Doc. 300.1.1

Date: 2 June 2023

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

- **Higher Education Institution: European University Cyprus**

- **Town: Nicosia**

- **School/Faculty (if applicable): School of Sciences**

- **Department/ Sector: Department of Computer Science and Engineering**

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

  In Greek:
  Διαχείριση Έκτακτων Γεγονότων και Ασφάλειας (18 μήνες/ 90 ECTS/ MSc)
  In English:
  Security & Emergency Management (18 months/ 90 ECTS/ MSc)

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit of the EEC has taken place on June 1st 2023 from 9.00h till 17.45h. The current report is written by the EEC members on June 2nd 2023 from 9.00h till 17.00h.

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B. External Evaluation Committee (EEC)

Name	Position	University
Prof. Pieter van Gelder	Chairman	TU Delft
Prof David Galbreath	Member	University of Bath
Prof. Richard Teeuw	Member	University of Portsmouth
Mr. Petros Papacharalambous Name	Member	University of Cyprus
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.***

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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. 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*

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- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *is reviewed and revised regularly involving students and other stakeholders*

1. Public information

Standards

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

2. Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
- o *key performance indicators*
- o *profile of the student population*
- o *student progression, success and drop-out rates*
- o *students' satisfaction with their programmes*
- o *learning resources and student support available*
- o *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?*

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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.

In general the EEC is pleased with the study programme, its design and development. A number of strengths have been identified, but at the same time some weaknesses have been spotted, for which the committee suggests a number of recommendations.

From our review and from meeting with the relevant administrative staff and with students from current courses, the quality assurance policy for the proposed programme has a formal status and is publicly available; it supports the organisation of the quality assurance system through appropriate structures, regulations and processes; it supports teaching, administrative staff and students to take on their responsibilities in quality assurance; it ensures academic integrity and freedom and is vigilant against academic fraud; it guards against intolerance of any kind or discrimination against the students or staff and it supports the involvement of external stakeholders.

From our review and from meeting with the relevant administrative staff and with students from current courses, we found that the proposed programme of study:

benefits from external expertise

is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes

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 the exams' and assignments' content corresponds to the level of the programme and the number of ECTS

defines the expected student workload in ECTS

is subject to a formal institutional approval process

However, the panel is not convinced yet that is designed by involving students and that it is designed so that it enables smooth student progression, because some courses show a significant proportion of overlap and some white gaps in the programme have been identified. The programme does not include well-structured placement opportunities, which is considered as a missed opportunity. It is also noted that in some courses the latest research in the given discipline is missing and the programme can be made up-to-date.

Once the programme will be operational, it should be 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, and that it is reviewed and revised regularly involving students and other stakeholders.

Information about selection criteria, intended learning outcomes, qualification awarded; teaching, learning and assessment procedures; pass rates, learning opportunities available to the students and graduate employment information is provided based on our review and from meeting with the relevant administrative staff and with

students from current courses. However, we found that the proposed programme of study provided needs to be updated and improved on coherence.

From our review and from meeting with the relevant administrative staff and with students from current courses, we found that information for the effective management of the programmes of study is effectively collected, monitored and analysed, via: key performance indicators, the profile of the student population; student progression, success and drop-out rates; students' satisfaction with their programmes; learning resources and student support available; and the career paths of graduates (with a survey 6 months after completion of the programme; surveys 2 years and 5 years after completion of the programme are also recommended to undertake).

Via the online student feedback system, students on current programmes have been involved in providing and analysing information (with high response rates above 70%), which can potentially planning guide follow-up activities. However, we did not see any evidence that students had been involved in the planning of the proposed programme.

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

Strong theoretical background of the courses in the proposed MSc programme.

Strong rationale and feasibility for the programme.

Strong commitment from the management team to support and facilitate the programme.

Strong enthusiasm by the coordinator and teaching staff to participate in the programme.

Strong participation by NOA (National Observatory of Athens) in the programme to provide data availability and to teach students on how to measure, store and analyse data from geological and hydrometeorological hazards.

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.

Reduce the overlap between courses in the programme. See below.

Add a practical course to the programme, where students learn operational methods and best practices on applying emergency management to case studies and simulations of humanitarian crises, earthquakes, landslides, floods, wildfires, industrial (Natech) disasters, pandemics, conflicts and wars, etc.

Add a course on the 'people side of the disaster' on how vulnerability, behaviour and resilience interact when risks are exposed to people and stakeholders. The programme seems to focus most on the first 2 chains in the 'source - pathway – receptor' framework, but less on the third chain.

