

Doc. 300.1.1/3

Date: Date.

External Evaluation Report

(Joint - conventional -
face-to-face programme of
study)

- **Higher Education Institution:**

Neapolis University Pafos

- **Collaborative Institution(s):**

Democritus University of Thrace, Greece

- **Town: Pafos**

- **School/Faculty (if applicable): SCHOOL OF ECONOMICS, BUSINESS AND COMPUTER SCIENCE (NEAPOLIS UNIVERSITY PAFOS) FACULTY OF SOCIAL, POLITICAL, AND ECONOMIC SCIENCES (DEMOCRITUS UNIVERSITY OF THRACE)**

- **Department/ Sector: DEPARTMENT OF ECONOMICS AND BUSINESS (NEAPOLIS UNIVERSITY PAFOS) DEPARTMENT OF ECONOMICS (DEMOCRITUS UNIVERSITY OF THRACE)**

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

In Greek:

Διοίκηση Έργου (3 – 5 χρόνια, 180 ECTS,

Διδακτορικό, ΣΕ ΣΥΝΕΠΙΒΛΕΨΗ

In English:

Project Management (3-5 years, 180 ECTS, PhD – **Joint**)

- **Language(s) of instruction: Ελληνικά και Αγγλικά**
- **Programme's status: New**
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The site visit took place on Monday, 3 February 2025, at Neapolis University Pafos & Democritus University of Thrace, Greece. The day was structured as follows:

- The visit began with a brief introduction of the members of the External Evaluation Committee (EEC), including Professor Tilo Wendler from Berlin University of Applied Sciences, Germany, Associate Professor Emmanouil Avgerinos from IE Business School, Spain, Associate Professor Dimitrios Vlachopoulos from Erasmus University, Netherlands, and Ms. Irenie Theodorou from the University of Cyprus.
- There was a meeting with the Rectors/Head of the Institutions and/or the Vice Rectors of Academic Affairs. This included a short presentation of the Institution and a discussion. Participants included Prof. Pantelis Sklias, Prof. Maria Grigoriou (online), Prof. Savvas Chatzichristofis, Prof. Dimitris Dimitriou, Assoc. Prof. Christos Christodoulou-Volos, and Mrs. Valentiva Argyrou.
- A meeting was held with the Head(s) of the relevant department(s) and the Coordinator(s) of the programmes for a short presentation of the Schools'/Departments' structure. Discussions covered the JOINT programme's collaborative functions, quality assurance, mission and strategic planning, and development processes.
- A meeting took place with the Head(s) of the relevant departments and the Coordination Committee of the programmes. The discussion included the legal framework, cooperation agreement, design and delivery of the joint programme, and various aspects of the study programme and its management.
- A meeting was held with the Head(s)/Coordinator(s) and members responsible for the E-Learning unit for a brief presentation and a Q&A Session. Topics covered included the E-Learning philosophy, methodology, materials, interaction plan, platform features, and team qualifications.
- A meeting was held with members of the teaching staff on each course for all the years of study. Discussions included academic qualifications, research interests, course design, learning outcomes, assessment criteria, and teaching material.
- A meeting took place with external Stakeholders. Discussions included their input on the institution's quality assurance policies, programme design and development, market needs alignment, public information accuracy, and employability of graduates.

- A meeting was held with five students and graduates. Discussions covered various aspects of the study programme, student-centred learning, teaching and assessment, student admission, progression, recognition, certification, learning resources, and student support.

Achievements:

- The employability rate for graduates is over 93% within the first three months after graduation. For specific fields like IT, Accounting and Finance, Civil Engineering, and Architecture, the employability rate is 100%.
- The universities offer other joint degrees, such as the MSc in Forensic Accounting with the University of Western Macedonia and the MSc in Data Analytics and Financial Technology with the Hellenic Mediterranean University. These programs enhance collaboration and provide students with diverse educational opportunities.

