Doc. 300.1.1/3

Date: 18.03.2025

External Evaluation Report

(Joint face-to-face programme of study)

- **Higher Education Institution:**
  European University Cyprus
- **Collaborative Institution(s):**
  EM Lyon Business School (France)
  Macromedia University of Applied Sciences (Germany)
- **Town: Paris, Nicosia and Munich**
- **School/Faculty (if applicable): School of Humanities , Social and Educational Sciences**
- **Department/ Sector: Department of Education Sciences**
- **Programme of study- Name (Duration, ECTS, Cycle)**
  In Greek:

  N/A

  In English:

  Joint Master in Innovation and Technology for Education (2 academic years, 120 ECTS, Master (MSc))
- **Language(s) of instruction: English**
- **Programme's status:** New
- **Concentrations (if any):**
  In Greek: N/A
  In English: X

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 External Evaluation Committee (EEC) had a meeting on 16.03.2025 to discuss the programme evaluation process. On 17.03.2025, the EEC visited the European University Cyprus and met faculty members, staff and students in order to evaluate the Joint Master in Innovation and Technology for Education (2 academic years, 120 ECTS, Master (MSc)). The visit was arranged and facilitated by Natasa Kazakaiou, representing the Agency of Quality Assurance and Accreditation in Higher Education. Prior to the site visit, the EEC members were provided with relevant programme documents to review. The EEC was presented with detailed information about the university, the department, and the joint programme. During the visit, the EEC requested and received additional material, regulations, policies, and presentations. During the site visit, the EEC met university, school and department leadership peers and professors, teachers, students, and administrators.

A final meeting to aggregate the EEC members' contributions to this report and to agree on its final form was held on 18.03.2025.

The agenda included several meetings with different stakeholder groups as outlined below:

09.00 – 09.10	Brief introduction of the members of the EEC
09.10 – 09.45	Meeting of the committee with the Rector/Head of the Institution and/or the Vice Rector of Academic Affairs
09.45 – 10.30	A meeting with the Head(s) of the relevant department(s) and the Coordinator(s) of the programme (part 1)
10.30 – 10.45	Short break
10.45 – 11.55	A meeting with the Head(s) of the relevant department(s) and the Coordination Committee of the programme. (part 2)
11.55 – 12.55	A meeting with members of the teaching staff on each course for all the years of study.
12.55 - 13.55	Lunch break offered by the institution to all EEC panel and CYQAA officer
13.55 – 14.40	A meeting with External Stakeholders.
14.40 – 15.20	A meeting with ONLY students and graduates
15.20 – 15.40	Lesson Observation
15.40 – 15.55	Coffee break
15.55 - 16.25	A meeting exclusively with members from the Administrative Staff.
16.25 – 16.55	A visit to the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities) and discussion of the main issues with IT Manager, Course Leader and Director of Academic Quality and Compliance.

16.55 – 17.10	A meeting ONLY between the EEC members, to sum up and discuss for any additional clarifications needed, before the Exit Discussion
17.10 – 17.40	Meeting with the Head of the relevant department and the programme's Coordinator - exit discussion (questions, clarifications).

Based on the examination and evaluation of the accreditation materials and the site visit, the EEC concludes that most of the standards are fully compliant with a number of standards being partially compliant. The present assessment report describes how the standards are met and provides recommendations and suggestions for improving the proposed programme.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Michail Giannakos	Professor	Norwegian University of Science and Technology (NTNU)
Hans Hummel	Professor	Open University of the Netherlands
Lesley Gourlay	Professor	University College London (UCL)
Polydoros Skannavias	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.

The expert panel scrutinised extensive materials supplied in advance of the meeting at the European University Cyprus, detailing the proposed MSc in Innovation and Technology for Education. This has been developed as a

proposed joint programme to be offered by the Galileo Global Education subsidiaries emlyon (France), Macromedia University of Applied Sciences (Germany) and the European University Cyprus, acting as a degree-awarding consortium, Copernia. The programme has been designed based on the four 'pillars' of technology, neuroscience, leadership and innovative design.

