Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution: PHILIPS UNIVERSITY**

- **Town: NICOSIA**

- **Programme of study
  Name (Duration, ECTS, Cycle)**
      BSc in COMPUTING AND INFORMATION TECHNOLOGY (4 Years, 240 ECTS, Full-time)

  In Greek: ΠΤΥΧΙΟ ΠΛΗΡΟΦΟΡΙΚΗΣ

  **In English:
  BSc in COMPUTING AND INFORMATION TECHNOLOGY**

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

- **Programme's status: FULL TIME**

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

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

STRENGTHS

EEC:

- The program structure and design is informed by the ACM curriculum.
- The Quality Assurance processes are in line with international standards.

Philips University: The University is gratified with the above positive findings of EEC.

AREAS OF IMPROVEMENTS AND RECOMMENDATIONS

EEC: A growth plan is needed for the program.

Philips University: In response to the EEC's recommendation, the University has already developed and put in effect a comprehensive strategic plan (Appendix I)

EEC: The identity of the program should be aligned with its actual content and marketed accordingly.

Philips University: In response to the EEC's recommendation, the University has already developed a comprehensive marketing plan (Appendix II). In addition, the University has developed and has already put in effect a detailed plan for recruitment and admission of new students for the academic year 2020 – 2021.

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2. Teaching, learning and student assessment
(ESG 1.3)

STRENGTHS

EEC:

- Intended learning outcomes are defined for each course

- Clear procedures are defined for student appeals and complaints as well as potential academic misconduct.

Philips University: The University is gratified with the above positive findings of the EEC

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

EEC: The EEC finds evidence of the will to take into account the learning profile of individual students, but there are no plans to systematically introduce varied modes of delivery or varied pedagogical methods.

Philips University: Following the EEC's recommendation, the University expanded the classical mix of lectures and exercises, by introducing and putting in effect varied models of delivery and pedagogical methods. These models are systematically preferred and analysed by all teaching staff members through regular faculty training and are as follows:

- Effective teaching strategies for creative teaching practice

- Personal tutorial /advising

- Peer enhancement for teaching excellence

- Problem solving classes with small groups of students, with emphasis on teamwork

- Laboratory classes, depending on the nature of content of the course

- Flipped classroom, having students watching a video, followed by exercises, projects and discussions.

- Achieve learning, involving students, learning through meaningful activities

- Work based learning

- Collaboration between students enhancing learning.

EEC: The EEC recommends a broader range of assessment methods.

Philips University: In response to the EEC's recommendations for a broader range of assessment methods, the University broadened and enriched the assessment methods, which are presented in Appendix III.

3. Teaching Staff
(ESG 1.5)

STRENGTHS

EEC: There is staff expertise and relevance to the proposal program**.**

Philips University: The University is gratified with the above positive findings of the EEC.

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

EEC: Lack of central support with regards to staff induction and staff development.

Philips University: The University welcomes the recommendation of the EEC regarding staff induction and staff development, and has already developed and put into effect a comprehensive development plan (Appendix IV).

EEC: High ratio (within the acceptable limit) of dedicated staffing base (visiting/permanent staff) will cause identity loss within the department.

Philips University:

Concerning the ratio of permanent/ visiting faculty, which is found by the EEC to be within the acceptable limit, the University emphasizes that there areover seven permanent faculty members teaching in the programme. There is in progress a faculty recruitment process for additional permanent faculty members, whereas if and when the current visiting faculty members leave, the University is committed to replace them with equally qualified visiting faculty members as needed.

4. Students
(ESG 1.4, 1.6, 1.7)

<u>STRENGTHS</u>

EEC: There is a Range of entry requirements that suit different educational backgrounds.

Philips University: The University is gratified with the above positive findings of the EEC, as well as with the mostly "compliant" ratings in this section.

EEC: Lack of offering a Diploma and a Certificate as exit awards.

