

**Doc. Number: 300.1.1**

**Cyprus Agency of Quality Assurance and Accreditation in  
Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution: UCLan Cyprus**

**Program of Study: BA (Hons) in Economics**

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## **INSTRUCTIONS:**

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 2016” [N. 136 (I)/2015].

**The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.**

### EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Konstantinos Bozos	Associate Professor	Leeds University
Dimitris Milonakis	Professor	University of Crete
Spyros Galanis	Associate Professor	University of Southampton
Efthimios Likopoulos	Ph.D. Candidate	University of Cyprus

### INTRODUCTION:

#### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

An on-site visit took place on Wednesday 14 June (10:00 am) and lasted approximately 8 hours. The purpose of the visit was to assess the accuracy of information and findings included in the Application for Evaluation Accreditation of the BA (Hons) Economics (Doc. Number: 200.1) submitted by the University of Central Lancashire Cyprus, and to explore further issues which were identified in the text of the Application.

During the site visit the Committee completed the following activities:

1. Group meeting with the Rector of the Institution, the Head of the School of Business, members of the Internal Evaluation Committee, the Program coordinator and members of the teaching staff. The meeting was also attended via video conference by the UK parent institution Program Director of the B.A. in Economics
2. Individual meeting with the Program's Coordinator.
3. individual meetings with members of the teaching staff.
4. A group meeting with the members of the Administrative staff.
5. A group meeting with five students (from other programs).
6. A tour of the facilities and a briefing on the institution's material and technical infrastructure

In addition to the site visit the Committee made a thorough examination of all key documentation including:

- Application document 200.1
- Program description
- Curriculum and Learning Aims and Objectives
- Module outlines
- Curriculum Vitae of all faculty members in the program
- Feasibility Study
- Examination of dissertations at under- and post-graduate level and samples of written semester examinations and examination materials
- Employment contracts

## II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The Committee's overall view of the application document (200.1) is very positive. The document is complete and in line with the guidelines of the Agency. There are no major deficiencies, and most of the requested information was readily available.

During the on-site visit, the personnel of the University were extremely accommodating and collaborative. The visit was organised very efficiently and the hospitality of the team was commendable. The environment and the culture of the University is very positive and the quality of the people is excellent.

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

#### **- Organization of Teaching Work**

Student admissions procedures exist and they are set at a satisfactory level. The number of students in existing programs was found to be low and very appropriate for Higher Education standards. This allows for meaningful and effective learning procedures. The academic calendar is publicised early on in the academic year.

The teaching procedures and curriculum are described both on prospectuses and on the University's website. The procedures for the conduct and the format of the examinations are known to students and are very well-specified and organised. Student involvement in the improvement of educational processes exists at the module level (via tutor evaluations). Learning resources and facilities are seen as very satisfactory.

Feedback and control mechanisms for the quality of teaching are in place and adhered to, as evidenced from student and staff testimonials during the visit.

Monitoring, plagiarism and student support processes are very well-specified and adhered to.

The number of expected Cypriot and International students in the program is seen as appropriate and well balanced. The majority of students come from Cyprus, with small numbers from Asia and Europe. The planned number of students per class-section is to be kept at a maximum of 10-15, which is well in line with best practice.

#### - **Teaching**

Teaching methods (combination of lectures and seminars) and the planned module content is suitable for the specified degree. Feedback and assessment criteria are set clearly and communicated to students well in advance, at the beginning of each module.

For the particular subject, teaching approaches and the use of technology and electronic support are very satisfactory and aligned with common practice. The learning and teaching materials meet the requirements set by the methodology of the program's individual courses, and are updated regularly.

#### - **Teaching personnel**

The number of exclusively occupied full-time academic personnel does not adequately support the program of study. Although this is a B.A. in Economics, the majority of the current teaching staff do not hold PhDs in Economics. The current faculty may be adequate for the delivery of the program for Year 1, however this is not the case for Years 2, 3 and 4, for which recruitment of more appropriate staff is necessary. We strongly recommend the recruitment of more teaching staff with a Ph.D. in Economics. Moreover, the current teaching load is 208 hours per year (26 weeks x 8 hours per week) is high compared to the common practice among research-led Universities in Europe and elsewhere. Although there is an expressed wish to recruit more teaching staff, we did not see evidence of a specific recruitment plan for the next five years (i.e. number of planned appointments specifically in Economics fields).

On the positive side, the ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguard of the program's quality. Moreover, the program's Coordinator has the necessary qualifications for the efficient coordination of the program of study.