Strengths

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

The panel members recognised several strengths in the programme design and development process. In particular, we noted the bold and innovative nature of the vision underlying the programme offer, in terms of its future-facing orientation and ambition. The programme seeks to address a perceived 'gap' in mainstream taught postgraduate provision with a focus on leadership in education and training, concerning technological development and innovation. This was justified in terms of a lack of coherent leadership across European institutions in terms of educational change. The offer is highly interdisciplinary, broad-based, flexible in terms of pathways, and potentially impactful in terms of graduate skills and knowledge in a range of formal and educational contexts, and also professional training scenarios, in a fast-changing job market. Two different potential categories of students were identified: high-performing recent graduates from relevant fields, and leaders, entrepreneurs and consultants. A further strength in the design is the breadth of the offer, ranging across fields, including cognitive sciences, technology, and leadership. The first year of the programme is planned to operate at the Galileo campus in Paris, with the first semester of the second year offering a choice to students of Macromedia or the European University Cyprus, according to the module pathway chosen by the student. The panel also noted the very positive feedback supplied by students from the three HEIs, and the depth of project management experience offered by Galileo in the establishment of educational provision. Galileo's extensive network in the tech industry was a further noted strength, allowing for internships to be offered in the second year 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.

The panel, in constructive discussion with the leads from the consortium, noted that the ambitious and innovative nature of the programme design involving three main partners brings with it a series of operational, pedagogic and academic challenges. It was noted that the breadth of the programme may carry risks in terms of a potential sacrifice of the depth required for postgraduate study. Panelists expressed reservations about the emphasis on cognitive neuroscience as the primary lens on learning, given the wealth of theoretical and methodological perspectives currently influencing our understanding of how individuals, groups, and societies interact with, develop, and learn with technologies. The consortium leads expressed an ambition for the programme to become a leader in the field; the panelists conveyed that to achieve this aspiration, the programme would need to develop a very strong academic reputation drawing on and operating on the cutting edge of research developments in the field. This, we suggest, would involve moving beyond 'solutionist' approaches in accordance with agendas of the for-profit 'EdTech' sector, towards a more critical, holistic and theorised set of understandings drawing on qualitative insights regarding technology and change offered by the social sciences, in addition to those arising from cognitive neuroscience. We highlighted a potential tension inherent in the ownership of the HEIs by the for-profit provider Galileo and its close commercial relationship with major players in the EdTech space. Specifically, we discussed this in terms of academic freedom and criticality, and the need for robust protection of academic freedom in the programme for academic staff and students to adopt critical stances towards technologies and the tech industry, where desired.

We found the planned approach to quality assurance of the programme of study could be made clearer in terms of future QA procedures and external examining. Regarding admissions, the panel expressed concerns about the relatively low IELTS English Language threshold for entry to the programme, and the attendant risks to international student progress. Based on the input, we have the following recommendations:

- Reconsider the appropriacy of the 'pillar' of cognitive neuroscience as the dominant scientific lens on learning.
- Consider broadening this pillar to, e.g., 'Understanding Learning' to include an emphasis on learning theories and human-technology relations derived from a broader range of disciplines, including, for example, social sciences, science and technology studies, and philosophy of education.
- Implement a continuous process of reviewing and, where necessary, refreshing module reading lists to explore cutting-edge research and thinking in the field.
- Put in place practices and procedures to explicitly promote and protect academic freedom and criticality for students and academics on the programme.
- Provide an overview of future quality assurance processes and arrangements for benchmarking against cognate programmes, e.g., via external examining.

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

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

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

Sub-areas

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

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

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

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.

Although the EEC had some concerns about the administrative setup of the programme with mostly equal and small building blocks of 5 or 10 ECTS (one size fits all), we were positively impressed by the didactic approach taken on the programme as a whole and its constituent courses. The programme wants to address some urgent needs in society

(especially in business) for a new set of competencies by taking into account the possibilities new technologies offer for more innovative (business) upskilling. Besides this focus, the programme also wants to offer specialisations on other domains and educational contexts. The programme proposes a student-centred and highly experiential way of learning with real-life cases playing an important role. Lectures (with exercises to apply knowledge), seminars (for in-depth discussions), and workshops (for collaboration on tasks) are mentioned (p. 49) as the most important didactic methods for teaching. Students are encouraged to take an active role in creating the learning process. “Learn to do, Do to learn” is the credo.