Add new developments to the programme on data collection with people participation (mobile telephone data collection / social media usage during emergencies), satellite imagery, aerial lidar and drone technologies, GIS analysis & mapping, VR/AR developments, digital twins of the state of critical infrastructure – ideally with the students making practical use of such datasets.

Add a graduation research project to the programme, where students write a thesis over a period of 6 months (30 ECTS). This will learn the students to conduct independent research and report their findings in a written report.

Consider changing the title of the programme to 'Disaster risk reduction and security management'.

Specific comments on each of the proposed courses:

Risk Assessment & Management – strong on theory and analytical methods. However, more should be said about how risk assessments can be communicated, (a) in the pre-emergency preparedness phase and (b) in the rapid response emergency event stage, for usage (i) with emergency managers and (ii) with the general public, e.g. via case studies with examples of e.g. colour-coded risk maps, recommended priority actions, audio alerts, SMS text messages, press releases for TV/radio/social media.

Research Methods – after the Data Analysis component, a section needs to be added about Data Presentation and ways of effectively communicating research findings.

Understanding Security & Safety in the 21st Century – There is a need to have a security element within the programme but at what level is the primary concern. This course gives a broad introduction to security studies and to some key developments that have occurred in the field. However, the aim of the programme is to develop disaster and emergency responses, preventions and interventions. While the there is a need to understand the political dynamics of any region or country, the level of interest on the field of security studies appears out of place with the aim of the programme. Consider amending or removing.

Man-made Catastrophes - Methods and techniques from this course also appear in OSH605. Reduce this overlap.

Geohazards: Management & Prevention and Natural Hazards & Disaster Management – lots of overlap here: we think that these two courses should either be be merged, or else clearly focus on more distinct topics, e.g Natural Hazards & Disaster Management, or e.g. Methods for Disaster Management & Risk Reduction, or e.g. Disaster Management in the Mediterranean Region.

Critical Infrastructure: Protection & Resilience - This course would preferably also address design strategies for critical infrastructures, such as inherent safe design -, redundant design -, probabilistic design of these (flood defence, earthquake resistant) structures.

Modelling emergencies – There is some overlap here with the courses ESM620, ESM610 and OSH655. Clearly identify the differences between these courses and how they complement each other. As prerequisite this course really needs a strong background in mathematics and physics. The proposed admission criteria are too soft, since students with a BSc degree in social sciences or health will not be able to participate in this course. Alternatively, reduce the advanced models and computational techniques from this course, and replace it by more generic techniques on modelling emergencies, such as MCDA (Multi Criteria Decision Analysis) techniques to deal with socio-economic data, conflicting objectives (costs vs. safety) and conflicting stakeholders.

Impacts of climate change on natural disasters – more up to date Required Readings are needed.

European Security & Defense – While some knowledge of the region to do with threats, military actors, insurgent groups could be useful for any disaster response, it is less clear why a course would be needed to detail EU, NATO or otherwise institutional frameworks such as PESCO. The programme would greatly benefit from a course that would detail UN, EU and other legislation, SOPs, and operations to prevent and respond to disasters and emergencies. Consider withdrawing this course.

Assessing New Threats & Challenges in the Mediterranean Security Environment – This is a good regional analysis of the potential threats, disasters and emergencies that the students will most likely be familiar and be important for simulations and case studies. Consider revising cumbersome title.

Violent Extremism and Terrorism: Trends and Facts – This course could be represented within the assessing new threats and challenges and does not singularly add relevant topical substance to the programme. Consider merging with the Assessing New Threats and Challenges in the Mediterranean Security Environment course.

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

Sub-area		Judgment
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially-compliant
1.3	Public information	Partiall-compliant
1.4	Information management	Compliant

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

> **Sub-areas**
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

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

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- *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.

The EUC presented their proposed programme that would build on the MSc Occupational Safety and Health that is already operating. On this basis, through the evidence provided and the interview with OSH students and proposed teaching staff of the proposed programme, we find that that the level of student centred learning is commensurate with our expectations of the role of the student in the learning process. Students felt that there close relationship with teaching staff on the OSH programme underlined their ability to play an active role in the lecture. Furthermore, we saw evidence of a learning scenario where the teaching staff sought to engage students but note that student engagement was poor. While the student participation could be evidence of disinterest, it is as likely that the staged scenario did not exhibit the true interest of the students and their learning process. Beyond those strengths and recommendations below, we find that all criteria have been pertaining to student centred learning, teaching and assessment.

