banking lobbies, which can influence the consistency and quality of supervisory decisions across the Union. This week combines technical analysis with political and ethical reflection and includes continued work on the assessed mind map project."</p> <ul style="list-style-type: none"> • Added learning outcome in week 4: "Critically analyse the risks of regulatory capture and the influence of national and industry interests on EU-level banking supervision." • Added optional reading in week 4: <ul style="list-style-type: none"> ○ Levine, M. E., & Forrence, J. L. (1990). Regulatory capture, public interest, and the public agenda: Toward a synthesis. <i>JL Econ & Org.</i>, 6, 167. ○ Manish, G. P., & O'Reilly, C. (2019). Banking regulation, regulatory capture and inequality. <i>Public Choice</i>, 180(1), 145-164. ○ Li, W. Y. (2023). Regulatory capture's third face of power. <i>Socio-Economic Review</i>, 21(2), 1217-1245. • Week 5 revised summary: "Week 5 addresses the EU's regulatory framework for financial markets, focusing on two key supervisory authorities: the European Securities and Markets Authority (ESMA) and the European Insurance and Occupational Pensions Authority (EIOPA). Students will explore their mandates, governance, and functions, as well as the broader regulatory landscape in which they operate. Both agencies are essential to the EU's goal of building a transparent, stable, and integrated financial market. This week will also introduce a critical political and ethical dimension, examining how regulatory independence is maintained and challenged, and how revolving doors—the movement of officials between regulatory bodies and the private sector—can affect credibility, accountability, and trust in supervision. Through case examples and discussion, students will assess how ESMA and EIOPA balance technical expertise with impartiality, and how governance safeguards aim to prevent conflicts of interest. The week concludes with the submission of the assessed mind map project." 	
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	<ul style="list-style-type: none"> Added learning outcome in week 5: “Discuss the phenomenon of revolving doors and assess its impact on institutional credibility and policy impartiality.” Added optional reading in week 5: <ul style="list-style-type: none"> Chalmers, A. W., Klingler-Vidra, R., Puglisi, A., & Remke, L. (2022). In and out of revolving doors in European Union financial regulatory authorities. <i>Regulation & Governance</i>, 16(4), 1233-1249. Yates, S., & Cardin-Trudeau, É. (2021). Lobbying “from within”: A new perspective on the revolving door and regulatory capture. <i>Canadian Public Administration</i>, 64(2), 301-319 <hr/> <p><i>The courses on European Integration, EU Public Policy and European Political Economy would benefit from an incorporation of some readings in a more critical perspective, such as covered by the Routledge Handbook on Critical European Studies, or in a Neo-Gramscian perspective (Roland Erne, Magnus Ryner, Bastiaan van Apeldoorn, etc.)</i></p> <p>The Programme Team is fully aligned in providing a critical perspective to these courses in a more explicit manner. In doing so and in line with the suggestions of the Committee, the book ‘Routledge Handbook on Critical European Studies’ has been purchased and added to EIMF’s library list and is now included in the relevant bibliography. Additionally, a Neo-Gramscian approach has been incorporated in the three suggested modules, taking into account the book ‘Routledge Handbook on Critical European Studies’ and the work of the suggested scholars (Roland Erne, Magnus Ryner, Bastiaan van Apeldoorn), but not limited to that.</p> <p>POL510 European Integration</p> <p>Week 4: Additional Bibliography</p> <ul style="list-style-type: none"> Diez, T. (2020). Introduction: Towards a critical theorising of European integration. In <i>The Routledge Handbook of Critical European Studies</i> (pp. 15-20). Routledge. Bieler, A., & Salyga, J. (2020). Historical materialism and European integration. In <i>The Routledge handbook of critical European studies</i> (pp. 21-33). Routledge. Hooghe, L., & Marks, G. (2019). Grand theories of European integration in the twenty-first century. <i>Journal of European Public Policy</i>, 26(8), 1113-1133. 	
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Week 8: Legitimacy, Democratic Deficit, and Critical Perspectives on European Integration

Summary (revised):

This week explores the European Union's democratic deficit and questions of legitimacy through both institutional and critical lenses. Building on earlier theories of integration, we consider how legitimacy is constructed, challenged, and sustained. The session introduces *critical and Neo-Gramscian approaches*, examining how power, ideology, and hegemony shape what is perceived as legitimate governance in the EU. Students will assess whether the EU's legitimacy crisis is primarily institutional or structural, and how critical theory broadens our understanding of democracy beyond procedural accountability.