## **2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS**

#### - **Purpose and Objectives and learning outcomes of the Program of Study**

The content, learning outcomes and objectives of the program are clear and consistent with international best practices. These are also well communicated to prospective students and other stakeholders (e.g. employers).

However, the main problems of the program's content are the following: 1. The achieved level of Microeconomics and Macroeconomics, which are core subjects in

any economics degree, is not advanced enough 2. There are no sufficient courses on quantitative methods for economists (econometrics). As a result, students who are awarded this BA in Economics will find it very difficult to pursue further study in Economics. Of the intended learning outcomes (page 8 in the Application), it is doubtful whether the program, as it stands, can fulfill the following learning outcomes.

A2. Select and apply relevant quantitative techniques.

B3. Evaluate quantitative data. This to include a knowledge of reliable sources and an appreciation of relevance.

D1. Distinguish between, and interpret numerical data

D2. Distinguish between and interpret written data

#### - **Structure and Content of the Program of studies**

The structure and content of the Program is well-defined. A very positive element is that it includes subjects like Methodology and Diversity of Economics, Philosophical Themes in Economics and Social Economics, which are generally not taught in other similar programs and which is a very welcome innovation. It also contains several management courses. ECTS norms are adhered-to and appropriate, as are the modules contents, learning outcomes and structure.

#### - **Quality Assurance of the Program of studies**

The arrangements regarding the Program's quality assurance define sufficiently clear competencies and procedures. The participation of academic personnel and students is clear. Participation in the processes of the system of quality assurance of the program is ensured for all stakeholders. From the site visit and the review of the internal quality assurance documentation, it occurs that the academic process is not materially restricted by non-academic factors.

#### - **Management of the Program of Study**

The Program of study is effectively managed and the student workload is well balanced and scheduled, with the right mix of teaching activities, self-learning, assignment writing and exam preparation. All information is properly communicated and award documentations are well in line with European and international standards. The effectiveness of the program's evaluation mechanism, by the students, is ensured.

#### - **International Dimension of the Program of Study**

The University collaborates well with other institutions, in line with corresponding collaborations of other Universities and academic institutions. Several students participate in exchange programs and the academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.

#### - **Connection with the labor market and the society**

Procedures to meet professional activities of the graduates are adequate and effective. Facts and figures within the feasibility study are satisfactory.

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

#### - **Research Teaching Synergies**

In its current form and configuration, the Program does not ensure that teaching is adequately informed or led by research. There is not enough cutting edge research in the field of economics (the research output of Dr. Ioanna Stylianou is a welcome exception). The research output of other members of staff, although in some, but not all, cases of sufficiently high quality, is not within the field of economics. There is a clear need for hiring more research active members of staff with a Ph.D. in Economics. We also urge members of staff to aim at publishing in high quality publication outlets. Moreover, research training should be more rigorous and help prepare students for the undertaking of empirical research dissertations in Economics.

External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad. The same applies to internal funding as compared to the funding of other institutions in Cyprus and abroad.

### **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

#### - **Administrative Mechanisms**

Administrative support services are in place and are overall seen as fairly effective. All staff and administrative employees were found to be committed to student welfare in a very effective way. Student welfare provisions are excellent and in line with best practices.

#### - **Infrastructures / Support**

The general infrastructure and support of the Institution is of high standard and fit for the purposes of the Program. Teaching is supported by Blackboard, the standard leading industry educational platform. Teaching materials are appropriate and regularly updated. Finally, the (electronic) library is of a very high standard.

#### - **Financial Resources**

The Institution enjoys sound overall financial health, a result of effective management and resource allocation. The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.

### **5. DISTANCE LEARNING PROGRAMS**

Not Applicable

### **6. DOCTORAL PROGRAMS OF STUDY**

Not Applicable



## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

### The present situation of the program

Although this aspires to be a B.A. in Economics, the actual content of the Program takes a more 'hybrid' form as it contains a strong set of core and elective modules in business and management. One of the strengths of the program is the breadth of the curriculum. On top of the business and management courses offered, the Program contains modules such as "Methodology and Diversity in Economics", "Philosophical Themes in Economics" and "Social Economics", which are rarely covered in other similar degrees and foster a critical understanding of alternative approaches to the analysis of economic phenomena and also generate an appreciation of the wider social, political and philosophical issues in economic theory and reality.