Innovative solutions:

- The Pedagogical Planning and Learning Process Unit at Neapolis University aims to strengthen the learning process by developing innovative training methodologies and using new technologies in the learning process.
- The universities have a strong focus on student placement, with 60 enterprises and private/state entities participating in the NUP placement program. This emphasis on practical experience helps students transition smoothly into the job market.

These strengths and practices highlight the universities' commitment to providing high-quality education and fostering international collaboration.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Tilo Wendler	Chancellor and Professor	HTW Berlin, Germany
Dimitrios Vlachopoulos	Associate Professor	Erasmus University Rotterdam
Emmanouil Avgerinos	Associate Professor	IE Business School, IE University
Irene Theodorou	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

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.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*

- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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.

Based on the elements from the application for external evaluation and findings from the onsite visit, here is a description of the situation at Neapolis University Pafos and Democritus University of Thrace:

The universities have been collaborating for three years, primarily through the European Universities Alliance common project and over 70 Erasmus+ programs. This partnership has led to the development of joint programs, such as the MSc and Ph.D. in Project Management. The universities emphasize the international character of their campuses, with Neapolis University Pafos being located near an airport and in a UNESCO-accredited city.

The study programme is a joint programme. It is a collaboration between Neapolis University Pafos and Democritus University of Thrace (Greece). The programme is designed to provide a PhD with co-supervision in "Project Management". The completion of the programme leads to the award of a joint PhD degree, following the provisions of the Special Cooperation Protocol.

The universities have established numerous international Memoranda of Understanding (MoUs) with an impressive number of institutions all over the world. They are also part of the European Margins Engaging for Regional and Global Empowerment Alliance (EMerge), which includes universities from Ireland, France, Germany, Norway, Slovakia, Spain, and Cyprus.

Neapolis University Pafos has a strong focus on distance learning, with a dedicated Distance Learning Unit (DLU) that supports both students and teaching staff. The university also has a School of Doctoral Studies that aims to attract and educate talented researchers.

The universities have implemented various quality assurance processes, including performance evaluations for teaching and administrative staff. They also have advisory boards that link academia with industry and provide feedback on programs and courses.

Overall, the both universities are committed to providing high-quality education and fostering international collaboration. They have a clear vision of developing a people-oriented educational organization with European standards, and they actively engage with the community through research and social action.

Strengths

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

- The curriculum of the PhD Program with Co-Supervision in "Project Management" offered by Neapolis University Pafos and Democritus University of Thrace is designed to provide a comprehensive and rigorous academic experience. The programme includes a solid foundation in economic and business theory, quantitative methods, and management-specific knowledge and skills. It emphasizes the necessary scientific methodology and contemporary techniques for full understanding, research, and practice in economy and administration.
- The curriculum also encourages interdisciplinary learning and research, fostering an environment where students can share and broaden their knowledge across disciplines.
- The programme is open to candidates with a master's degree, regardless of gender, age, religion, nationality, sexual preference, political orientation, or disability¹. The PhD thesis can be submitted in either Greek or English.
- The programme emphasizes a mix of good didactics and the application of modern media to create a good learning atmosphere.
- The Department of Economics at Democritus University of Thrace holds a leading role in teaching and research of Economics Sciences. It participates in numerous specialized research programs with significant collaborations both in Greece and internationally.
- The Neapolis University Pafos Doctoral Unit ensures that the quality of research training is at the highest international level. PhD students are encouraged to look beyond their chosen discipline and share knowledge across disciplines.
- Admission to the PhD program with Co-Supervision is open to all candidates in possession of a master's degree, regardless of gender, age, religion, nationality, sexual preference, political orientation, or disability.
- The programme fosters activities that apply its intellectual and ethical heritage to work for the good of society as a whole.

Furthermore, the universities apply joint internal quality assurance processes in accordance with part one of the European Standards and Guidelines (ESG).

- There are performance evaluations for both teaching and administrative staff. The evaluation process is agreed upon by both universities and includes self-assessment reports and supervisor evaluations.
- The quality management committee observes modules and evaluations. If a course needs improvement, it is redesigned over two semesters.
- All students are required to provide feedback before accessing their grades.
- Key Performance Indicators (KPIs) are systematically monitored, including exam grades, attendance analysis, and flagging bad outcomes of courses.

