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Date: 08/07/2023

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:** Cyprus College (Limassol)
- **Town:** Limassol
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διοίκηση Γραφείου (2 ακαδημαϊκά έτη, 120 ECTS,
Δίπλωμα)

In English:

Office Administration (2 academic years, 120 ECTS,
Diploma)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**



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].

In Greek: Concentrations

In English: Concentrations

A. Introduction

The External Evaluation Committee (EEC) would like to express its gratitude to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for inviting them to evaluate the proposed Diploma in Office Administration offered by Cyprus College.

Cyprus College is one of the oldest institutions offering tertiary education services in the country. The college is owned by the Galileo Global Education Organisation, which also owns the European University and the Cyprus College at Nicosia. The College is known for offering a range of vocational courses, including two-year diplomas. The college has set three strategic objectives: enhancing teaching and learning, investing in human capital, and promoting research. These objectives guide the college's mission and underpin its commitment to providing quality education.

The in-person evaluation was conducted on July 6th, 2023, by a team consisting of three academics and a student representative. As per the agenda provided, the EEC had the opportunity to engage with key individuals, including the Campus Director, program coordinator, members of the quality assurance committee, and teaching and administrative staff from various support units such as the library, IT services, and student welfare office. Additionally, interactions with students provided valuable insights and perspectives on both the proposed program and other relevant aspects.

In addition to the meetings held, the EEC thoroughly reviewed the self-evaluation report prepared by the program team prior to the evaluation. This, along with staff presentations and the examination of requested documents (e.g. student and staff handbooks, minutes of meetings, coursework etc) enabled the EEC to develop a comprehensive understanding of the program's strengths and areas with potential for improvement.

The recommendations provided by the EEC are rooted in established good practices and are intended to support the further development of the program. The committee hopes that the suggestions outlined in the evaluation report will serve as a valuable resource for Cyprus College and the program team as they strive to enhance the program's sustainability, quality and effectiveness.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Savvas Papagiannidis	Professor	Newcastle University, UK
Ernst Verwaal	Professor	KU Leuven, Belgium
Alexandros Sahinidis	Professor	University of West Attica, Greece
Platonas Michaelides	Student representative	University of Cyprus, Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The program the EEC is evaluating is the Diploma in Office Administration. This is a program running for several years and has been submitted for its second evaluation. The said program is one of the five diplomas offered by the College, in addition to the three Bachelor ones.

In spite of the genuine efforts by the management, the Office Administration has seen a consistent decline in enrolments since its introduction. The programme team was not clear as to the underlying reasons are for this continuous decline in numbers. An earlier effort to launch a similar program in English proved unsustainable and was abandoned. Also, the program does not appear sustainable, given that the breakeven point requires 8 students minimum who are assumed to pay the full fees. Considering that the current number is comparable to the minimum expected, but also that almost all students receive scholarships, discounts etc. the actual break-even point is higher than was it stated.

In an attempt to contain the declining enrolments, the management decided to intervene. In order to meet the evolving demands of the industry and ensure that students are well-prepared for the modern office administration landscape, the proposed changes include:

- Integration of Technology and Information Systems: Recognising the significance of technology in office administration, the program now places increased emphasis on the use of relevant technology and information systems.
- Introduction to Information Systems for Office Administration: A new course has been introduced to equip students with essential skills in utilising information systems within an administrative working environment.
- Recognising the growing importance of social media and marketing in office management, particularly for small businesses, social media and marketing communication has been introduced.

These additions and revisions to the program reflect the program's commitment to staying current with industry trends and equipping students with the necessary skills and knowledge to thrive in a technology-driven and interconnected world. The remedial actions proposed include the changing of the name of the program to “Office Management”.

Despite the above changes, the program is still comprised of a large number of secretarial skills and basic use of computer programs and Internet. More specifically 30 ECTS are devoted to typewriting skills and 6 ECTS to basic skills like sending and receiving emails and using a search engine on the Internet. The programme is a Diploma higher education vocational diploma. A “Diploma” has the equivalence of the first two years of a Bachelor programme. However, the balance between vocational skills and academic skills in the programme does not fit with this academic higher education at this level. The EEC believes that although such skills are important there are disproportionately represented in the curriculum.

The programme team also plans to establish a Private Facebook Group, which will foster engagement and create a more dynamic learning environment by allowing students and faculty to interact more. Considering the small numbers of students and that there is much direct in-person engagement of staff with students, such an action is not expected to make a significant impact.