Ideally, the initiators of the joint programme envision a 360-degree view of graduates on real-life phenomena and challenges in business training. As the most important subsets of competencies they consider: 1. Cognitive science skills (knowing how people learn and work together), 2. Leadership skills, 3. Technological skills (knowing how to use new technologies for more effective training), and 4. Innovative skills (knowing how to design and diffuse innovations in training). Primary groups targeted as graduates are leaders, entrepreneurs and consultants in business optimization and innovation. Secondary groups might have leading roles in education, but a clear profile on Educational Technology (with a more educational science and technologies orientation) did not become apparent from the application and talks. We understand the final decision for the programme name but we would like to point out it might appear to be somewhat confusing, especially in the international context.

Students are encouraged to take an active role in creating the learning process. The implementation of student-centered learning and teaching is intended to encourage a sense of autonomy in the learner while ensuring adequate guidance and support from the teacher. These are all promising intentions for a new programme, but still early days and somewhat premature in their design. We would need to have better elaborated course plans and descriptions of more practical components to be able to score all criteria as fully compliant.

Strengths

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

The concrete implementation of this student-centered learning and teaching environment has already been established at existing programmes in participating universities (EUC, EM Lyon, Macromedia), with positive evaluations heard from students, so we can rest assured that a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher, will also be established in this joint programme under construction.

Although the first year of the programme is mainly addressing the acquisition of core knowledge, there is room in the courses for practical application through case studies from the start onwards.

There are various technological facilities at the disposal of teachers and students. Tools for more immersive learning (interactive presentation, digital badges) were mentioned as resources offered by EM Lyon. Tools for XR (VR, AR and MR) and other technological applications are clearly more limited in the representation of the programme, but we understand the consortium cannot do everything and has to be somewhat selective in a practical sense. There were no examples of more education focused applications, like serious games for professional development or business simulation models as learning materials. As ‘gamified solutions’ for more active learning (p. 38), the application only mentions Kahoot! and Duolingo, which are not really examples of game-based solutions but rather interactive quizzes. Overall, the setup of the programme is intended to be highly practical in nature. Because of the very small group size, the personal assessment can be guaranteed, according to an apprenticeship model.

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.

We suggest the consortium consider the accuracy and coverage of programme's title. It is important to clearly communicate the topics addressed. For example, the consortium could consider revising the title, alternatives could be “Innovation and Technologies for Business Training” (or alternatively for Change Management, for Entrepreneurship). This may better reflect the core expertise of participating universities and the intended focus.

The “one-size-fits-all” approach to courses might not always be adequate, but it is understandable from an administrative perspective. Although we appreciated the mapping of learning objectives and competencies in each course description, we could not really detect much variety there. Neither did we see in the application (or hear in the talks) how the Dublin descriptors (and Bloom’s levels) of competencies at Master’s level build up across the various courses and components of the programme. Although from an administrative perspective, we see the benefit of this equal blocks structure, from a didactic perspective we suggest that opportunities for personalised learning and engagement should be mazimised throughout the programme. Especially in the context of business training (or even more for an educational science) programme, which advocates personalised and adapted learning, the Faculty should “teach as they preach”.

We recommend improving and elaborating on the format and the procedures for student assessment. Incorporating continuous assessment, that includes case studies, should be guaranteed. The methodology and evaluation of each course is announced in the public domain, but until now without specific details. Detailed information needs to be given to students when the study programme operationalises.

There seem to be no limitations in the type of master thesis research permitted. We do recommend devising more strict quality criteria and formats for setting up, carrying out, and reporting (thesis guidelines) research, as common frameworks for staff reference.

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	Compliant
2.3	Student assessment	Partially compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

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 programme is delivered by nine key staff members, which is an appropriate number considering the number of modules and the number of students in the programme. Seven members are full-time academic staff, holding a PhD, and two members are full-time Special Teaching Personnel, holding a Master's degree; there are no visiting professors/lecturers. The faculty staff members involved in the programme are adequately qualified, in terms of teaching status and rank, and their CVs are of a good standard, ensuring high expertise, which is appropriate to deliver a high-quality teaching experience to students. Faculty members actively conduct research, participate in international research projects (Erasmus+), and publish in areas relevant to the programme. Although the current team is suitable, future expansion of the teaching lineup should consider expertise from the learning and educational sciences, including educational technology.