Learning Objectives:

- Explain key debates about the EU's democratic deficit and legitimacy.
- Identify how critical and Neo-Gramscian theories conceptualise legitimacy, hegemony, and consent.
- Apply these perspectives to evaluate how EU institutions reproduce or contest power relations.
- Compare institutional and critical explanations for the EU's legitimacy challenges.

Key Readings added to existing references:

- Eriksen, E. O. (2020). Justifying democracy in the European Union: Reasoning with Habermas against Habermas. In *The Routledge Handbook of Critical European Studies* (pp. 34-46). Routledge.
- Ioannou, D., Leblond, P., & Niemann, A. (Eds.). (2016). *European Integration in Times of Crisis: Theoretical perspectives*. Routledge.
<https://doi.org/10.4324/9781315677552>
- Bieler, A., & Bieling, H. J. (2019). Conceptualising the development of the European political economy from a neo-Gramscian perspective. In *Trade Unions and European Integration* (pp. 51-68). Routledge.
- Manners, I. (2020). Critical social theory approaches to European integration. In *The Routledge handbook of critical European studies* (pp. 139-152). Routledge.
- Ryner, M. (2017). Europe's ordoliberal iron cage: critical political economy, the euro area crisis and its management. In *European Integration in Times of Crisis* (pp. 131-156). Routledge.
- Erne, R., & Blaser, M. (2018). Direct democracy and trade union action. *Transfer: European Review of Labour and Research*, 24(2), 217-232.

	<p>POL520 – European Political Economy</p> <p>Weeks 5 and 6 (Modified for Critical / Neo-Gramscian Perspective)</p> <p>Week 5: Building the Euro</p> <p>An additional critical layer has been added that Introduces the <i>Neo-Gramscian interpretation</i> of EMU as a hegemonic project that institutionalises a particular capitalist order (embedded neoliberalism) and consolidates transnational elite consensus.</p> <p>Revised Summary: In addition to examining Ordoliberal and intergovernmental explanations for EMU's creation, the week introduces a <i>Neo-Gramscian critique</i> that interprets the Euro as part of a broader hegemonic project in European capitalism. Students explore how economic ideas, material forces, and institutions combined to lock in neoliberal discipline and constrain alternative political economies.</p> <p>Additional Learning Objectives:</p> <ul style="list-style-type: none"> • Explain how Neo-Gramscian theory interprets EMU as a project of transnational capitalist hegemony. • Analyse how ideas and institutional design serve to consolidate neoliberal economic governance within the EU. <p>Suggested Additional Readings:</p> <ul style="list-style-type: none"> • Van Apeldoorn, B. (2003). <i>Transnational capitalism and the struggle over European integration</i>. Routledge. • Cafruny, A., & Ryner, M. (2009). Critical political economy. <i>European integration theory</i>, 2, 221-240. • Ryner, M. (2017). Europe's ordoliberal iron cage: critical political economy, the euro area crisis and its management. In <i>European Integration in Times of Crisis</i> (pp. 131-156). Routledge. • Ryner, M., & Cafruny, A. (2016). <i>The European Union and Global Capitalism: Origins, Development, Crisis</i>. Bloomsbury Publishing. • Bieler, A., & Bieling, H. J. (2019). Conceptualising the development of the European political economy from a neo-Gramscian perspective. In <i>Trade Unions and European Integration</i> (pp. 51-68). Routledge. • Bigo, D., Diez, T., Fanoulis, E., Rosamond, B., & Stivachtis, Y. A. (Eds.). (2021). <i>The Routledge handbook of critical European studies</i>. Abingdon, Oxon; New York, NY: Routledge. 	
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Week 6: Anatomy of a Crisis: Design, Politics, and Power

An additional critical layer has been added that frames the crisis as a *crisis of hegemony* and *passive revolution* within European capitalism. Explore how crisis management reproduced rather than transformed the underlying power relations.