These strengths highlight the universities' commitment to maintaining high standards of quality assurance through continuous monitoring, evaluation, and improvement processes.

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 number of active students in the DUTH seems to be 50% of the students in total. This can be challenging for the administration as well as quality assurance - especially in terms of interpretation of KPIs. Both universities' should consider actions to avoid similar developments in the study programme evaluated here.
- While the selection criteria is clear, it would be important to identify the ideal candidates who should follow a PhD program in project management, instead of continuing education programs. What is the added value of this degree for these people? What are the career opportunities this degree would offer them?
- There is only one mandatory course with no quals nor any other test for the PhD candidates. Each supervisor decides if the Candidate needs to take any more courses, which does not secure objective performance metrics during the first and second years of the programme..

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

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

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

Sub-areas

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

2.3 Practical training

2.4 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.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*

- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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.

Process of Teaching and Learning and Student-Centred Teaching Methodology: The programme emphasizes innovative teaching methods and the application of modern media to create a conducive learning atmosphere. It encourages rigorous scholarship and innovative teaching in all academic areas offered by the university. The curriculum is designed to meet local and national needs, promote links with local communities, and embrace modern pedagogy and learning technologies. The educational philosophy guiding the PhD program in "Project Management" from Neapolis University Pafos and Democritus University of Thrace is the pursuit of excellence in teaching, research, and service to the community.

The programme includes a practical training guide to ensure that students gain hands-on experience in their field of study. This practical training is an integral part of the curriculum, providing students with the opportunity to apply theoretical knowledge in real-world settings. The guide outlines the procedures and requirements for practical training, ensuring that students are well-prepared for their professional careers.

The assessment of students is based on a combination of coursework, practical training, and the successful presentation of the doctoral thesis. The programme ensures that the quality of research training is at the highest international level. Students are encouraged to look beyond their chosen discipline and share knowledge across disciplines. The assessment process is designed to be fair and transparent, with clear criteria for evaluating student performance.

To successfully complete the PhD Program with Co-Supervision in "Project Management" at Neapolis University Pafos and Democritus University of Thrace, students are required to have their research work published in Scopus-indexed journals. This requirement ensures that the research conducted by the students meets high academic standards in general and contributes to the global body of knowledge in the field of project management. The publications should be relevant to the student's thesis and demonstrate the originality and significance of their research findings. This process not only validates the quality of the research but also enhances the visibility and impact of the student's work within the academic community.

Strengths

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

See detailed findings mentioned above.

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.

- Publishing in lower-ranked journals included in Scopus poses several risks for students aiming to complete their PhD Program. While these journals may offer a quicker and seemingly easier route to publication, they often lack the rigorous peer-review process and high academic standards of more prestigious journals. This can result in the dissemination of research that is not thoroughly vetted, potentially diminishing the perceived quality and impact of the student's work. Additionally, publications in lower-ranked journals may not be as highly regarded by the academic community, which can affect the student's reputation and future career prospects. It is crucial for students to aim for high-quality, reputable journals to ensure their research is recognized and valued within the academic and professional communities. Professors of both universities should take several actions to mitigate the risk of students aiming to publish in lower-ranked journals included in Scopus. Firstly, they can provide guidance and mentorship to students on the importance of publishing in high-quality, reputable journals. This includes educating students about the rigorous peer-review process and the academic standards upheld by top-tier journals. Professors can also encourage students to aim for journals with higher impact factors and better reputations within the academic community. Additionally, professors can facilitate access to resources and support systems that help students improve the quality of their research. This might involve organizing workshops on academic writing, research methodologies, and the publication process. By fostering a culture of excellence and high standards, professors can motivate students to strive for the best possible outcomes in their research endeavors.
- Furthermore, professors should collaborate with students on research projects, co-authoring papers and providing valuable feedback throughout the writing and submission process. This collaboration not only enhances the quality of the research but also increases the likelihood of acceptance in prestigious journals. By setting a strong example and actively participating in the publication process, professors can significantly influence students' choices and encourage them to aim for higher-ranked journals.
- Finally, it is important to set clear expectations for the students who can't meet the academic requirements and avoid staying in the program (and paying the fees) without

real chances of success. During the first year of studies this should be made clear by the program. Such measure will support the students and will improve student retention and graduation rates.