The faculty staff members are involved in several research activities, including research centers, seminars, visits, and joint projects. The research background of the teaching staff informed both the design of the programme and the content of the modules, where theoretical notions, methodologies, and practical problems are introduced to the students. Students are also exposed to some research practices and challenges, for example, via the Research Design and Current Research Issues courses/modules.

The HEIs provide training opportunities for teaching staff and encourage their teaching staff members to participate in competence development opportunities. The HEIs allocate specific time for their faculty members to conduct their research, in particular EUC has a point system that allows faculty members who are very active in research (e.g., documented via publications or grant proposals) to dedicate additional time to research. This results in an appropriate allocation of the teaching load, consisting of roughly twelve teaching hours per week on average. Moreover, a reduction of the teaching load is possible for those staff members who are responsible for relevant research grants or have specific administrative responsibilities. Student evaluation is regularly conducted on teaching staff and on the courses, both during courses and at their end. The results of the evaluation are appropriately analysed and taken into account by the Committee on Internal Quality Assurance (C.I.Q.A.).

Strengths

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

- Permanent staff are adequately qualified to conduct research and teaching in the disciplinary area (relevant PhDs, active in publishing and obtaining grants in the area).
- Motivation and cohesion of the teaching staff towards the objectives of the programme and delivering a high-quality learning experience. During the interview, it was clear that the teaching staff were heavily involved in the development of the study programme and the level of ownership and competence was very high.
- From the discussion with the students, it was clear that teaching staff have very good availability to students (of neighbouring study programmes).

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 proposed programme is intended to recruit 60 students every year, therefore, it is of substantial size and has the potential to contribute to the academic communities of the HEIs involved (e.g., research-based theses, attracting talented PhD candidates). Although the personnel listed are adequate to start the study programme (starts with 30 students), once the programme has been launched and is ready to scale up, the HEIs involved need to consider recruitment possibilities to be able to handle the expected load (e.g., supervision of theses, advising of students). The EEC recommends that the institutes involved establish a recruitment plan to anticipate the needs of increased student intake and to have the resources for the programme to achieve the strategic objectives.

Moreover, the HEIs could consider using income from the study programme to provide dedicated additional support for academic staff in terms of related research grant capture, conference attendance and publications, in order to enhance the academic reputation of the 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	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*

- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

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 criteria to the Master of Innovation and Technology for Education are well defined. It requires applicants to hold a Bachelor's (minimum 180 ECTS). Moreover, it is expected for the students to have a certain degree of proficiency in the English language. Applicants whose university entrance qualification was not obtained in English must provide proof of English language proficiency at a minimum of level B2 according to the European Framework of Reference. B2 proficiency ensures that students can understand the main ideas of complex texts on abstract topics, including technical discussions in their field, follow lectures and presentations, engage in discussions, and present arguments clearly. Those are important requirements, at the same time it might have been beneficial if the proposed study programme had specified some requirements from the undergraduate studies of the applicants (e.g., some ECTS points from technology, innovation, education courses, or alike). This would have allowed the study programme to recruit candidates with existing competence in some of the topics. Also, expecting a higher level of English proficiency will ensure a better transition and progression for the students. The institutes can consider raising those requirements at a later stage.

Students' progress is evaluated continuously throughout the semester using various methods, including mid-term and final exams, classwork, homework, and active participation. Effective mechanisms are in place to monitor student progression throughout their studies. The registry manages student admissions, while school administrators and secretaries offer essential administrative support and remain accessible to students.

Strengths

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

According to students' feedback during this evaluation process (students from other programmes from the European University Cyprus and Macromedia University of Applied Sciences), the panel has observed a high level of satisfaction among students, regarding the programme and the support they receive. There is very good student-teacher interaction, which contributes to a positive atmosphere of trust, focused teaching, and room for dialogue and support for students. Moreover, from the discussion with the stakeholders, it became clear that there are good employability perspectives for future graduates.

There is a very clear description of the procedures, allowing for transparency and planning of course management. Again, students' feedback was very positive for the study programme from the HEIs involved, and the support they received from the teaching staff and other services of the university was adequate (e.g., library and labs).