Philips University: The recommendation of the EEC to offer Diplomas and Certificates cannot be implemented by law, since Universities in Cyprus are not allowed to offer such qualifications.

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5. Resources
(ESG 1.6)

STRENGTHS

EEC: There is a Range of software resources available.

Philips University: The University is gratified with the above positive findings of the EEC, as well as with the "compliant' ratings in all items in this section.

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

EEC: The EEC suggests completion of the additional four labs within the next two or three years.

Philips University: The University reaffirms its commitment to implement the recommendation of the EEC to complete the additional four labs within the next two or three years.

B. Conclusions and final remarks

Philips University appreciates both the positive comments and constructive recommendations given by the External Evaluation Committee (EEC) in its Evaluation Report dated 24 June, 2020. We believe that the Evaluation Report leads to a positive decision for accreditation of the program of study BSc Computing and Information Technology. We agree and fully accept the recommendations of the EEC and we have already put them in effect.

As a matter of principle Philips University would like to emphasize the fact that the Evaluation concerns a new program of study that is not yet in operation. However, the University adopts the recommendations of the EEC, which have already been fully implemented and put in effect.

Most of the issues raised in this External Evaluation Report, especially those concerning regulations and procedures, are explained in detail in various documents, provided by the University and in the Internal Regulations Rules and Policies.

CONCLUSIONS

The University has already fully implemented and put in effect the observations and recommendations stated in the External Evaluation Report, as follows:

- In response to the EEC's recommendation, the University has already developed a comprehensive strategic plan (Appendix I)

- In response to the EEC's recommendation, the University has already developed a comprehensive marketing plan (Appendix II).

- Following the EEC's recommendation, the University expanded the classical mix of lectures and exercises, by introducing and putting in effect varied models of delivery and pedagogical methods. These models are systematically preferred and analysed by all teaching staff members through a regular faculty training and are as follows:
  - Effective teaching strategies for creative teaching practice
  - Personal tutorial /advising
  - Peer enhancement for teaching excellence
  - Problem solving classes with small groups of students, with emphasis on teamwork
  - Laboratory classes, depending on the nature of content of the course
  - Flipped classroom, having students watching a video, followed by exercises, projects and discussions.
  - Achieve learning, involving students, learning through meaningful activities
  - Work based learning
  - Collaboration between students enhancing learning

- In response to the EEC's recommendations for a broader range of assessment methods, the University broadened and enriched the assessment methods, which are presented in Appendix III.

- The University welcomes the recommendation of the EEC regarding staff induction and staff development, and has already developed and put into effect a comprehensive development plan (Appendix IV).

- Concerning the ratio of permanent/ visiting faculty, which is found by the EEC to be within the acceptable limit, the University emphasizes that there are over seven permanent faculty members teaching in the programme. There is progress in the faculty recruitment process, for additional permanent faculty members, whereas if and when the current visiting faculty members leave, the University is committed to replace them with equally qualified visiting faculty members as needed.

- The University is gratified with the above positive findings of the EEC, as well as with the mostly "compliant" ratings in this section.

   The recommendation of the EEC to offer Diplomas and Certificates cannot be implemented by law, since Universities in Cyprus are not allowed to offer such qualifications

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Demetrios Natsopoulos	Rector	
Prof. Constantina Shiakallis	Vice-Rector	
Prof. Andreas Hadjis	Acting Dean	
Prof. Emmanuel Yannakoudakis	Chairperson	
Prof. Avgousta Kyriakidou	Coordinator	

Date: 03 July, 2020

APPENDIX I

STRATEGIC/GROWTH PLAN

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DEPARTMENT OF COMPUTER SCIENCE

1.0   Strategic Planning

The major challenge of the Department's Strategic Planning is to implement those decisions at functional levels within the University, in the framework of the overall University's and School's strategy. In addition to understanding the strategic level of planning as the key to transforming the University's mission and vision, the Department is more concerned in operational and tactical planning that provides the University with the tools and insight to implement the overall integrated strategic plan. The Chairperson chairs a strategy committee consisted of selected members of Faculty, Administration Staff, External expert and at least one student representative. The committee meets before the beginning of each semester. Therefore, the department is mainly responsible for planning and development and:

[1] Identifies resource needs (faculty, staff, facilities, other) for his/her Department.