Other suggested changes include the introduction of networking events and the organisation of field trips which are welcome.

Admissions criteria are in line with the expectations for such a programme.

Public information is sufficient although more can be done to promote the programme and explain how it can open-up career opportunities for graduates.

Strengths

There is a module (6 ECTS) offering practical training in a real business environment. This could be extended.

The programme has a good introduction for practice of office management and teachers show a strong commitment when it comes to supporting their students.

The college provides good opportunities for foreign visits for the students (as part of the Erasmus programme).

By incorporating industry connections and initiatives into the program, students can be exposed to a range of practical experiences and can better understand the demands and expectations of the office administration profession. These opportunities help bridge the gap between academic learning and industry practices, preparing students for successful careers in the field.

Areas of improvement and recommendations

1. In light of the declining numbers, it is crucial to thoroughly evaluate the program's overall viability, identify the factors contributing to the decline in enrolments, and explore potential strategies to enhance its sustainability. By addressing these challenges proactively through market research, the College can ensure the long-term success and effectiveness of the Office Administration program. This is key to ensuring that quality assurance is effectively implemented and that any changes have a positive impact.
2. A core objective of the program is to emphasise the importance of professional skills and knowledge acquisition. By offering systematic guidance and support, students are guided through the process of acquiring the practical skills required to thrive. This includes honing their abilities in areas such as communication, organisation, time management, problem-solving, and teamwork. These should suffice for such a programme. Developing future "leadership skills" and addressing "broader societal problems" is not necessary in this instance and can send a confusing message to students.
3. Similarly, the intended learning outcomes could be streamlined.

4. A significant reduction of the time allocated to basic skills is advised. The need for this change was also confirmed by the interviews with the students. The students expect a much more intellectually challenging programme in line with what you can expect from a higher education programme. This adaptation requires a major revision of the programme.
5. To this end the College could consider borrowing modules from the existing diploma in Business Administration in order to provide a wider perspective in the area of office administration and the fundamental principles of management.
6. A clear picture of the interrelationships between the modules was not evident. In the process of revision, the programme could therefore benefit from course mapping across the different modules, which could make the balance between academic and vocational skills explicit.
7. While the inclusion of external certifications is valuable and enhances students' employability prospects, it is important to strike a balance in the program's focus. It is crucial to ensure that the diploma itself remains the primary objective of the program, with the external certifications serving as complementary components, rather than overshadowing the overall curriculum. By streamlining the program's emphasis on external certifications and placing equal importance on the broader knowledge and skills acquired through the diploma, students will receive a well-rounded education that prepares them for success in the field of office administration.
8. The programme benefits from a good quality evaluation process. However, it appears that changes in the programme are not always well communicated, as some of the teaching staff were not informed about the status/changes of their module.
9. More effectively promoting the Office Administration program is crucial to showcase its value and attract aspiring individuals seeking a rewarding career in the field. Such a program can offer numerous benefits to graduates, equipping them with essential knowledge and skills that are highly sought after in today's dynamic business environment.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Partially compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings

The Office Administration program adopts a flexible teaching process that utilises a range of pedagogical methods to facilitate effective student learning.

The integration of Blackboard in the program's teaching process streamlines administrative tasks, enhances communication between faculty and students, and promotes effective content delivery.

The assessment criteria are outlined in the course syllabus, providing students with an understanding of the expectations and requirements. An examination calendar is established, ensuring that students are aware of important dates and deadlines throughout the semester.

Students are encouraged to participate in the educational process, engaging in class discussions, collaborative projects, and interactive learning activities. The program also establishes specific office hours per semester, allowing students to seek clarification and guidance from instructors. Communication is facilitated through various channels ensuring seamless interaction between students and faculty.

The teachers use a variety of methods in class and in labs and through internships to achieve the goals of the program. Assessments consist of mid-term and final examinations, serving as key evaluative components. Additionally, continual feedback is provided through assignments and projects, allowing students to gauge their progress and make necessary improvements. Active participation in class discussions and activities contributes to a small percentage (5%—10% of the final grade), incentivising student engagement.

Turnitin is used for plagiarism checks.

Instructors are being evaluated by students and receive feedback of their performance.

Areas that need improvement are being addressed in discussion with management and instructors may receive training.