Revised Summary: Beyond institutional and macroeconomic explanations, the week incorporates *critical political economy* and *Neo-Gramscian* insights. The Eurozone crisis is examined as a struggle over the reproduction of neoliberal hegemony—where austerity and structural reform policies reinforced existing power asymmetries between core and peripheral states.

Additional Learning Objectives:

- Analyse the Eurozone crisis as a manifestation of contradictions within the neoliberal project of European integration.
- Apply Neo-Gramscian concepts (hegemony, passive revolution, historical bloc) to the EU's crisis response.

Suggested Additional Readings:

- Apeldoorn, B. V. (2009). The contradictions of 'embedded neoliberalism' and Europe's multi-level legitimacy crisis: The European project and its limits. In *Contradictions and limits of neoliberal European governance: From Lisbon to Lisbon* (pp. 21-43). London: Palgrave Macmillan UK.
- Montgomerie, J., & Tepe-Belfrage, D. (2020). Financialisation, crisis and austerity as the distribution of harm. In *The Routledge Handbook of Critical European Studies* (pp. 201-211). Routledge.
- Erne, R. (2019). How to analyse a supranational regime that nationalises social conflict? The European crisis, labour politics and methodological nationalism. Nanopoulos, E., Vergis, F.(eds.). *The Crisis Behind the Euro-Crisis: The Euro-Crisis as Systemic Multi-Dimensional Crisis of the EU*.
- Burnham, P. (2011). Towards a political theory of crisis: policy and resistance across Europe. *New Political Science*, 33(4), 493-507.
- Ryner, M. (2010). An obituary for the Third Way: The financial crisis and social democracy in Europe. *The Political Quarterly*, 81(4), 554-563.

POL530 European Public Policy

Week 12 Title: *Power, Ideology, and the Political Economy of EU Public Policy: A Critical Perspective*

Learning Objectives:

- Identify the ideological and hegemonic underpinnings of EU policy frameworks.
- Apply critical and Neo-Gramscian perspectives to specific policy domains (e.g., migration, Green Deal, EMU).
- Reflect on how EU governance can both stabilise and challenge neoliberal hegemony.

Key Readings:

- Offe, C. (2012). The European model of 'social' capitalism: Can it survive European integration?. In *Worlds of Capitalism* (pp. 160-192). Routledge.
- Samper, J. A., Schockling, A., & Islar, M. (2021). Climate politics in green deals: Exposing the political frontiers of the European Green Deal. *Politics and Governance*, 9(2), 8-16.
- Parker, O. (2020). Critical political economy and the free movement of people in the EU. In *The Routledge Handbook of Critical European Studies* (pp. 239-253). Routledge.
- Bieler, A. (2013). The EU, Global Europe, and processes of uneven and combined development: the problem of transnational labour solidarity. *Review of International Studies*, 39(1), 161-183.
- Ryner, M. (2014). Why the financial crisis has not generated a social democratic alternative in Europe?. In *European social democracy during the global economic crisis* (pp. 60-76). Manchester University Press.

While the digital skills acquired during the various courses are quite comprehensive, the writing of research papers is only supported by the course on Research Methods. It would be useful to train this writing somewhat earlier as well (while bearing in mind the challenges of essay-based assessments given AI), in order to support students regarding their MA thesis.

The Programme Team appreciates the Committee's constructive suggestion regarding the enhancement of academic writing skills. While the Research Methods course provides structured guidance and support for research paper writing, we recognise the importance of introducing such training earlier in the programme to better prepare students for their MA thesis and written assessments.