[2] Assists the Dean of School in designing and implementing integrated long-range plans and programs of the School;

[3] Develops annual Departmental budgets for allocating funds for instruction, research, and faculty development.

[4] Engages in tactical planning involving the policies and procedures necessary for effective management, planning, budgeting, and assessing.

[5] Develops indicators monitoring the progress of implementation of plans and prepares a bi-annually progress report, corresponding to the chosen planning cycle.

[6] Engages in annual personnel review process with the purpose of linking personal development goals with the University's strategy and goals.

1.2 Strategic Development plan

A. Local external Factors

CONTEXT

Cyprus is ideally suited for international business due to the numerous benefits it has to offer. Following the intended plan, Cyprus is rapidly becoming a centre of services, successfully implementing the well thought long term Government Strategy for creating a favourable investment and tax environment, that offers unique opportunities to multinational corporations for the establishment of a regional office.

Hence the dramatic increase in the number of International and Cypriot companies active in Shipping, Finance, Accounting, Energy and other Business areas.

Cyprus as an island now has an immense opportunity to capture global business in excess of its physical size. The Cyprus Economy is rapidly expanding, during the last three years, far above the average European Union growth rate, with considerable reduction of unemployment (EUROSTAT, Standard's and Poor's).

In addition, the introduction of the healthcare system and the government efforts to implement e-government (a new ministry was already created) are two factors that will boost the labour market.

Cyprus appears to have a shortage of skilled IT professionals (European Investment Bank survey 2019-2020). Philips University and particularly the Computer Science Department aims to fill that gap, with graduate and undergraduate courses.

Demand for highly qualified and skilful IT professionals, has been traditionally high in Cyprus and owing to the above reasons is expected to rise.

Confirmation of the above trends was also obtained from inquiries addressed to Alumni of Philips College, Large Accounting Firms, The Employers Federation and the Human Resource Development Authority Cyprus (HDAC).

BACKGROUND

The Founder of Philips University is also the organisation which owns the Philips College, which has a proud history of running successfully the already accredited programmes in Computing and Information Technology for more than 40 years.

Philips College is enjoying an impressive track record, as 96% of Philips College graduates are in employment and / or pursue further studies within (6) months of graduating. Graduates with computing and IT knowledge and skills are in constant demand around the world. Graduates are employed in a wide range of companies as the digitalization of the economies proceeds with a fast pace.

International External Factors

The current situation with the pandemic forces us to reconsider certain policies regarding distant learning, work etc. and need to research further in these areas which are pressingly emerging. Indicatively we refer to hologram technology which appears promising and necessary in view of the pandemics.

Banking and Finance, appears to be in a transitional period and needs careful planning and development in the field of e-transactions and relevant security.

Globally the issue of Identification of goods, services, people are important emerging issues in the digital economy HRM relies increasingly on diagnostics of personal abilities attitudes and personality traits for the benefit of the individual as well as society

It is therefore concluded that demand for skilful IT Professionals will greatly rise.

B. Objectives

1.Student Recruitment

The department's plan is part of the overall Marketing Plan of the university and has thus the same objectives (see Student recruitment strategy and Marketing Plan 2019-2023, in Charter). The department aims at recruiting year one (1), 50 students, year two (2), 100 year three (3), 150 and after that 150 students annually.

2. Industry cooperation
We are initiating contacts with top IT companies with the purpose of exchanging views and cooperation possibilities in teaching, research and internship placement for our students. Invitations to all companies will be extended before the end of the first semester of the program.