The selection process is transparent and aligned with the programme's objectives. The selection will be conducted in two stages: an initial application review followed by at least one interview for shortlisted candidates. The institutes state that the admission as well as recognition criteria will be clearly and transparently published on the program's website, including a specific timeline for application deadlines, ensuring that all prospective applicants have access to detailed and accurate information.

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.

To recruit more relevant students and students with previous experience in some of the topics of the master's programme, it would be advisable in the future to add more specific requirements (e.g., relevant expected courses from the BSc studies of the applicants). Moreover, it is advisable to review and, if possible, raise the IELTS threshold for international students, or if not feasible, ensure support for English language and academic writing is provided.

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	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 resources used in teaching and learning seem quantitatively and qualitatively adequate. Furthermore, teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students. However, we did feel that the most current and key articles, books and conferences were not adequately referenced in all the module descriptions (section 1). Based on student feedback on support services, statutory administrative mechanisms for monitoring and supporting students are sufficient. Documentation and talks showed that the universities have various facilities for student support and welfare (both in terms of personal support and counselling during the study and in terms of leisure activities).

Strengths

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

The students consulted by the panel provided very positive feedback on their experiences with the consortium partners in terms of their learning experience, student support services, availability of academic support and advice, and rapid feedback on their work. This indicates a strong level of support, which would be available in addition to amenities and networking opportunities offered by the Galileo campus in central Paris in the first year of the programme. The panel noted the preparedness of the professional services colleagues we consulted in terms of the

administrative and student support services to be offered to the students. The Galileo Head of Operations for Copernia outlined that she would co-ordinate these services to induct and support students on the programme, to ensure coherence in terms of both administrative processes and student experience. The panel was reassured to learn of her extensive project management experience in launching new educational provisions. It was noted that students would have extensive library access throughout their studies.

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.

Tools and development approaches for immersive learning (like Serious Gaming) and XR (VR, AR, and MR) applications should be further explored and exploited (both in the course content and lab facilities) since these are very timely ET applications for a variety of vocational learning solutions nowadays. We recommend that the relevant teaching staff are provided with adequate training and development for the use of these technologies in teaching and learning.

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
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.

N/A

Strengths

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

N/A

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.

N/A

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	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

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 HEIs that offer the joint programme are recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks allow them to participate in the joint programme and to award a joint degree. The joint programme operates under the legal frameworks of the respective national higher education systems. Its terms and conditions are outlined in the cooperation agreement (we reviewed a DRAFT version of it), covering key aspects such as degree designation, partner responsibilities in management and finances, student admission and selection, mobility for students and staff, examination regulations, credit recognition, and coordination of different semester periods.

The partner institutions implement joint internal quality assurance processes and collaboratively design, deliver, and develop the program. The programme has clearly defined aims and learning outcomes, including a joint syllabus, language policy, and outlined added value. Additionally, study counseling and mobility plans are well-structured to accommodate diverse student needs.

Strengths

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

The programme enhances internationalization and fosters high-level multinational collaboration in teaching, expands study and research opportunities, and strengthens educational and research partnerships. Students can benefit from the employability opportunities (programme's associated stakeholder network), and motivation for global mobility.

The joint internal quality assurance processes are clear, and the partner universities have experience with study programmes with similar demands (e.g., Erasmus Mundus Joint Masters). The role of each partner university is clear, as is the added value of the proposed joint programme.

The added value of the programme is clear from the perspectives of internationalization and multinational collaboration. The added and unique values of institutes to comprise the four pillars of competencies (as mentioned under standard 2) are apparent.

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.

Teaching staff mobility involves several practical challenges (e.g., uncertainty about the need to move, the period of the mobility, potentially high costs for accommodation, personal difficulties, and so on). Moreover, there is some uncertainty when it comes to topical and sectorial specializations (how many students will select each of these, if all of them are going to materialize or not, etc.).

Those risks might hinder the level of responsibility and ownership of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, and resources for the mobility of staff. It might be beneficial if the cooperation agreement has provisions for these possibilities. Since the cooperation agreement is still in a draft stage, those concerns can be addressed.

All terms and conditions are laid down in a draft version of a cooperation agreement. That agreement needs to be further revised and extended, especially in regard to future financial benefits of participating universities.