The evaluators have no concerns that both Neapolis University Pafos and Democritus University of Thrace will manage the challenges well, given their strong reputations and proven track records in higher education. Both institutions have demonstrated excellence in teaching, research, and community engagement, which instills confidence in their ability to effectively oversee and administer the joint PhD Program in "Project Management". Their commitment to high academic standards, innovative teaching methods, and rigorous research practices further assures that they are well-equipped to handle any challenges that may arise during the program.

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

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

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.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

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.

The teaching staff for the programme includes a mix of professors from both Neapolis University Pafos and Democritus University of Thrace. The detailed qualifications and total teaching periods for each member of the teaching staff are provided in the programme documentation.

Moreover, the recruitment process for teaching staff includes performance evaluations.

The teaching staff involved in the programme are actively engaged in research, and there are synergies between their research activities and the courses they teach. This ensures that students benefit from the latest research findings and methodologies in the field of project management.

The School of Doctoral Studies at Neapolis University Pafos aims to attract and educate talented researchers, fostering excellence in research and collaboration with other universities and research centers.

The universities have advisory boards that link academia with industry and provide feedback on programs and courses, contributing to the overall development and advancement of the School and the University.

Strengths

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

- All relevant teaching staff members interviewed have a sufficient academic career and are qualified for the programmes to be established.
- A platform for communication with lecturers exists.

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.

- During the interviews the evaluators sensed some details in the pace of the programme which are not well known by all the professors involved. The evaluators recommend establishing even more intense communication with all relevant stakeholders. Also, establishing separate resources and additional dedicated support staff during the preparation phase of the programme may be helpful.
- It is important to ensure the program has enough capacity to offer high quality supervision to the students. Support to younger academics in supervision and peer-to-peer mentoring by more experienced colleagues (professors) is needed, as well as monitoring of the supervision quality (apart from the quantitative indicators, such as the number of meetings).

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

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

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

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

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.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

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.

Admission to the PhD program with Co-Supervision in "Project Management" is open to all candidates who possess a master's degree, regardless of gender, age, religion, nationality, sexual preference, political orientation, or disability.

The Call for Applications will be open upon approval by the CYQAA for both European and non-European Union citizens. Successful applicants will develop their research under the co-supervision of high-quality academics from Neapolis University Pafos, Democritus University of Thrace, and other recognized academic institutions.

The program ensures that students progress through a rigorous and challenging curriculum based on a solid foundation in economic and business theory, quantitative methods, and management-specific knowledge and skills. The Neapolis University Pafos Doctoral Unit is committed to ensuring that the quality of research training is at the highest international level. Through courses, interdisciplinary programs, and scholarships, PhD students are encouraged to look beyond the boundaries of their chosen discipline and share knowledge across disciplines.

The program fosters an academic environment that values and promotes free, active, and original intellectual inquiry among its faculty and students. It encourages and supports rigorous

scholarship and innovative teaching in all academic areas offered by the university. The successful presentation of the doctoral thesis leads to the award of a joint PhD degree, in which the collaborating universities are mentioned. The status of the co-supervised PhD thesis, the title of the thesis, the date of presentation, and the evaluation grade will be mentioned on the PhD degree.

The PhD thesis can be submitted in either Greek or English.

After the successful presentation of the doctoral thesis, a joint PhD degree is awarded. The degree will mention the collaborating universities, the status of the co-supervised PhD thesis, the title of the thesis, the date of presentation, and the evaluation grade. This certification ensures that the students' achievements are formally recognized and documented, providing them with a valuable credential for their future careers.