3. Certifications
Have started negotiations with Royal British Computer Society with the purpose of securing exceptions for our students

4. Research Output/Staff Development
Each academic member will present his/hers research output to all students and staff on a yearly basis. The chairman is responsible for motivating and encouraging staff to pursue research in promising areas, beneficial to society

5. New program Introduction
By year 3 we want an operational MSc and a PhD program

C. Strategy

The department follows a differentiation strategy in terms of curriculum design (comparative analysis of competitive programs locally and internationally), attraction and retention of high calibre students, academic and administrative staff, rigorous quality assurance procedures and

The strategies to achieve the recruitment objectives are:

- Appropriate research to ensure a sophisticated understanding of overseas countries as markets for the recruitment of international students, and of national and global trends for specific subject areas;

- Appropriate and effective promotional activities undertaken for the purpose of recruiting international students to Philips University; and

- Effective collaboration between different sections within Philips University to achieve recruitment targets.

Implementation of the strategies will be driven by 2 principles:

- Recruitment should be from a broad range of countries as possible, in order to achieve a heterogeneous student population; and

- Effective activities can only be developed with the benefit of a deep and sophisticated knowledge of a given market.

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PHILIPS UNIVERSITY

APPENDIX II

STUDENT RECRUITMENT STRATEGY
AND
MARKETING PLAN

Introduction

This is the University's first Student Recruitment Strategy and Marketing Plan. Successful recruitment of high quality students is essential to the academic and financial sector of the University. Effective student recruitment is key to the University realizing many of its long-term strategic plans.

Vision and Strategic Objectives

The objectives of Philips University regarding international student recruitment, are to:

- Increase the academic quality of international applicants to Philips University;
- Enhance the global positioning of the Philips University;
- Ensure that international students of Philips University enjoy an excellent experience.

The strategies to achieve the above objectives are:

- Appropriate research to ensure a sophisticated understanding of overseas countries as markets for the recruitment of international students, and of national and global trends for specific subject areas;

- Appropriate and effective promotional activities undertaken for the purpose of recruiting international students to Philips University; and

- Effective collaboration between different sections within Philips University to achieve recruitment targets.

Implementation of the strategies will be driven by two principles:

- Recruitment should be from as broad a range of countries as possible, in order to achieve a heterogeneous student population; and

- Effective activities can only be developed with the benefit of a deep and sophisticated knowledge of a given market.

In a time of financial restrictions it is increasingly important for Philips University to reduce costs and to generate additional income. In respect of the latter, investment in activity which generates income is a priority since investment in other areas is contingent upon increased revenue.

SWOT Analysis

Strengths

- Strong reputation / academic standing;
- Good student : staff ratio;
- Recruitment of students from a broad spread of countries.
- Highly qualified and committed academic and administrative staff

Weaknesses

- High proportion of international students recruited from just a few markets;
- High cost of programs / lack of provision for scholarships;
- Limited use of new technologies in international student recruitment.

Opportunities

- Continuing growth in demand for international education;
- Potential for growth from, as yet, undeveloped and underdeveloped markets;
- Development of Programs in the Greek language

Threats

- Global or regional economic or political changes;
- New country competitors entering the market;
- Increased investment in recruitment activity by local and international competitors.

Strategy:

- Thorough research of target markets

- Appropriate and effective promotional activities undertaken for the purpose of recruiting international students to Philips University.

- Cooperation and support of influential local agents

Representation and promotion of Philips University in priority countries through:

- Participation in selected educational exhibitions, including those organized by the British Council or private companies as appropriate to market conditions;

- Organizing independent visits to schools, universities and agencies likely to encourage application of suitably qualified students to Philips University, as identified by research;

- Taking part in study abroad fairs at EU institutions and visiting African and Asian universities to support affiliate recruitment;

- Organizing independent education exhibitions and independent visits in collaboration with other Universities; and

- Delivering presentations to the public.