Since all participating universities are owned by the Galileo Learning Group, which is a for-profit provider, financial interests and/or needs might outweigh academic interests and/or needs. There is a delicate balance to be found between the business model and the independent and autonomous academic model. Although the cooperation agreement is complete according to the accreditation criteria, we would like to express our concern about this risk in the governance model of the Copernia consortium.

All parties are designing an overarching quality assurance process. The aims and learning objectives are clearly stated. Study counselling and mobility plans take into account different kinds of students.

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

Sub-area	***Non-compliant/ Partially Compliant/Compliant***

7.1	Legal framework and cooperation agreement	Partially compliant
7.2	The joint programme	Compliant
7.3	Added value of the joint programme	Compliant

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 EEC reviewed and examined the materials provided pertaining to the proposed Joint Master in Innovation and Technology for Education (2 academic years, 120 ECTS, Master (MSc)). The EEC had a site visit on 17.03.2025 and a meeting on 18.03.2025 to discuss and write the programme evaluation.

The EEC was presented with detailed information about the programme. During the site visit, the EEC met with university leadership peers, professors, teachers, administrators, and current and alumni students of neighbouring study programmes. The opportunities to observe and talk with the students and staff of the Departments and Galileo have been frank and eye-opening. We have learned a lot. Based on the examination and evaluation of the accreditation materials and the on-site visit, the EEC summarizes the key strengths and key areas for improvement.

The EEC identified the following key strengths:

1. The context of the assessed programme is good, the programme is timely and is clearly attractive for potential students, and the future is definitely promising.
2. The faculty members are PhD holders and active researchers capable of integrating research and teaching into regular courses.
3. The information related to the study programme is sufficient. The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches, and the method of assessing student performance.
4. The facilities provided by the HEIs seem to be of good quality and suited for their purpose. Academic staff, administration, and students have good reason for their positive assessment of the present situation. The EEC encountered good instructions, enthusiastic staff and students, as well as infrastructure relevant to the joint programme.
5. There is a very good learner-teacher relationship, and based on the student feedback, there is a good practice of communication between staff and students. Moreover, the students indicated that both the formative and summative feedback provided to them is meaningful and of high quality. The intended learning goals are assessed through the use of assignments and project deliverables. In addition, from graduates' feedback (of other study programmes), it was evident that their competence level, when graduating, is of sufficient quality to satisfy the industry's needs.
6. Stakeholder and industry groups were involved during the development of the programme. During the discussion with the stakeholders, it was evident that they were positive about the need and value of the proposed study programme, as well as the employability perspectives of future graduates.

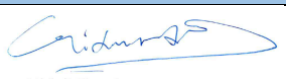
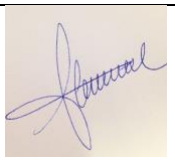
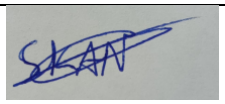
The EEC also identified a number of key areas for improvement and therefore, the following recommendations are made:

1. It is recommended to specify a policy for an annual review of the study programme. This should also involve industry external advisors and students.
2. There is a good number and distribution of modules throughout the two years. The progression from the second semester to the third entails some pragmatic risks. It is recommended to define clear criteria and routines for the implementation of the specializations and teaching staff mobility (e.g., minimum number of students for a specialization to materialize, a guide for staff mobility).

3. The organisation of the joint venture is complex and not without risks of losing academic quality and autonomy.
4. The EEC recommends that the universities involved establish a recruitment plan to anticipate needs for increased student intake, and to have the resources for the programme to achieve the strategic objectives.
5. The universities should continue to periodically assess (every 1-2 years) the adequacy and suitability of resources and inform the responsible services of the HEIs for their actions given the target of increasing the student intake year on year.

After carefully considering all the facts and evidence provided to the committee as part of this evaluation, the committee believes that the proposed Joint Master in Innovation and Technology for Education (2 academic years, 120 ECTS, Master (MSc)) is of sufficient quality to become operational.

E. Signatures of the EEC

Name	*Signature*
Michail Gianakos	
Hans Hummel	
Lesley Gourlay	
Polydoros Skannavias	
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Date: 18 March 2025, Nicosia, Cyprus