Strengths

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

- The admission process involves a thorough review of applicants' academic qualifications, work experience, and other relevant documentation. This ensures that only qualified and motivated students are admitted to the programme.
- The curriculum, including the structure of the programme, courses per semester, and the content of each course, is provided to students at the beginning of their studies. This transparency helps students understand what to expect and how to prepare.

These strengths ensure that the admission process is rigorous, transparent, and supportive, helping to maintain high standards of education and preparing students effectively for their future careers in project management.

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.

- During the interview with the teaching staff, we were informed that students will be submitting progress reports will be submitted by the students every two months, which is not considered suitable and realistic to demonstrate progress in doctoral level studies. It is recommended to have fewer monitoring moments (twice a year?) but more in-depth reporting and obligations (milestones, deliverables).

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4	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.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*

- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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.

The universities' offer a range of facilities to support students throughout their studies. These include access to classrooms, laboratories, a library, and various equipment. The infrastructure is designed to provide a conducive learning environment and ensure that students have all the necessary resources to succeed in their studies. The quality of facilities is good.

Strengths

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

- The university provides a wide range of material available both online and physically. This includes an appropriate number of copies of textbooks and access to online materials, including journal articles. The university allocates an exceptional budget of 300,000 EUR per year to ensure that these resources are up-to-date and readily available to students.
- To help students find and use these materials, the university offers online seminars. These seminars cover various topics, such as how to navigate the library's online resources, effective research strategies, and tips for using specific databases. The seminars are recorded and made available later via the Moodle online platform, allowing students to access them at their convenience.
- Examples of databases available to students include Springer, ProQuest, Ebsco, JSTORE, and many more. These databases provide access to a vast collection of articles and books, ensuring that students have the resources they need for their studies. Many articles and books are available for both study programmes, supporting the diverse academic needs of the students.
- Overall, the material provided is more than sufficient and appropriate.



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



Areas of improvement and recommendations

- During the interviews with the teaching staff, we were informed that students could be based in Greece or in Cyprus (or in a different country). In this context, it would be necessary to ensure that these students have access to equal quality of resources, infrastructure and administrative support independently of their location.
- It is important to ensure stable working relationship (contract) with the supervisor up at least until the end of the maximum duration of the supervision. In addition, there should be a clear process for changing supervisor during the program, ensuring that there is another expert in the field who will offer the suitable support to the students.

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	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.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

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.

Admission to the PhD program with Co-Supervision in "Project Management" is open to all candidates who possess a master's degree, regardless of gender, age, religion, nationality, sexual preference, political orientation, or disability. The PhD thesis may be submitted in Greek or English. The Call for Applications will be open upon approval by the CYQAA for both European and non-European Union citizens. Successful applicants will develop their research under the co-supervision of high-quality academics from Neapolis University Pafos, Democritus University of Thrace, and other recognized academic institutions.

The PhD program requires students to develop a research proposal and subsequently complete a dissertation. The proposal must outline the research objectives, methodology, and expected outcomes. The dissertation is a comprehensive document that presents the research findings and demonstrates the student's ability to conduct independent research. The successful presentation of the doctoral thesis leads to the award of a joint PhD degree, in which the collaborating universities are mentioned. The status of the co-supervised PhD thesis, the title of

the thesis, the date of presentation, and the evaluation grade will be mentioned on the PhD degree.

The PhD program with Co-Supervision in "Project Management" is designed to ensure that students receive high-quality research training in an environment that encourages interdisciplinary learning and collaboration. The Neapolis University Pafos Doctoral Unit is committed to ensuring that the quality of research training is at the highest international level. Students will develop their research under the co-supervision of high-quality academics from Neapolis University Pafos, Democritus University of Thrace, and other recognized academic institutions. The program fosters an academic environment that values and promotes free, active, and original intellectual inquiry among its faculty and students.