Admission Requirements

Admission of undergraduate courses requires:

(a) graduation from a six-year public or private school of secondary education formally registered by the Ministry of Education, and Culture, Sport and Youth of the Republic of Cyprus or the Ministry of Education, Research and Religious Affairs of the Republic of Greece. In addition, evidence that the applicant is competent in written and spoken Greek or English;

or

(b) a General Certificate of Education with a pass mark in five subjects, including two subjects at Advanced Level and Ordinary Level passes in English Language or an equivalent qualification;

or

(c) a General Certificate of Education with a pass mark in four subjects, including three subjects at Advanced Level and Ordinary Level passes in English Language or an equivalent qualification;

or

(d) successful completion of a University foundation program or an equivalent qualification.

or

(e) graduation from an approved course in an accredited secondary education school of 12 years of education and, in addition, evidence that the applicant is competent in written and spoken Greek or English.

The Selection of Students to be Admitted will be carried out:

(a) based on the overall average of a secondary school of education and evidence of an English language qualification; **or**

(b) based on the G.C.S.E/ G.C.E results of the candidates, **or**

(c) based on the candidate's success in the Foundation course of the Philips University.

Eligible candidates for admission:

(a) graduation from a six-year public or private school of secondary education formally registered by the Ministry of Education, and Culture, Sport and Youth of the Republic of Cyprus or the Ministry of Education, Research and Religious Affairs of the Republic of Greece. In addition, evidence that the applicant is competent in written and spoken Greek or English;

(b) a General Certificate of Education with a pass mark in five subjects, including two subjects at Advanced Level and Ordinary Level passes in English Language or an equivalent qualification;

or

(c) a General Certificate of Education with a pass mark in four subjects, including three subjects at Advanced Level and Ordinary Level passes in English Language or an equivalent qualification;

or

(d) successful completion of a University foundation program or an equivalent qualification.

or

(e) graduation from an approved course in an accredited secondary education school of 12 years of education and, in addition, evidence that the applicant is competent in written and spoken Greek or English.

or

(f) the place secured by Cypriot males who have to carry out compulsory military service in the armed forces of the Ministry of Defense of the Republic of Cyprus, will be kept so that they can study at the University in the academic year following completion of their military service.

(g) those who do not apply for their place to be kept within the specified deadlines, will lose their place.

PHILIPS UNIVERSITY

APPENDIX III

ASSESSMENTS

ASSESSMENTS

Examination and Assessment policy

The Board of the University believes that an effective student performance assessment system is crucial to academic standards and that such systems are conducive to student academic development and welfare. The application of continuous student assessment is just as important as end-of-semester assessment.

Students should be assessed fairly and the assessment should be related to the teaching objectives of the course. The University also believes that the student assessment procedures should be well documented, known and presented to the student well in advance, and applied in a timely and fair manner.

Since student performance is closely linked to by the teaching methods adopted, these methods are also assessed. As a result, the University ensures that student performance is maximized, and that students receive the fullest benefit from their educational experiences. Peer review and evaluation are significant components of the assessment of teaching methods. In this regard, the University encourages, and in practice enforces, a policy of peer evaluation where peers act in good faith and with the welfare of the student and their colleague in mind. The peer review of teaching staff is undertaken once every semester. Each member of the teaching staff is assessed by their peers in class with a view to evaluating the effectiveness of the teaching methods used and to recommending improvements where necessary.

Students are also encouraged to play a key role in the assessment of the teaching methodology employed because as pivotal figures of the University they should carry out this role. Thus, at least once a year, students are asked

to evaluate the performance and effectiveness of their lecturers in class with the aim of providing feedback and helping the lecturer improve their performance.

Examinations are normally held at the University and are invigilated by members of Academic Staff. Guidelines for invigilators are issued periodically.

Academic Staff are provided with assistance from the secretarial staff and by the Faculty Office which provides the stationery and other examination requisites. The Faculty operates a policy of the anonymous marking of examination scripts. Students are thus required to enter their University number and not their names on exam scripts. They are also required to complete an attendance register, so as to be informed about any missing students, and to have information in the event of the loss of scripts or fraud.

