Doc. 300.1.1

Date: 03/02/2023

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:** University of Nicosia

- **Town:** Nicosia

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

- **Department/ Sector:** Communications

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

  In Greek: Δημόσιες Σχέσεις, Μάρκετινγκ και Διαφήμιση (4 έτη, 240 ECTS, Πτυχίο)

  In English: Public Relations, Marketing and Advertising (4 years, 240 ECTS, Bachelor of Arts)

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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

The External Evaluation Committee (EEC) expresses its appreciation to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for granting them the opportunity to evaluate the Bachelor of Arts in Public Relations, Marketing and Advertising (4 years, 240 ECTS,) program offered by the University of Nicosia. The program is managed by the School of Humanities and Social Sciences and more specifically by the Department of Communications.

The evaluation took place on-site on Tuesday, January 31st, 2023 and was conducted by a team of three academic experts and a student representative. The EEC interacted with the University's Rector, the Heads of the School of Humanities and Social Sciences and the Department of Communications, staff involved in delivering the program, and students. The information gathered from these interactions, along with self-evaluation reports, presentations, and other materials, provided a comprehensive understanding of the program's strengths and areas that need improvement.

The report provides a thorough examination of the program's current state and highlights areas for growth. The recommendations in the report are based on best practices and are intended to bring improvements to the Bachelor of Arts in Public Relations, Marketing and Advertising. The EEC hopes that the report will serve as a useful resource for the University and the program team, as they work towards their objectives. In case CYQAA has any questions regarding the report, the EEC members are available to offer clarifications.

B. External Evaluation Committee (EEC)

Name	Position	University
Savvas Papagiannidis	Professor	Newcastle University
Christina Boutsouki	Professor	Aristotle University of Thessaloniki
Michele O'Dwyer	Professor	University of Limerick
Maria Agathangelou	Student Representative	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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

eqar//// enqa.

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.*

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

eqar//// enqa.

Findings

The program aims to provide students with a comprehensive understanding of Public Relations, Advertising and Marketing, including the major concepts, theories, research methods, and trends in the field.

Upon completion, students should be able to master the skills necessary to practice in these areas, employ critical and creative thinking, act ethically and communicate effectively. They should also be able to work in a multi-cultural setting and develop insight into the general practice of PR, advertising, and marketing, including implementing strategies based on different cultural, financial, and socio-political contexts. The program also focuses on the analysis of media disciplines and the evaluation of social and digital media content development to compile an effective social media strategy.

Market needs and student employment opportunities have been taken into perspective when selecting the subjects to be included in the PRAM curriculum.

The structure, management and operation of the Program are regulated by the Internal Regulations of Undergraduate Studies. The program follows the European Qualifications Framework. ECTS reflect the student workload that is necessary to complete a module.

Student performance and completion statistics are in line with the expectations of the EEC.

Information on the program is publicly available.

Strengths

In principle, the BA in Public Relations, Advertising and Marketing offers an opportunity to study modules in three different areas. This appears to be a differentiating attribute of the program that appeals to the students enrolled.

Areas of improvement and recommendations

1) Although the breadth of the program can potentially be a strong point, as things currently stand, PRAM's underlying structure and module selection results in a broad programme. As a result, the modules and their distribution among the three areas that the program aspires to cover do not fully justify the title of the programme.

   It is recommended that the programme team look at either:

   i. retitling the programme or
   ii. increasing the number of compulsory modules in each of the three areas, public relations, advertising and marketing so that the subject area weightings are similar.

2) Following on the above recommendation, the program learning objectives need to be revised and narrowed down, so that they correspond with the subjects taught. The objectives and learning outcomes for each module should be considered in this respect and evidence should be provided with respect to the various assessments used and their contribution to the learning objectives.

3) The team should consider streamlining the program, removing non-essential major streams that result in a more complex than necessary and resource intensive structure that does not add value to the overall proposition. Instead, they should focus their attention on the three core areas of interest.

4) If the program team chooses to keep generic business content, this could be packaged in one (or more) dedicated module(s) that will offer all of the necessary knowledge for PRAM students. Such an approach will create space to add more relevant modules in the three specialist areas.

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

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

eqar//// enqa.

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

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

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

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

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

Findings

The University's learning management system supports teaching, learning and administrative processes. This is a Moodle installation with all the basic online services available. The platform specifically provides synchronous and asynchronous tools to support the interaction needs of students, with the lecturers, the other students, and the materials.

There is support for students with special learning needs. Special needs are registered upon student enrollment and taken into consideration, especially with respect to exams (oral exam/extra time).

Formative assessment is based on the provision of personalised feedback during the semester on essays and reports submitted. Summative assessment is based on a mandatory final exam.

Strengths

The provision of personalised feedback in the assignments submitted and small group lab-based teaching, as well as the feedback based on rubrics and peer-assessment is considered best practice.