Strengths

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

The panel found several strengths

1) *Student close relationships with teaching staff and other students was exhibited in the interview of students. Many of the achievements of the students on learning and support are a testament to the role teaching staff in supporting students with diverse needs.*
2) *The university maintains a high level of technological support and platforms to allow students to have a flexible learning in the classroom but also online.*
3) *Library and lecture theatres are modern, fully equipped and supported by the University AV team.*
4) *Evidence provided in the interviews and documentation show that teaching methods, tools and material are 'modern, effective, support the use of modern educational technologies and are regularly updated'.*
5) *The proposed programme includes both practical and scientific elements which underline the 'real-world' application of the programme.*

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.

1. Theory and practice are evidenced in the programme though the connection between the two are less evident. We recommend that a greater connection between theory and practice be established to show clear progression through learning achievements. We note that such a structure of the curriculum would make it more complicated for part-time or late joining students. However, as shown in section 1, we believe

that a greater practical element should be added to the programme and that a praxis approach to learning will improve the educational achievements but also the employability opportunities.

2. Individual research and student participation in research projects is an important part of a masters programme. We recommend that greater research opportunities be given to students either as independent research projects or working on staff research projects.

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

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

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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.*

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- *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 panel found that the teaching staff were more than qualified and competent to deliver a programme of this nature. We found that the range of staff was also commensurate with what was to be expected for such a programme. However, we also found that the balance between full time EUC staff versus bought in part-time staff (from Athens for the most part) appeared to present a challenge to the consistency and character of the programme. We also note a remarkable low number of female staff. Altogether, we find that staff competences match the expectations for such a programme. Beyond those strengths and recommendations below, we find that all criteria have been pertaining to teaching staff.

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

1. Staff have obtained high standing doctoral degrees and have had international experience in education and/or employment.
2. Evidence shows the important role of teaching staff in student advising and learning achievements.
3. Strong support from the School and University in supporting the department in developing this programme.
4. Staff research performance though publications and funding.
5. The provision of teaching development programmes for staff and inclusion of teaching outcomes as part of the promotion system.

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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.

1. to consider the consequences of the appointment of non-EUC staff on a programme which will need strong pedagogical and pastoral support for students.

2. to consider the gender balance of teaching staff where possible.

3. to consider the number of fulltime in the department employed to deliver this programme.

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

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

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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:*
    o *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
    o *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.

From our review and from meeting with the relevant administrative staff and with students from current courses, t*he panel agrees that the pre-defined and published regulations regarding student admission are in place and that access policies, admission processes and criteria are implemented consistently and in a transparent manner. However, the panel considers that the admission criteria are too soft, in the sense that a background in social sciences and health will be insufficient to complete the theoretical / computational courses in semesters 1 and 2.*

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.

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

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.

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

1. Systems to collect, monitor and act on information on student progression

2. Responsive student admissions systems.

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.

Consider limiting the programme admission to engineering and science students.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
4.1	Student admission, processes and criteria	Partially 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.).*

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- *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 panel found that the learning resources were more than commensurate with what is to be expected from such a prospective programme. We found through interviews with students and management that learning spaces, IT support and library support are advanced and well funded. The panel also found that duty of care and safe guarding issues were less evidenced and present. Beyond those strengths and recommendations below, we find that all criteria have been pertaining to learning resources and student support.

Strengths

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

1. Library support for online and hard copy resources was very good.
2. IT support for computer systems and learning platforms was very good.
3. Employability and internship opportunities were very good.
4. Department support for students and their progression through the programme was well evidenced.

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.

1. to consider a safe guarding policy that would ensure the duty of care of all students on the programme where students have expressed a key role of teaching staff for pastoral and academic support. An example of a safe-guarding report can be found at https://warwick.ac.uk/services/gov/university-policies/safeguarding/

2. to consider the learning opportunities using 3D, VR and AR technologies that would provide a greater experiential opportunity for students. We note the possible use of the Mcrosoft suite

3. linked to our request for better presentation of risk assessments via improved risk communication, consideration should be given to providing the students with access to visualisation and mapping systems, such as Google Earth Pro, or ArcGIS - or better still, the free Open Source alternative, QGIS.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Partially compliant
5.2	Physical resources	Compliant

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5.3	Human support resources	Compliant
5.4	Student support	Partially 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*

- - o *reports per semester and feedback from supervisors*
  - o *support for writing research papers*
  - o *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.

Click or tap here to enter text.

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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.

Click or tap here to enter text.

Based on the above findings and strengths, the panel acknowledges the importance of this programme, but recommends a major revision of the proposed programme and suggestions for improvements have been included in this report.

E. Signatures of the EEC

Name	Signature
Prof.Pieter van Gelder	
Prof. David Galbreath	
Prof. Richard Teeuw	
Mr. Petros Papacharalambous	
Click to enter Name	
Click to enter Name	

Date: 2 June 2023