

Doc. 300.1.1

Date: 7/7/2023

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

- **Higher Education Institution:**
KES College
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
 - **Department/ Sector:** Business and Administration Studies
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
Διοικητικός Λειτουργός Γραφείου (2 ακαδημαϊκά έτη, 120 ECTS, Δίπλωμα)
In English:
Office Management Administrator (2 academic years, 120 ECTS, Diploma)
- **Language(s) of instruction:** English and 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) expresses its appreciation to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for inviting them to evaluate the proposed Diploma (Office Management Administrator) offered by KES College.

KES College is one of the first independent HE Institutions in Cyprus. The college was founded in 1971 and has an established reputation in the area of vocational education. It offers 22 accredited programmes in a range of areas. The vision of the college is to lead the way in the field of vocational education and training. It also aims to expand its academic programmes by offering unique programmes of study that respond to the needs and continuous development of the labour market.

The programme under evaluation is part of the provision of the School of Business and Administration Studies. The name of the programme changed from the existing “Office administration and secretarial studies” to “Office Management Administrator”.

The evaluation took place on the 5th of July 2023, with a team consisting of three academics and a student representative conducting the evaluation in person. Throughout the evaluation process, the EEC had the opportunity to meet key individuals at KES College, including the Director General, the program coordinator, members of the quality assurance committee, as well as teaching and administrative staff from various support units (such as the library, IT services, student welfare office, etc). Engaging with these individuals, as well as interacting with students, provided the EEC with valuable insights and perspectives on both the proposed program and broader aspects.

In addition to the meetings, the EEC thoroughly reviewed the self-evaluation report prepared by the program team prior to the evaluation. This, combined with staff presentations and the examination of requested documents, made it possible to obtain a comprehensive understanding of the program's strengths and areas with potential for improvement.

The recommendations provided by the EEC are based on established good practices and aim to support the program. The EEC sincerely hopes that the suggestions presented in the report will serve as a valuable resource for KES College and the program team.



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

A quality assurance process is in place to evaluate both new and existing programs, aiming to foster a culture of teaching and learning excellence. The EEC was provided with the meeting notes evidencing the overall rationale for the changes proposed. The committee took into consideration student feedback. Such feedback is used on an ongoing basis to ensure that the modules and the programme run smoothly.

To gather student feedback, an anonymous evaluation is conducted twice a year. Students have the opportunity to assess each course they are enrolled in, including the teaching quality, and also respond to broader questions regarding the College's learning environment.

The program under review is an established two-year vocational program that aims to equip students with a comprehensive understanding of various subjects relevant to office administration. The primary goal of the program is to ensure that graduates possess the necessary office management skills to meet the demands of a contemporary business environment.

The program management demonstrates a strong commitment to student-centred teaching and provides support to teaching staff in terms of instructional methodologies and practical training. The programme maintains suitable teaching methodologies for students and their learning needs with the use of different modes of delivery that aim at helping to build a set of hard and soft skills.

The programme features 12 modules covering topics such as office administration and CRM, written and communication skills, accounting, social media management, sustainability and logistics in office administration, meetings and events planning etc. There is also an opportunity to work within a real business environment and gain valuable practical experiences. All modules are compulsory and there are no electives. Modules follow the ECTS system with each module typically covering 10 credits.

The programme is currently offered in Greek. The proposed programme will be offered in both Greek and English. This will make it possible to attract students from a wider pool and international students. This can help increase the numbers and make the programme more sustainable in the long term. The admission criteria for this program align with the expected standards typically observed for similar programs.

Public information about the College and the programme appears to be sufficiently comprehensive and provides the necessary information with regards to joining the programme and potential career prospects after graduating.

Dropout in 2022/23 was 4%.

Strengths

KES College has been running this programme continuously for many decades which demonstrates both the need, but also the dedication of the College to meeting such a market need. Such a track record can be an excellent platform on which to further develop the programme going forward.

The College has made an investment in a dedicated system for collecting and managing this feedback.

The College's membership in the International Management Assistants Network (IMA) can be considered a valuable asset when it comes to contributing to programme development.