	<p>To this end, the Programme Team has integrated additional academic writing support sessions during the programme's induction period. Specifically, a series of 4 online workshops is now available, offering students the opportunity to strengthen their writing skills through practical exercises, feedback, and guidance from experienced professionals. These sessions will cover essential aspects such as academic style, structure, referencing, and critical argumentation (Please see below)</p> <div data-bbox="438 667 1204 851"> <p>Academic Writing Support Workshops (Induction Period) Format: 4 online interactive workshops (90 minutes each) Purpose: To prepare students early in the programme for essay-based assessments and the Master thesis by developing academic writing, critical thinking, and referencing skills.</p> </div> <hr/> <div data-bbox="438 884 1204 1467"> <p>Workshop 1 – Understanding Academic Writing and Expectations Focus: Introducing the principles and standards of academic writing at the postgraduate level. Content:</p> <ul style="list-style-type: none"> • Purpose and characteristics of academic writing in European studies and policy fields • Understanding audience, tone, and formality • Structure of academic papers (introduction, body, conclusion) • Common challenges in transitioning to master's-level writing • Practical exercise: rewriting informal text in an academic style • Discussion: how academic integrity relates to the use of AI tools </div> <hr/> <div data-bbox="438 1489 1204 1960"> <p>Workshop 2 – Building Coherent Arguments and Critical Thinking Focus: Developing analytical and argumentative writing skills. Content:</p> <ul style="list-style-type: none"> • From description to analysis: what makes an argument "critical" • How to structure an argument logically (claims, evidence, reasoning) • Identifying and integrating multiple perspectives • Using literature to support an argument • Avoiding logical fallacies and bias • Practical exercise: deconstructing a paragraph to identify argument flow </div> <hr/> <div data-bbox="438 1982 1204 2128"> <p>Workshop 3 – Structuring and Writing Academic Essays and Papers Focus: Applying structure and cohesion in written work. Content:</p> </div>	
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- Essay and paper structure (introduction, argument development, conclusion)
- Developing a thesis statement and linking it to sub-arguments
- Paragraph cohesion and transition
- Effective use of topic sentences and signposting
- Practical exercise: outline a short essay plan based on a sample question

Workshop 4 – Referencing, Paraphrasing, and Academic Integrity

Focus: Ensuring scholarly accuracy and ethical writing practice.

Content:

- Understanding plagiarism and proper attribution
- Paraphrasing vs. quoting: how to integrate sources effectively
- Harvard/APA referencing essentials (depending on programme style guide)
- Managing citations using reference management tools (e.g. Zotero, Mendeley)
- Practical exercise: paraphrasing and referencing short excerpts
- Guidance on AI tools and responsible use in academic writing

It should also be noted that written work is an integral part of the programme's pedagogical approach: across various courses, students regularly engage in interactive activities that require preparing policy briefs, working papers, and other structured written outputs. These tasks contribute progressively to the development of strong analytical and writing competencies throughout the programme.

In a medium term perspective, it might be useful to offer students a limited range of electives, for example with regard to diplomacy or international relations, or trade policy. This could be based on surveys of student preferences.

The External Committee rightly suggests that, in the medium term, the modules offered are reassessed with the possibility of including specific electives. In response to this, the EIMF Programme Team confirms that the Programme will commence as it is now, and in the medium term (in two years), the Programme Coordinator has been instructed to review the

	<p>possibility of including elective modules and accordingly inform the Academic Committee.</p> <p>Importantly, such a review process is explicitly mentioned in the 'Role and Responsibilities of the Programme Leader'. Specifically, one of the duties of the Programme Leader is the following: "Holding end-of-year Programme Team meetings with module leaders and relevant stakeholders (including Advisory Committee) to support the ongoing development of the course, including the introduction of additional modules as electives or the adjustment of existing ones, if considered beneficial for the quality of the programme (following the appropriate approval by the regulatory authorities)." This process is completed within 2 months following the end of the exam period.</p> <p>Therefore, a reassessment of the modules in the medium term is secured through a double mechanism: (1) An explicit instruction to the Programme leader to do so and (2) the annual review process all Programme leaders conduct with an explicit provision focusing on the modules offered.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
3.1 While it is crucial that academic publication is put at the heart of academic strategy (and, as noted above, it is currently), the institute should be aware of the San Francisco Declaration on Research Assessment which contains various guidance for signatories on, for example, the use of journal metrics in staff appraisal.	<p>The EIMF Academic School had no provisions in its policies that included the San Francisco Declaration on Research Assessment and thus welcomes the comments of the External Committee that highlight the San Francisco Declaration.</p> <p>In line with this, there have been two adjustments in EIMF's policies. The first one is in EIMF's Research Strategy where the text under the section 'Research Evaluation' has been revised to:</p> <div style="border: 1px solid black; padding: 10px;"> <p>Research Evaluation</p> <p>EIMF is committed to promoting high-quality, responsible, and inclusive research practices in line with international standards, including the principles of the San Francisco Declaration on Research Assessment (DORA). In accordance with these principles, the evaluation of research performance will focus on the quality, significance, and impact of research outputs rather than relying solely on journal-based metrics such as the Journal Impact Factor. Accordingly:</p> <ul style="list-style-type: none"> • Evaluation Criteria: Research evaluation will take into account the full range of research outputs and contributions, including but not limited to peer-reviewed journal articles, books and book chapters, policy reports, conference proceedings, creative works, professional practice outputs, and contributions to collaborative or interdisciplinary projects. • Publications: Each academic member of staff is expected to publish at least three papers or chapters in reputable, peer-reviewed outlets every 5 years. The intrinsic quality and scholarly contribution of each publication will be assessed by the Research Committee, taking into consideration its originality, rigour, relevance, and impact on the field. The median impact factor of the discipline area may be used as supplementary information, but it will not be the determining criterion for assessing quality. Publications in non-English-language journals will be evaluated on their scholarly merit and standing within their academic community, on an ad hoc basis by the Research Committee. </div>	Choose level of compliance:

	<ul style="list-style-type: none"> • Research Dissemination and Engagement: Academics are expected to participate in international conferences on an annual basis, presenting their work, building collaborations, and contributing to the advancement of knowledge within their disciplines. • Scholarly Advancement: Advancement to the position of Professor requires evidence of substantial scholarly contribution, demonstrated through the publication of at least one monograph or book in a recognised academic publishing house, or by an equivalent body of work that has made a significant impact on the discipline. This assessment will be made in line with DORA principles, recognising the value of diverse forms of research output and impact. • Broader Impact and Integrity: The Research Committee will also take into account the societal, professional, or policy impact of research, as well as engagement with non-academic audiences, adherence to ethical research standards, and contributions to mentoring, supervision, and collaborative projects. <p>In addition, the Policy for Recruitment and Promotion of Academic Staff has been adjusted to include the following provisions.</p> <p>The first provision concerns the recruitment of staff and mentions:</p> <ul style="list-style-type: none"> • In line with EIMF's endorsement of the <i>San Francisco Declaration on Research Assessment (DORA)</i>, research performance and potential will be assessed on the quality, originality, and impact of research contributions rather than on journal-based metrics such as the Journal Impact Factor. Candidates are encouraged to provide a short narrative outlining the significance and influence of their research outputs, including diverse forms of scholarly work (e.g. articles, books, policy papers, professional reports, or creative outputs). <p>The second provision refers to the promotion of academic staff and the following provision has been included:</p> <ul style="list-style-type: none"> • The Institute applies the principles of the San Francisco Declaration on Research Assessment (DORA) when evaluating research outputs for promotion. The 	
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	assessment will emphasise the quality and contribution of research, its relevance and influence within the field or in society, and the rigour of the research process, rather than relying solely on quantitative indicators such as impact factors or citation counts.	
3.2 As noted above, depending on the success of the programme, further recruitment may be necessary in the longer run in order to maintain adequate staffing to deliver the programme successfully. Strategy here should compensate for a currently strong focus on economics and law by hiring more staff from the social sciences (e.g., political science, political economy).	<p>EIMF is constantly seeking to expand its academic team. At the moment, there is one job opening with a deadline for application 17 November 2025:</p> <div> <p>‘Vacancy: Position of Lecturer or Assistant Professor in Finance’</p> <p>EIMF invites applications for one (1) academic position at the rank of Lecturer or Assistant Professor in the field of Finance. A Doctoral degree from an accredited University is required.</p> <p>The complete list of minimum requirements for prospective candidates and the relevant instructions for applying are outlined on the following page:</p> <p>https://onlinerecruitment.exelsyslive.com/?c=BDEBED1E-78D6-4C8C-83F2-D268EE8BD765&v=2025/0682</p> <p>Deadline for applications: 17 November 2025.</p> </div> <p>The EEC suggest that further recruitment may be necessary in the longer term to maintain adequate staffing to deliver the programme successfully. The EIMF is committed to reviewing academic staff needs annually. The Academic Committee's mandate includes a provision that, on an annual basis, all faculty requirements are assessed and, accordingly, academic positions are opened (please see table below).</p> <div> <p>Academic Committee Role and Responsibilities in EIMF Governance Structure – Specific provision for Academic Staff hiring:</p> <ul style="list-style-type: none"> Academic Staff Hiring: The Adequacy of academic staff requirements is assessed on an annual basis. Based on the number of programmes and classes offered, the thematic areas covered, and the number of students enrolled, the academic staff requirements are reviewed annually. The Academic Committee will present the requirements for permanent academic staff to the Academic Council and define the job description for the specific post. Having gained approval for job openings, it will oversee the hiring process. </div>	Choose level of compliance:

	Specifically, with the commencement of the programme and with a two-year horizon, an academic staff opening in the social sciences (political science and/or political economy) will be considered. The Academic Committee has been instructed to review this and initiate the process, two years after the commencement of the Programme.	
3.3 The institute needs to make sure that synergies between teaching and research remain strong after the start of the programme, even if standards for a small institute in this regard are lower than for large public universities. It is crucial that each teacher is still research-active and regularly publishes in international refereed publications. If teaching staff should struggle with this demand, management needs to incorporate support measures for relevant staff, in order to safeguard the quality of research provision.	<p>EIMF welcomes the Committee's assessment that synergies between teaching and research remain strong and that this needs to stay strong after the commencement of the programme. The research component is explicitly mentioned in academic staff contracts (30% time allocation to research) and is an explicit requirement for academic staff promotion.</p> <p>For this reason, academics are allowed at least one day per week to focus on their research and may work remotely. In addition, a specific provision has been added requiring a joint Research-Academic Committees meeting to take place each semester, during which faculty will present how their research is progressing, its relevance to teaching, and the support required to do so.</p> <p>Additionally, there are specific provisions in the template of the Annual Reports prepared by the Programme Leader and the Module Leader that monitor synergies between research and teaching:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>Programme Leader Annual Report Template – Specific Provision for Research:</u></p> <p><i>Synergies Between Research and Teaching</i></p> <ul style="list-style-type: none"> • Ways in which research activities informed or enriched teaching: • Opportunities for integrating current research, case studies, or student involvement in research: </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>Module Leader Annual Report Template – Specific Provision for Research:</u></p> <p><i>Research–Teaching Synergies</i></p> <ul style="list-style-type: none"> • How research-informed or enhanced teaching (e.g. integration of recent studies, case research, or module leader's own research): • Opportunities provided for students to engage with research or develop research-related skills: </div>	Choose level of compliance:



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
4.1 Student admission, processes and criteria are compliant, but the semi-automatic system of admissions – where normally all candidates who meet the criteria are admitted by the Admissions Office – was developed in a context where the existing programmes were mainly advertised in Cyprus, and existing cohorts are very homogeneous (mostly students from Cyprus who work in finance). The new distance degree is likely to attract more numerous applications with a rise in applications from Europe and the world. The existing system might be overwhelmed by a large influx of foreign applicants from different grading systems and with more diverse background. In this case, further specification of acceptable grades might be necessary, as well as a more extensive involvement of the committee. A motivation letter where candidates explain their interest in European Economic Governance might be a useful tool to ensure that selected applicants are fully invested in the	<p><i>The existing system might be overwhelmed by a large influx of foreign applicants from different grading systems and with more diverse background. In this case, further specification of acceptable grades might be necessary, as well as a more extensive involvement of the committee.</i></p> <p>The EIMF academic team echoes the comments of the EEC and confirms that it will reassess further specification of acceptable grades after the programme has completed its first academic cycle and this will be reviewed by the Academic Committee.</p> <hr/> <p><i>A motivation letter where candidates explain their interest in European Economic Governance might be a useful tool to ensure that selected applicants are fully invested in the programme.</i></p> <p>The Master Programme under review is in line with the comments of the EEC. Already as part of the supporting documents of the admission process a personal statement is required, where candidates are expected to explicitly analyse their motivation in undertaking the Master Programme (please see box below):</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>➤ <i>Supporting documents:</i></p> <ul style="list-style-type: none"> ○ Personal statement not more than 750 words. The statement should include a brief introduction of the candidate; what is the motivation behind the choice for the specific programme; why he/she should be admitted; relevant skills, strengths and experience; research interests (where applicable) and future professional goals and aspirations. </div> <hr/> <p><i>We would advise the institution to closely monitor the evolution of applications so that they can modify existing procedures where necessary.</i></p>	Choose level of compliance:

<p>programme. We would advise the institution to closely monitor the evolution of applications so that they can modify existing procedures where necessary. We recognise that English language standards are compliant with the requirements of the agency, but we recommend considering tighter standards (e.g. at the C1 level) for a more heterogeneous group of applicants, in order to safeguard fluent communication in collaboration among students.</p> <p>It was not entirely clear to us how scholarships are allocated, and we have the impression that they are used as a flexible tool to steer applications (e.g. sometimes full scholarships, sometimes many partial scholarships etc.). This may be practical from the perspective of the EIMF, but it could be confusing to applicants. The website recommends that applicants contact EIMF for information as scholarships, bursaries etc. are awarded on a case-by-case basis. We recommend setting up clear and transparent regulations/governance structures for awarding scholarships, including clear communication to potential applicants. In addition, the award of means-based</p>	<p>Existing procedures will be dully reviewed following the completion of the first academic cycle. The Academic Committee has ownership of this process.</p> <hr/> <p><i>We recognise that English language standards are compliant with the requirements of the agency, but we recommend considering tighter standards (e.g. at the C1 level) for a more heterogeneous group of applicants, in order to safeguard fluent communication in collaboration among students.</i></p> <p>The EIMF Academic Team wants to highlight that the required English language standards (IELTS minimum average score 6.0) are above the minimum required by the Regulator (5.5). For this reason there will be no revision to the existing requirement at this point but this is subject to review again after the completion of the first academic cycle. The Academic Committee has ownership of reviewing the English language requirements.</p> <div data-bbox="451 1104 1217 1709" style="border: 1px solid black; padding: 10px;"> <p>➤ English Language Requirements</p> <p>Master students must satisfy the English requirements if their first degree was taught in English.</p> <p>Where applicants' previous studies have not been conducted in English, they are expected to show an adequate level of proficiency in English. The minimum English language requirements are:</p> <ul style="list-style-type: none"> ○ GCSE English Language 'O' Level or IGCSE: C ○ IELTS: minimum average score 6.0 overall with 5.5 in each individual element (reading, writing, listening and speaking). The test should have been taken within the previous two years ○ TOEFL iBT (DI Code = 0815): Overall score of 92, with not less than 22 in each test ○ Cambridge English: Proficiency (CPE): C/200 ○ Cambridge English: Advanced (CAE): C/180 </div> <p>Additionally, it has been added in our admission process, that for cases with average score 6.0 – 6.5 the Admissions Team has the discretion to conduct interviews with the candidates in order to double-check their English language competence.</p> <hr/> <p>EIMF Scholarship Policy</p> <p>The EEC's comment on the allocation of scholarships has been particularly helpful, allowing the EIMF Academic Team to</p>	
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<p>scholarships may become more challenging with the creation of the new programme: For example, assessing who is in need of financial support in the context of international applicants will be considerably more complicated than means-based scholarships in the context of the currently mostly Cypriot applicants.</p>	<p>thoroughly review this process and develop a relevant policy that will provide practical assistance and guidance in what may prove to be a challenging process.</p> <p>The EIMF Scholarship Award Policy (Annex 5) is designed to ensure a fair, transparent, and accountable process for the award and administration of scholarships offered by the Institute for its academic programmes, delivered via face-to-face and distance learning.</p> <p>Specifically, scholarships aim to:</p> <ul style="list-style-type: none"> • Promote access and inclusivity for students with financial need; • Recognise academic excellence, professional merit, or social contribution; • Support the diversity and international reach of the EIMF's community; • Contribute to EIMF's mission of fostering ethical, sustainable, and high-quality education. 	
<p>4.2 Student progression is supervised on a comprehensive basis. However, regulations regarding attendance to webinars could be stricter than currently the case. According to the guidelines, a 50% absence rate will be permitted, and the Programme Coordinator can authorize additional absences. We are concerned that this may lead to a drop in active student participation and lower the programme's credibility.</p>	<p>The Programme Team thanks the Committee for this helpful observation and for recognising the comprehensive nature of student progression monitoring. We acknowledge the Committee's concern regarding the attendance policy for live online webinars and appreciate the opportunity to clarify the pedagogical rationale underlying this approach and also make specific adjustments.</p> <p>Specifically, the attendance policy has now been revised, so that student absences from live online sessions may not exceed 2 out of 5 of the scheduled webinars.</p> <p>Moreover, it should be noted that webinars are closely integrated into the programme's interactive learning structure. Each webinar forms part of the <i>assessed interactive activities</i>, often involving <i>group-based tasks, simulations, or collaborative discussions</i> that directly contribute to students' participation grade. This structure provides a strong incentive for students to attend and actively participate.</p> <p>Furthermore, in a distance-learning context, <i>flexibility and learner autonomy</i> are essential components of the educational model. The attendance policy aims to balance these principles with academic rigour, ensuring that students who may face professional or personal constraints can still meaningfully engage with the programme's activities without compromising learning outcomes or programme integrity.</p> <p>The Programme Team will continue to monitor attendance and participation trends and remains open to revisiting the policy</p>	<p>Choose level of compliance:</p>