Assessment

Each subject has a minimum of 70% attributable to the end of semester examinations. A maximum of 30% is attributable to continuous assessment of coursework during the semester based primarily on class participation, tests and quizzes, assignments and attendance, oral presentation and workshops. Depending on the nature of the course, the lecturer may choose, at their discretion and on the approval of their Departmental Head, assessment methods which they judge to be the most appropriate for the course.

Each Department is responsible for notifying students of the assessment requirements for each course offered. This, however, does not absolve the student from the responsibility of acquainting himself/herself with the assessment requirements by referring to the relevant publications.

Students who fail to submit coursework by the due date, and who do not have an extension or certified mitigating circumstances, fail in that piece of work. Departments normally permit a student to resubmit one piece of coursework

per subject. Coursework may also take the form tests which are held under examination conditions. Coursework is normally marked and returned to students within one week.

GRADING SYSTEM

- The assigning of grades is the exclusive right of the lecturer. Change of a grade by the lecturer is possible only in exceptional cases and only with the written approval of the Chair of the Department and the Dean of the Faculty.

- The grading system is numerical and ranges from 0 to 100. The minimum passing grade is fifty (50).

The Philips University employs the grading system as shown in the table below:

Grade	Description	Quality Points
A 85-100%	Pass	4.00
B+ 80-84%	Pass	3.60
B 75–79%	Pass	3.30
B- 70-74%	Pass	3.00
C+ 65–69%	Pass	2.60
C 60–64%	Pass	2. 0
C 55–59%	Pass	2.00
D 50–54%	Pass	1.00
F Below 50%	Fail	None
INC Incomplete	NC	None
Auditor (Listener)	NC	None
Withdrawal	NC	None

Note: The Grade Point Average (GPA) is determined by dividing the total Grade Points by the total number of credits.

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MARKING SCHEME AND ASSESSMENT POLICY

The work of each student for each course is graded according to the following grading scale: A, B+, B-, C+, C, C-, D or F. The lowest grade that is a pass is D (50%). The symbol F (Fail) means that the student is not entitled to any credits. Students who for any reason have not completed the requirements for a particular course, do not receive credits for the course. The symbol (NC) does not affect the GPA. The designation INC (incomplete) indicates that an examination was not taken, or that part of classwork was not completed. Students receive this grade only when a small part of the work of the semester has not been completed and the student has presented convincing reasons to the lecturer as to why they have not been able to complete the course requirements during the specified timeframe. The pending work should be completed within the following semester. The lecturer and the students should mutually agree on a work schedule so that the course does not remain incomplete.

- The designation 'AU' denotes that the student attends the course as an auditor. Students who wish to attend a course regularly but do not wish to receive a grade or credit, may audit the course provided that there is sufficient space and consent from the Department.

- Grades awarded at the end of the semester are final grades and cannot be changed even if additional work is submitted.

- Students wishing to improve their grades must repeat the course/courses before graduation.

- Students wishing to withdraw from the Philips University should consult the Chair of the Department. The official letter given to the student will indicate the date of departure from the University and the designation (NC) No credit will appear alongside to each course.

- The pass grade for each course is 50%.

- The exam results at the end of the semester contribute to 70% of the grade. 30% of the grade is based on course participation (continuous assessment).

    - In order to successfully pass a course, the student should achieve the minimum grade of 50%.

    - If assessment of a course is based solely on the completion of assignments, students must achieve the minimum pass grade, 50%, in order to pass the course. The provisions of the Internal Regulations are applied for all other cases.

Compensation

(a)   A student who scores below 50%, but not below 40%, in one subject in any semester, may nevertheless pass the subject by compensation provided that their overall performance merits the pass.

(b)   The project in Years III and IV must be passed independently of the other subjects and may not be used as compensation for a subject failed.

(c)   The compensation mechanism does not operate where a student is required to resit one or more papers. Compensation may not be carried forward to resit examinations.