Areas of improvement and recommendations

With regards to the programme the following suggestion could be taken into consideration:

- 1) It is recommended to provide clearer articulation of the progression from one semester to the next and establish stronger connections between modules (e.g., when it comes to accounting modules).
- 2) The programme's design does not include a mapping of learning objectives with program modules, resulting in a lack of clarity regarding the (inter)relationships between modules. Developing a comprehensive mapping of programme objectives and skills development across the offered modules is advised. This mapping will aid students and staff in understanding how each module contributes to the overall program goals and the acquisition of specific skills.
- 3) The programme features 12 compulsory modules and no electives. It may be possible to offer industry/sector specific modules that aim to provide contextual training.
- 4) There may be opportunities to do training internationally through collaborations abroad. To this end (and also considering that the local market is a diverse one), adding more cross-cultural training could be a valuable addition. Similarly, more emphasis should be paid to the legal aspects related to office administration.
- 5) Explicit attention is not given to English business communication and intercultural skills as learning objectives, although the management acknowledges their importance. Weaknesses in English communication skills were also observed when communicating with students. In addition to the above points, the EEC notes that while quality assurance currently incorporates student feedback and input from external sources (like market feedback and alumni recommendations), there is room for a more structured and systematic approach. Currently, the program's connection with the job market and employers relies mainly on the personal connections of the program director. Establishing an advisory board could be beneficial in shaping the program's future and ensuring that graduates possess skills and experiences highly valued by employers and review changes in the professional requirements for office managers that can be considered in the design of the curriculum. Such an advisory board could serve multiple related programmes which will ensure its feasibility and wider impact.



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	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centered 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-centered 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 program employs a flexible teaching process that incorporates various pedagogical methods to facilitate student learning. It embraces the use of educational technologies and maintains regular updates to teaching methods, tools, and materials.

Moodle, the learning management system, is utilized to support module management, teaching, learning, and administrative processes.

The program has the capability to prepare students for external examinations conducted by public bodies or other organizations, such as the ECDL (European Computer Driving License). This is considered an important value addition by students.

Strengths

Students were complementary of the teaching experience received while being in small classes.

Areas of improvement and recommendations

Regarding assessment, the program utilizes both formative and summative assessments, encompassing a range of methods. However, there is a need for a clear assignment strategy to guide the use of practice-oriented assignments. Similar to the proposed mapping of program objectives and skills, conducting a mapping exercise for assessment types would be beneficial in formulating a comprehensive program-level assessment strategy. This mapping would ensure that assessments across modules align with the intended learning outcomes, providing a thorough evaluation of students' knowledge and skills. This is considered of great importance, considering the vocational nature of the Diploma. It would also enable the program team to diversify assessment methods and foster a more holistic and authentic approach. In this regard, incorporating more group work in final assessments could be considered as part of the assessment mix.

More speakers from industry to give talks related to current office management best practices would be welcome.



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

The recruitment and development processes for the teaching staff are fair and transparent. Open recruitment calls for staff are conducted, and part of the interview process includes a mock training session.

The qualifications of the teaching staff are deemed suitable for achieving the objectives and planned learning outcomes of the study program, ensuring quality teaching and learning. All members of staff had a degree higher than the one considered.

The number of teaching staff is considered sufficient to support the programme of study. The majority of staff were full time (as defined by KES College). Increasing the number of full-time staff is challenging due to capacity issues as they need to deliver a minimum of teaching hours per week before contracts gets adjusted accordingly.

The College primarily relies on teaching staff who cover specific modules. This creates a flexible and adaptive business model. At the same time, it can potentially create risks when it comes to identifying appropriate staff members with the relevant expertise and experience.

The management for vocational studies asserts that staff with industry experience are beneficial for the program. All teaching staff had a minimum of 5 years of working experience.

There is a seminar series focusing on pedagogical aspects. Members of the teaching team are encouraged to attend the seminars.

The connection between teaching and research is limited since the program is a diploma/vocational degree and not a full bachelor's program. Still, it is worth noting that KES College has a number of research activities that are primarily associated with the Bachelor's degrees on offer. Research is concerned with practical market-oriented projects. Such projects are often funded by the College and facilitated by an independent research centre (the KES Research Centre). External funding from local partners has also supported research projects. Students are often involved in such projects.