Strengths

The instructors are committed to their students' academic growth and overall well-being. They strive to create a supportive environment where students feel comfortable and motivated to excel. The teaching team's passion for their subject matter, coupled with their expertise in the field of office administration, inspires students. The positive feedback received from students is a testament to the teaching team's dedication. Students appreciate the individual attention, personalised feedback, and mentorship they receive, which contributes to their overall satisfaction with the program.

Areas of improvement and recommendations

1. To enhance the effectiveness of practice-oriented assignments and ensure a comprehensive assessment strategy, it is essential to develop a clear assignment strategy that aligns with the program's objectives. Similar to the mapping exercise proposed for program objectives and skills, conducting a mapping exercise for assessment types would be beneficial in formulating a robust program-level assessment strategy. Mapping assessments to the intended learning outcomes ensures that each assessment method effectively measures students' knowledge and skills in alignment with the program's vocational nature. By conducting this mapping exercise, the program team can identify any gaps or redundancies in assessment methods and make necessary adjustments to create a well-rounded assessment approach.
2. In addition, incorporating a variety of assessment methods can provide a more holistic evaluation of students' capabilities. Practice-oriented assignments, such as case studies, simulations, or real-world projects, offer students the opportunity to apply their knowledge and skills in practical contexts. These assignments can be complemented by other assessment methods, such as exams, quizzes, presentations, or group work, to assess different aspects of students' learning and foster collaboration and critical thinking skills.
3. Introducing more group work in final assessments can further enrich the assessment mix. Collaborative projects allow students to develop teamwork and communication skills, which are highly valued in the workplace. Group work assessments can simulate real-world scenarios, reflecting the collaborative nature of office administration roles and preparing students for future professional challenges.
4. The assessment of the programme when it comes to participation (which can account for up to 10% of one's total mark) appears to be unclear and inconsistent. It is unclear what "participation" exactly involves and how it is measured.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Partially compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

When it comes to staff recruitment the EEC notes that the recruitment and development processes for teaching staff are fair and transparent. Open recruitment calls are conducted, ensuring equal opportunities for interested candidates. This approach promotes a diverse and qualified teaching staff.

The qualifications of the teaching staff were deemed suitable for achieving the objectives and planned learning outcomes of the study program. All members of the staff held degrees higher than the minimum requirements.

The committee determined that the number of teaching staff is sufficient to support the program of study. Still, the majority of the staff were part-time employees with fixed-term contracts. This included the programme coordinator. On one hand, such a model may provide agility. On the other, it is a potential risk associated with relying heavily on module-specific instructors.

The college's participation in Erasmus partnerships is a valuable opportunity for staff mobility and international experiences. Through Erasmus, staff have the chance to study abroad at partner institutions, gaining cross-cultural exposure and experiencing different educational systems.

The committee recognises that the nature of Diploma programs, including their teaching-oriented focus and relatively short duration, presents certain challenges when it comes to fully integrating research into the curriculum. Diploma programs typically prioritise equipping students with practical skills and knowledge that are directly applicable to their chosen profession. While research plays a crucial role in higher education, it is often more prominent in longer and more research-intensive programs such as undergraduate or graduate degrees. In Diploma programs, the emphasis is often placed on providing students with a solid foundation of fundamental concepts and practical competencies to prepare them for immediate entry into the workforce. That being said, it is important to note that the program can still benefit from a balanced approach that integrates relevant research elements where feasible (and a number of examples were provided). Although full-fledged research projects may not be feasible within the program's time constraints, opportunities can be created for students to engage with research through case studies, real-life examples, and critical analysis of existing knowledge and practices in the field.

Strengths

The college has plans to introduce a 35-hour Faculty Development Program (FDP), divided into three parts offered in September, January, and June each year. The FDP will focus on various aspects of teaching and learning in higher education, enabling teaching staff to enhance their pedagogical skills and professional development. Upon completion, participants will receive a certificate of attendance and participation, acknowledging their commitment to continuous improvement.

In an effort to promote research activities, the college intends to provide staff with the opportunity to submit research proposals for funding under their Cyprus College affiliation. This initiative encourages staff members to engage in scholarly endeavours and contributes to the advancement of knowledge within the institution.