Strengths

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

- The scientific quality of the PhD thesis in the program is ensured through several rigorous processes and standards. The Neapolis University Pafos Doctoral Unit is committed to maintaining the highest international level of research training. The program encourages interdisciplinary learning and collaboration, ensuring that students receive comprehensive and high-quality research training.
- Students develop their research under the co-supervision of high-quality academics from Neapolis University Pafos, Democritus University of Thrace, and other recognized academic institutions. This co-supervision model ensures that students benefit from diverse expertise and perspectives, enhancing the quality of their research.
- Additionally, the program fosters an academic environment that values and promotes free, active, and original intellectual inquiry among its faculty and students. This environment encourages rigorous scholarship and innovative teaching, further ensuring the scientific quality of the PhD thesis.

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.

- Publishing in lower-ranked journals included in Scopus poses several risks for students aiming to complete their PhD Program. While these journals may offer a quicker and seemingly easier route to publication, they often lack the rigorous peer-review process and high academic standards of more prestigious journals. This can result in the dissemination of research that is not thoroughly vetted, potentially diminishing the perceived quality and

impact of the student's work. Additionally, publications in lower-ranked journals may not be as highly regarded by the academic community, which can affect the student's reputation and future career prospects. It is crucial for students to aim for high-quality, reputable journals to ensure their research is recognized and valued within the academic and professional communities.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	<i>Compliant</i>
6.2	Proposal and dissertation	<i>Compliant</i>
6.3	Supervision and committees	<i>Compliant</i>

7. Eligibility (ALL ESG)

Sub-areas

7.1 **Legal framework and cooperation agreement**

7.2 **The joint programme**

7.3 **Added value of the joint programme**

7.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*

7.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

7.3 Added value of the joint programme

Standards

The joint programme leads to the following added values:

- *Increases internationalisation at the institutions.*
- *Stimulates multinational collaboration on teaching at a high level and makes cooperation binding.*
- *Increases transparency between educational systems.*
- *Develops study and research alternatives in accordance with emerging needs.*
- *Improves educational and research collaboration.*
- *Offers students an expanded and innovative arena for learning.*
- *Increases highly educated candidates' employability and motivation for mobility in a global labour market.*
- *Increases European and non-European students' interest in the educational programme.*
- *Increases competence at partner institutions through cooperation and implementation of a best practice system.*
- *Increases the institution's ability to change in step with emerging needs.*
- *Contributes to tearing down cultural barriers, both personal and institutional.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

The programme is offered as a collaborative effort between Neapolis University Pafos and Democritus University of Thrace, combining their expertise and resources to provide students with a high-quality education. By leveraging the strengths of both institutions, the programme ensures access to a diverse range of faculty, facilities, and learning materials. Both partners are

deeply committed to delivering a programme of excellence, ensuring rigorous teaching and research standards while providing strong academic support to students.

The curriculum is carefully designed to integrate the specializations of each university, offering students a well-rounded education that covers various aspects of the field. This joint approach enhances the learning experience, equipping students with the necessary knowledge and skills for their future careers. Upon successful completion of the programme, students are awarded a degree from each participating institution, which is fully recognized by both universities and relevant academic bodies.

Beyond its academic rigor, the joint programme has an international dimension, exposing students to different educational systems, cultures, and perspectives. This global outlook is particularly advantageous in the fields covered by the programme, as well as in project management, where international collaboration is increasingly essential. Additionally, the quality assurance processes for this joint programme exceed the standard requirements of both institutions, as they must align with the academic and accreditation standards of each university, ensuring a high level of excellence in its implementation.

Strengths

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

- One of the key strengths of this programme is its ability to increase internationalisation at the participating institutions. By bringing together Neapolis University Pafos and Democritus University of Thrace, the programme fosters a global perspective and exposes students to diverse educational systems and cultures. This international dimension not only enriches the learning experience but also prepares students for the global nature of project management.
- The programme also stimulates multinational collaboration on research at a high level and makes cooperation binding. Faculty members from both institutions work closely together, sharing their expertise and best practices. This collaboration ensures that students receive well-rounded support that incorporates the latest research and methodologies from different parts of the world.
- Another significant strength is the increased transparency between educational systems. The joint nature of the programme necessitates clear communication and alignment between the participating institutions, leading to greater transparency and understanding of different educational standards and practices. This transparency benefits students by providing them with a cohesive and consistent learning experience.
- Furthermore, the programme improves educational and research collaboration between the participating institutions. This collaboration leads to the sharing of resources, expertise, and innovative teaching methods, ultimately benefiting the students. The joint efforts of the faculty members ensure that the programme remains at the forefront of project management education.
- Lastly, the programme offers students an expanded and innovative arena for learning. The use of technology, practical components, and interactive activities creates a dynamic and