(d)   A candidate who scores less than 50% in the project and does not benefit from a discretionary recommendation issued by the examiners may submit a new project not later than two years after the submission date of the original project.

(e) In the case of a revised project being presented for consideration in the Autumn Examination in the same year, the examiners may, at their discretion, decide not to call the candidate for a viva-voce examination.

Resits

- Where a student does not pass by compensation, the student will be allowed to resit the subjects failed on one or more examination occasions.

- An average mark of 50% must be attained in all resit subjects.

- A student who successfully passes a failed subject is credited with the mark earned in the resit examination.

- A student who fails to achieve a minimum of 50% in a subject assessed solely by coursework will be referred in the subject. The Head of Department will offer the student the opportunity of completing the subject by examination, or through additional coursework.

Project

- In Year IV, when a candidate has satisfied the examiners in all subjects, but has not yet met the stipulated criteria in relation to a compulsory project, the Examiners shall deem the student's results deferred pending satisfactory completion of the project.

- The project must be passed on the second attempt

Appeals procedure

Students have the right of appeal against their results, within 5 days of the publication of the
results. Appeals must be made in writing to the Head of Department. The grade appeal
procedure is itemized below and should be followed in all instances making sure each step
is fully exhausted before going on to the next one.

Step 1 The lecturer should be contacted to discuss the grade disparity and every effort should be made to resolve the problem at this level.

Step 2 The student must make the appeal in writing to the Deputy Rector, noting specific objections to the grade received. After consultation with the

lecturer concerned, the Deputy Rector will decide accordingly and may refer the case to the Appeals Committee.

Step 3 An Appeals Committee will be appointed to mediate in the dispute. The Committee will review both the written and oral arguments in the case. The committee will consist of:

(i)   one Administrative Officer of the programme;

(ii)   one Faculty member who teaches in the programme; and

(iii)   one student who is currently enroled in the programme.

Step 4 The student and lecturer will be informed of the Committee's decision and, bearing written objections by either party, the recommendation of the Committee will be accepted.

Graduation

Upon completion and graduation from their field of study, students should:

- Have successfully completed at least 240 European Credit Transfer units (ECTS) for their undergraduate studies or 90 credits for postgraduate studies;

- Have completed the exam material;

- Have obtained the necessary ECTS from the core and elective courses;

- Have obtained a Grade Point Average (GPA) of at least 2.00 during the last four years;

Undergraduate Degrees are classified as follows:

3.60 to 4.00	**First Class**
3.20 to 3.59	**Second Class. 1st Division**
2.80 to 3.19	**Second Class. 2nd Division**
2.40 to 2.79	**Third Class**
2.00 to 2.39	**Ordinary Degree**

- only courses that have been graded with 50 and above are taken into account for the calculation of the Grade Point Average (GPA), because only those courses can be awarded with credits. The courses which are calculated collectively cover the required credits. This includes all the courses that the student has successfully passed, even if they have

successfully completed more courses than their program of studies requires.

- students wishing to improve their grades in a course which has been graded above 50, have to resit the exam. Resits are allowed only once.

- if a student has repeated a course because they have to or in order to improve their grades, and the number of credits has changed, the new number of credits will be recorded.

- an Incomplete grade is given only in exceptional substantiated circumstances (certified medical or personal reasons). The procedure for grading an incomplete course, is the following:

- a form is completed by the lecturer and the student is directed to the Council of the Department and the Student and Welfare Services of the University. The form contains the approval of the Chair of the Department.

- there must be provisions for completing the mark before the end of the following semester.

- if the mark is not completed within agreed deadline then the incomplete mark is automatically changed to zero (0).