	should evidence suggest a need for stricter measures to maintain high levels of engagement and academic credibility.	
4.3 No recommendations on student recognition.	We thank the Committee for the comment and reiterate our commitment to remain compliant with national and European guidelines and requirements.	Choose level of compliance:
4.4 No recommendations on student certification, except – of course – to follow the applicable national and European guidelines on diplomas and diploma supplements.	We thank the Committee for the comment and reiterate our commitment to remain compliant with national and European guidelines and requirements.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
5.1 Teaching and learning resources are adequate for the currently planned number of students.	We acknowledge the EEC's positive remark and reiterate our commitment to constantly review and secure that teaching and learning resources remain adequate for the students enrolled in the programme.	Choose level of compliance:
5.2 Physical resources are adequate for the currently planned number of students. One critical comment is that the opening hours of the library (8-16:30) do not align with the teaching. For instance, existing programmes are often taught in the evenings, and as the students of the new programme will probably also have jobs, it would make sense to keep the library open in the evenings and instead open later in the mornings. However, this is less relevant for the new programme, as the distance-learning mode means that most students will probably not come to the premises of the EIMF. We also took note of the fact that the existing students emphasized the importance of digital resources and in practice relied on those rather than the physical library.	<p>Though the EEC acknowledges that the comment on the library's opening hours is less relevant to the programme under review, EIMF has nevertheless considered the suggestion and made the necessary adjustments to better support its students.</p> <p>For this reason, the library opening hours have been adjusted (10:00-18:30), and students may request access to the library at a time that suits them best, provided they submit their request 24 hours in advance. Additionally, virtual support services are offered during working hours.</p> <p>Also, given the importance of digital resources, EIMF wishes to reiterate that it continuously reviews the digital resources available to its students and how these may be further expanded to their benefit.</p>	Choose level of compliance:
5.3 Human support resources are adequate for the currently planned number of students. While job placements are	The EIMF acknowledges EEC's comments that the human support resources are adequate for the currently planned student numbers. The EIMF academic team confirms that the required resources are reviewed periodically, and when	Choose level of compliance:

not part of the proposed MA, the career service could support students with voluntary internships during the teaching-free periods.	<p>necessary, they will be enhanced to secure the quality of the programme offered.</p> <p>Additionally, the Career Office remains available to offer its support and guidance to all students. This is best secured through EIMF's 'Career Guidance and Employability Policy' (Annex 1).</p>	
5.4 Student support is generally adequate for the currently planned number of students. This may become more challenging when the student body becomes more heterogeneous. IT support currently is good, but in the context of distance learning more immediate help might be required. We recommend that EIMF monitor this issue during the early years of the new MA so that they can implement changes if necessary. In addition, the students mentioned that there are benefit cards that are made available upon request, and they felt that these cards could be distributed more systematically.	<p>EIMF welcomes the EEC's recommendation that the Institute monitors IT support services during the early years of the new Master Programme, so that any required changes can be implemented proactively and promptly.</p> <p>The EIMF Academic Team wishes to confirm that it remains vigilant and sensitive regarding the support offered to students and will constantly monitor and ensure that students receive the necessary support in all fields.</p>	Choose level of compliance:
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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
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C.



D. Higher Education Institution academic representatives

Date: 30/10/2025