Areas of improvement and recommendations

1. The program instructors are qualified personnel, holding appropriate degrees and having significant experience teaching and/or industry. Due to the short duration of the program and the diversity of the subjects taught, the teaching team almost in its entirety is employed part time. As such the EEC has identified an urgent need for the employment of additional full-time staff members, with a particular emphasis on the role of the program coordinator. The committee recognises that the program coordinator plays a critical role in ensuring the effective delivery and management of the program. Having a dedicated and full-time individual in this position is essential for maintaining the program's quality and meeting its objectives. The College acknowledges this need and has plans in place to address it. By hiring full-time staff, the College can provide greater stability and consistency.
2. In addition to the urgent need for the recruitment of full-time staff members, the evaluation has highlighted the importance of establishing a clear workload policy specifically tailored for these members. A comprehensive workload policy is essential for ensuring equitable distribution of responsibilities, maintaining a healthy work-life balance, and optimising the effectiveness of the full-time staff. By implementing a well-defined workload policy, the College can address potential issues related to workload allocation, task prioritisation, and time management. The policy should clearly outline the expectations, responsibilities, and allocation of duties for full-time staff members, taking into account the specific requirements of their roles within the program. It should consider factors such as teaching load, administrative tasks, research and scholarly activities, professional development, and student support.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Non-compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

Admissions criteria are in line with the expectations for such a programme.

There are pre-defined and publicly available regulations pertaining to student admission, student conduct, and progression. This attribute ensures transparency and impartiality in the admissions process and student progression. These regulations establish clear criteria for evaluating student applications and determining their eligibility for admission to the program. They also facilitate consistent and fair treatment of students throughout their studies.

The student handbook plays a crucial role in communicating these regulations and guidelines to students. It covers the expectations, requirements, and milestones that students must meet as they progress through the program. This comprehensive handbook ensures that students are well-informed about the program's policies and procedures, promoting transparency and accountability.

Strengths

The evaluation indicates that the program is operationalised satisfactorily.

Areas of improvement and recommendations

The EEC does not have any specific recommendations for this area (beyond what was mentioned elsewhere with regards to recruitment strategy and promotion, fees and the sustainability of the programme etc).

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

Cyprus College has established a range of administrative mechanisms to ensure the smooth operation of the program and provide effective support to its students. These mechanisms encompass various aspects, including career counselling, student affairs, and financial support, all aimed at addressing both the academic and personal well-being of the students. It was encouraging to witness the dedication of the teaching and administrative staff towards the students and their commitment to assisting them throughout their learning journey.

Students are aware of the facilities and support available. The small classes and personal relationships established make it possible to seek direct advice when necessary.

The committee was satisfied with the infrastructure and facilities available at Cyprus College. The EEC had an opportunity to tour the facilities (such as labs, lecture theatres, the library etc) and obtain a first-hand experience. The College maintains high standards in terms of its physical resources. The library, in particular, stood out with its extensive collection of resources, including valuable online materials. The Library is part of the Cypriot Consortium.

The college has significant support from its parent organisation, having access to library resources and the use of Blackboard. The computer labs were equipped with up-to-date software and hardware, ensuring students had access to modern technology for their educational needs. Teaching spaces were adequately furnished with audiovisual infrastructure, facilitating effective learning environments. There were smartboards in the classrooms.

Furthermore, Cyprus College provides several communal areas that foster student interaction and community building, contributing to a vibrant campus atmosphere.

Strengths

Links with partner Institutions make it possible to access resources that are not typically available to such Institutions.

Areas of improvement and recommendations

The programme has currently 8 new students and these students receive significant discounts on the tuition fee of more than 50%. The business case for the programme is therefore unclear and can be a threat for future investments in the quality and continuity of the programme. The programme management team should create a convincing case that the market has a significant need for this programme so that long term viability and quality can be expected.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

Findings

NOT APPLICABLE

Strengths

NOT APPLICABLE

Areas of improvement and recommendations

NOT APPLICABLE

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

Cyprus College enjoys a good name in the local market and has good and lasting relationships with its employees. The management appears ambitious and driven despite the problems in the program under evaluation.

While acknowledging the program's potential, the EEC has identified specific areas that would greatly benefit from further improvements. By incorporating these recommendations, the program team can enhance the overall effectiveness of the program, ensuring a more coherent and meaningful learning experience for students. The EEC members are committed to addressing any queries or concerns that may arise from the evaluation process. They are available to provide further information and clarification as needed.

Lastly, the EEC expresses gratitude to the CYQAA representative for their exemplary organisation and facilitation of the evaluation. Their effective management ensured a thorough and efficient evaluation process, enabling the committee to provide valuable insights and recommendations to enhance the program's overall quality.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Savvas Papagiannidis	
Ernst Verwaal	
Alexandros Sahinidis	
Platonas Michaelides	

Date: 08/07/2023