- the marking and assessment of a thesis that is carried out for two or more semesters, is conducted in the following way:
  At the end of each semester, before the final semester of completion of the thesis, the supervisor submits written assessment of the student's progress to the Department. The assessment is communicated to the student. The designation Satisfactory (S) and US (Unsatisfactory) is given in the assessment. The carrying out of the thesis and the assessment are subject to the regulations recommended by the Council of the Department and approved by the Council of the Faculty. The final mark of the thesis is submitted within the deadline specified for all subjects.

- the analytic grading in all subjects, as well as all possible failures, withdrawals, or exemptions from subjects, are registered in the final report of the analytic grading. The weighting of each subject grade in European Credit Units (ECTS) is registered in the Department Study Guide and the Analytic Grade report. Additionally, each graduate is provided with a Diploma Supplement in English free of charge.

- in the case of failure in a core subject, the student is obliged to repeat the course. In the case of failure in an elective subject, the student is obliged to repeat the same subject once. Failure in any subject is reported in the reports issued both after the end of each semester as well as in the final year reports, but not on the Diploma Supplement. It rests on the discretion of the lecturer to let the student who failed to participate in the subject (which is obligatory), but the student is not credited with the ECTS of the particular subject.

- at the end of each semester, all Departments presents the grades in all subjects, without name identification on scoreboards.

- use of deceit during examinations, or

- in the composition of a paper, which is taken into account in the evaluation of a subject, leads to the automatic/immediate referral of the student to the Disciplinary Committee of the University

- seven days following the completion of an examination, the final grading is submitted to the Director of Student Affairs and Student Welfare. In the case of subjects attended by more than 50 students, the final grades could be submitted 10 days after the completion of the examination. In the case of Departments being involved in the process of grade approval by the Department Council, any changes to grades, should be submitted to the Student and Welfare Services of the University within a timeframe of 10 days.

- The Senate approves student grades and the conferring of awards.

APPENDIX IV

STAFF TRAINING AND DEVELOPMENT

STAFF TRAINING AND DEVELOPMENT

Philips University recognizes that accomplishing the following objectives is to its advantage, as well as to the advantage of its staff. It is therefore; ready to make commitments, financial and otherwise, in support of these objectives.

When a member of the staff is assigned to participate in a training/development program, he/she must submit hard copy of the "Training Request Form" to the Department of Human Resources accompanied with all the necessary documentation to support the request. After the approval (if any) of the training request from the HR Director, the employee should proceed to submit an absence request via his/her Department Head.

The above-mentioned procedure applies to all training programs taking place locally, abroad, or under the ERASMUS program. It is the responsibility of the employee-participant to make all relevant arrangements, in order to participate in the training without causing any obstructions to his/her duties.

The objectives of the training and development policy are as follows:

1. Improve skills through actions in accordance with the Training and Development Procedure, as this is referred to in the Human Resource Manual.

(a) Organize seminars tailored towards the improvement of administrative/management skills for old/new staff.

(b) Participation of staff to appropriate seminars, workshops and Erasmus programs.

(c) Sharing of knowledge: A member of the staff will share knowledge with the members of his/her department when participating in activities as described above.

(d) Evaluate the training seminars so as to measure their impact/benefit ("Training/Seminar Evaluation Form").

2. Provide the staff with the opportunity to improve their academic qualifications.

Offer the opportunity to staff members to pursue a degree at the University at a lower cost. Such action must be recommended by the Head of the Department and approved by the Director of Human Resources.

3. Assist the Staff members in establishing themselves as acknowledged leaders

(a) The University supports staff members who become active members of professional organizations and who present lectures on the latest developments in their field of study.

(b) The University continuously works towards the establishment of links with the business community and international educational institutions.

MENTOR SCHEME

The primary objective of the Mentor Scheme is to support and facilitate new employees or existing employees who are taking new tasks in other departments. The Scheme seeks to allow new staff to acclimate to the organization's culture and systems, as efficiently and effectively as possible from the very beginning of their employment.

More specifically, the mentor can help the mentee clarify career goals and formulate a plan to achieve these goals by providing the mentee with the knowledge and insights s/he has gained through his/her years of experience within the University.