engaging learning environment. Students have the opportunity to apply theoretical knowledge to real-world scenarios, collaborate with peers from different backgrounds, and develop critical thinking and problem-solving skills.

- In summary, the study programme excels in increasing internationalisation, stimulating multinational collaboration, increasing transparency, developing study and research alternatives, improving educational and research collaboration, and offering an expanded and innovative learning arena. These strengths make it a highly attractive option for students aspiring to excel in the field of project management.
- The management as well as the lecturer of both universities are committed supporting the study programme in its development and implementation. They have emphasized the importance of not solely relying on online meeting formats. Instead, they have prioritized constant personal meetings to ensure the programme is developed with meticulous attention to detail. Their efforts in fostering a collaborative and interactive environment, both online and in-person, demonstrate their passion for education and their desire to provide the best possible learning experience for the students. It's truly inspiring to see such a hands-on approach in action, and it undoubtedly contributes to the programme's strengths and success.

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.

None. The university already has a similar legal structure and joint program accredited and the existing framework applies to this program as well.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7	Legal framework and cooperation agreement	<i>Compliant</i>
7.2	The joint programme	<i>Compliant</i>
7.3	Added value of the joint programme	<i>Compliant</i>

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF (Consider also the added value of the joint programme).

The study programme is a testament to the huge effort and impressive concept put forth by both Neapolis University Pafos and Democritus University of Thrace. The remarkable qualification of the teaching staff from both universities is a cornerstone of this programme's success. The faculty members are not only highly qualified but also actively engaged in research, ensuring that students benefit from the latest developments and methodologies - especially but not only in the field of project management. Their dedication to excellence is evident in the meticulous attention to detail and the collaborative approach they have taken to develop this programme. This commitment to quality education and continuous improvement makes the programme a standout choice for students. The teaching staff engagement, support and qualification is highly appreciated by the students of the universities!

Furthermore, based on the findings from analyses of the documents as well as the on-site visit the evaluation committee members are convinced that all formal requirements are met. The universities have demonstrated a strong commitment to maintaining high standards of quality assurance through continuous monitoring, evaluation, and improvement processes. However, there are several areas where further improvements can be made to enhance the overall quality of the concept of the study programme.

- One of the key areas for improvement is addressing the issue of inactive students. Implementing strategies to increase student engagement and participation in the programme can help mitigate this challenge.
- Ensuring that all relevant policies are accessible to both students and staff is crucial for maintaining transparency and consistency in the quality assurance processes. The universities should review and update its policy access mechanisms to ensure that everyone has the necessary information.
- The performance evaluation process for teaching and administrative staff is well-structured, involving self-assessment reports and supervisor evaluations. However, the universities could consider incorporating additional metrics and feedback formats to provide an even more comprehensive evaluation of staff performance.
- The quality management committee plays a vital role in observing modules and evaluations. To further strengthen this process, the committee should establish clear and concrete guidelines for redesigning courses that need improvement and ensure that these guidelines are consistently followed.
- The development of innovative training methodologies and the use of new technologies in the learning process are commendable. Both universities should continue to invest in these areas and explore new ways to enhance the learning experience for students.



By focusing on these areas, the universities can further improve the quality of the doctoral programme and ensure that it meets the highest standards of academic excellence. Continuing in the established collaboration between the universities, students, and industry partners will be key to achieving these improvements.



E. Signatures of the EEC

Name	Signature
Tilo Wendler	
Dimitrios Vlachopoulos	
Emmanouil Avgerinos	
Irene Theodorou	
Click to enter Name	
Click to enter Name	

Date: February, 5th 2025