The EEC recognises the many benefits of collaboration among students. During the activities organised students have the opportunity to practice their communication and creative skills and learn by doing.

Areas of improvement and recommendations
1) Assessment could be more relevant to the subject taught and focus on applying the knowledge and skills taught (e.g. instead of writing about advertising campaigns students can create one).

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

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

eqar//// enqa.

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.*

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

eqar/// enqa.

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

Findings

The School of Humanities and Social Sciences has 80 full time members of Faculty and approximately 70 adjunct members of staff organised across six Departments. Considering that this programme has a strong emphasis on digital and communications technologies, student classes are typically small, with 8-16 students in each. Small group teaching helps ensure that students learning experience is at the appropriate level.

University of Nicosia produces strong research outputs both with regard to research publications and externally funded projects. Members of the teaching team are typically engaged in relevant research activities which can inform teaching. Such spillovers can positively affect the student learning experience and offer contemporary insights into the areas that the program covers. It was positive to see that the University recognises their efforts and has an established process for managing research time for those engaged with research.

The University offers the necessary pedagogic training for staff engaged in teaching and provides regular updates to its training portfolio.

Strengths

The University has invested in a cutting-edge media lab. Such investment was necessary for students enrolled to the PRAM programme so that they can have a hands-on approach to learning. This has had a positive impact on student experience.

Areas of improvement and recommendations

1) The University could articulate all aspects of faculty workload in a single place. In turn, workload management could be organised in a more structured and transparent system.

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*

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

eqar//// enqa.

4.4 Student certification

Standards

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

Findings

The admission criteria are well-defined and are in line with the EEC's expectations for such a program. This applies to both the High School grades (or equivalent) and English Language proficiency. The entry criteria for accepting transferring students are also clear and consistently applied.

The regulations governing the University, School, Department and programme operations were very detailed and covered a wide range of areas/processes. With regard to the program, there were provisions for student progression, recognition and certification.

Support on various levels (coaching, psychological support, etc.) is readily available. Students regularly communicate with academics. The response time to (problems/questions) is very good.

Strengths

Student feedback was actively sought on an on-going basis throughout course delivery and at the end of each course through online anonymous surveys. The EEC would like to note the response rate is quite high for this type of surveys, which makes the information collected reliable.

A relevant strength was noted around the low drop-out rate.

The EEC would like to note that students benefit from a very good student-teacher ratio and student feedback is very positive.

There is currently a nominated faculty member responsible for internship sourcing and managing the process.

Areas of improvement and recommendations
1) In such a broad programme it is critical to have clearly articulated education pathways communicated to students so that they can pursue the career of their choice. Student choices should be supported within the school by a nominated faculty member.

2) Although there is much feedback received by students, evidence of the effectiveness of this information in terms of specific measures for improvement and actions plans taken by the University was not provided during the evaluation. Such measures can be more systematically captured and good practices identified and shared among members of staff.

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

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

eqar//// enqa.

5. **Learning resources and student support** *(ESG 1.6)*

Sub-areas

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

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

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

5.4 Student support

Standards

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

Findings

The EEC had a chance to speak with representatives from various academic support services, such as academic quality and the library. The EEC also had the opportunity to consider these services from a student's point of view.

During the tour of the facilities, the committee observed that the University of Nicosia offers high quality facilities in all areas, with diverse teaching spaces to accommodate various teaching styles and groups, excellent library facilities. The University of Nicosia is a founding member of the Cyprus Libraries Consortium.

The University provides support for students with special learning needs. Student welfare services are also available to support students with learning disabilities, physical disabilities, mental health issues and medical concerns.

Strengths

University of Nicosia has excellent facilities. When it comes to the PRAM program the labs are modern and sufficiently equipped to underpin an excellent student experience.

Areas of improvement and recommendations

1) Members of staff providing academic support and pastoral care need to be regularly updated about both the course and University services so that they can direct and advise students in an appropriate manner.

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	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. **Additional for doctoral programmes** *(ALL ESG)*

Sub-areas

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

6.1 Selection criteria and requirements

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

6.2 Proposal and dissertation

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

6.3 Supervision and committees

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

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

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

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

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

eqar/// enqa.

D. Conclusions and final remarks

The EEC has diligently considered all the evidence provided related to the program under evaluation while preparing this report. The report details the key findings, outlines the main strengths identified, and recommends improvements. The EEC believes that this feedback, especially when it comes the recommendation provided in section 1, will shape future progress and contribute to the program's success. If the Cyprus Agency of Quality Assurance and Accreditation in Higher Education needs clarification on any points in the report, the EEC will be very happy to comply. Last but not least, the EEC members would like to express their appreciation to the CYQAA coordinator for his smooth management of the evaluation process.

E. Signatures of the EEC

Name	Signature
Savvas Papagiannidis	
Christina Boutsouki	
Michele O'Dwyer	
Maria Agathangelou	

Date: 03/02/2023