Through its participation in Erasmus partnerships, however limited, the university enables student mobility and international opportunities. Erasmus allows students to study abroad at partner institutions, providing them with a valuable cross-cultural experience, exposure to different educational systems, and an opportunity to broaden their horizons.

Strengths

The EEC notes that the small classes and associated staff-student ratio makes it possible to create close relationships between the teaching staff and the students enrolled to the programme. If these relationships are operationalised in an effective manner, they can underpin a rich student experience and high satisfaction.

Areas of improvement and recommendations

The programme coordinator provides support to teaching staff by discussing the module plans and overall programme delivery. The coordinator also considers student feedback and areas for improvement. There are also teaching observation sessions, but these are undertaken by a single reviewer. Although the above are commendable and to some degree reasonable, considering the size of the classes involved, decentralising the processes can be beneficial. For instance, teaching staff could observe a different colleague every year and reflect on different teaching methods applied.

Student evaluations are conducted on the teaching staff. It is important for the results to be analysed and taken into account, particularly when planning training for the teaching staff. Providing teachers with direct access to feedback is recommended before they discuss the feedback with the programme coordinator.

The existing seminar series can be strengthened, both in terms of its structure and topic coverage, but also in terms of the speakers featured (as per the suggestion following).

On the one hand the College could support members of the teaching team to obtain pedagogic qualifications. On the other the College can make more effective use of the Erasmus programme and inviting international speakers. Similarly, it can encourage members of staff to visit partner institutions to gain valuable experiences.



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	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

The presence of pre-defined and publicly available regulations pertaining to student admission, student conduct and progression is a positive attribute that 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 make it possible to treat students in a consistent and fair manner during their studies.

These regulations and guidelines communicated to students through the student handbook cover the expectations, requirements, and milestones that students must meet as they progress through the program. By making these regulations easily accessible to students, the College promotes transparency and accountability.

Strengths

There is a sufficiently comprehensive student handbook that covers all important aspects of the student journey.

Areas of improvement and recommendations

The EEC is overall satisfied with the way that the programme is operationalised. We recommend that more could be added in the student handbook in the section on the student's well-being.

and there are no specific recommendations for this section.

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

The KES College, given its size, ensures easy access to a range of support services available to students. This commitment guarantees that students can readily obtain the assistance they need, whether it's related to academics, technology, or personal matters, thereby creating a positive and conducive to learning environment.

During the evaluation, the EEC had the opportunity to visit the college library, which was found to be well-organized and conducive to learning. In addition to offering an appropriate collection of books, the library provides access to online resources such as databases. The library also offers ample workspace and fosters a friendly atmosphere, further enhancing the overall learning environment. There are discussions with regards to the KES College joining the Cyprus Libraries Consortium.

The college provides IT support that encompasses various aspects of virtual learning and communication.

Moodle, the virtual learning environment, serves as a platform for course materials, assignments, and online discussions.

Strengths

The College does have an entrepreneurial culture and despite the resource limitations has invested significantly in infrastructure and programme development.

Very low staff student ratio means students and teachers can interact directly and create close relationships.

Areas of improvement and recommendations

Acknowledging the importance of mental well-being, the College could provide counselling support through specialized professionals. These experts could offer guidance and assistance to students who may require emotional or psychological support.

A common challenge with small size organizations like KES is that they tend to operate in an informal/personal manner. Senior management can gradually start installing systems and procedures and processes, to follow, when it comes to the delivery of the programme that are often found in bigger institutions. On one hand it can help strengthen the delivery of the programme. On the other these can underpin the desired growth of the institution in a proactive manner.

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

Following the assessment carried out by the External Evaluation Committee, several aspects of the program have been highlighted. While acknowledging the potential of the revised program, the EEC has identified areas that would benefit from further improvement. By incorporating these recommendations, the program team can enhance the program's effectiveness by creating a more cohesive and meaningful learning experience for students, aligning modules with program objectives more effectively, and providing increased flexibility for specialization in pertinent industry sectors.

The EEC members are ready to address any queries and offer additional information, if required.

Finally, the EEC would like to thank the CYQAA representative who organised and facilitated the evaluation in a very effective manner.

E. Signatures of the EEC

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



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Date: 7/7/2023