This, however, seems to be pursued at the expense of knowledge of appropriate quantitative tools in economics, such as econometrics and of a deeper and more advanced learning in core subjects of economics, such as microeconomics and macroeconomics. A negative effect of this is that it would be difficult for a graduate of this Program to follow further study in economics at a postgraduate level, which is very technically demanding. We therefore recommend that this deficiency should be addressed, while not dispensing the aforementioned positive elements of the program.

Alternatively, given the hybrid nature of the Program, we would suggest that the Institution considers renaming the program to 'BA (Hons) in Economics and Business' which would reflect the current content of the program much more accurately. In this case, there would be no need to change the structure of the course.

### Good practices

Overall UCLan Cyprus is a well-organised institution. The Committee was able to identify a number of good practices which include:

- Good overall organisation and management. The academic structures are appropriate and on a par with best international practices.
- Student attendance, which is closely monitored, is at very high levels, allowing effective learning and progression.
- The system for submitting assignments and providing feedback using Blackboard – the industry standard - is very effective and aligned with practices in leading Institutions.
- Internal and external moderation and scrutiny of exam papers and assignments is formalised, therefore making it very effective and transparent.
- Administrative structure and procedures are very efficient, allowing for an excellent student experience and preventing errors and operational deficiencies.

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<sup>1</sup> It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

- In general, the Institution has imported and implements well the best practices from their English parent higher education institution, in terms of teaching and learning.
- Another positive feature is the requirement for academics to obtain teaching certification within 2 years of appointment.
- Finally, the Committee received very positive feedback from students and their representatives. Students seem to be satisfied by the quality of teaching, feedback and general academic support.

### **Weaknesses that have been detected during the external evaluation procedure by the external evaluation committee**

As far as the personnel of the Program are concerned, it is commendable that all members of staff are Ph.D. holders and active researchers. However, what we find problematic is the imbalance between faculty specialising in economics and members of the staff specialising in other related scientific fields such as business, accounting and finance, and management. Out of 7 teaching staff who have PhDs only one holds a PhD in Economics, while the other 6 hold PhDs in Finance, International Business, Accounting, Sports Management, etc. Although the year 1 modules can be delivered with the current balance of specialisations in the faculty, the same is not true for the degree as a whole. Granted that the number of economics modules is 18 out of 27 in total, it is clear that the program as a whole cannot be delivered effectively with the current members of staff. Hence, we strongly recommend that the Institute makes at least 3 more appointments of research-active PhD holders in economics in the next three years, in order for the program to be viable and sustainable. Although, as said already, most of the faculty members are research active, we urge them to aim at publishing in high quality outlets. This will strengthen the research profile of the program.

### **Suggestions for improvement**

Overall UCLan Cyprus is a very well-organised institution, with high potential and excellent infrastructure. The Committee's key suggestions for improvement include the following:

- Enrich the program curriculum with core modules in quantitative economics, such as econometrics, and in core subjects of economics, such as microeconomics and macroeconomics.
- Alternatively, given the hybrid nature of the program, we would recommend renaming the program to 'B.A. (Hons) in Economics and Business', which would reflect better the current content of the program, without the need for changes in the curriculum.
- The Committee would also strongly recommend that the Institute makes at least 3 more appointments of research-active PhD holders in Economics in the next three years, in order to staff the program with specialists in the main field.
- Finally, while most of the faculty members are research active, the Committee would urge them to aim at publishing in high quality peer-reviewed academic journals, which is expected to further strengthen the research profile of the Program and the Institution, and therefore attract high quality students.

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## Quality Standards and Indicators

### External Evaluation of a Program of Study

Institution: ...UCLan Cyprus.....
Program of Study: ...BA in Economics.....
Duration of the Program of Study: .....4 years.....
Evaluation Date:...14/06/17.....

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The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

**DIRECTIONS:** Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.**

### Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Konstantinos Bozos	Associate Professor	Leeds University
Dimitris Milonakis	Professor	University of Crete
Spyros Galanis	Associate Professor	University of Southampton
Efthimios Likopoulos	Ph.D. Candidate	University of Cyprus

**Date and Time of the On-Site Visit: ...14/06/17.....**

**Duration of the On-Site Visit: .....1 day.....**

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.				X	
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
	1.1.3.1 The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2 The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
	1.1.3.3 The course web-pages, updated with the relevant supplementary material					X
	1.1.3.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
	1.1.3.5 The procedures for the conduct and the format of the examinations and for student assessment					X
	1.1.3.6 The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
	1.1.4.1 facilities					X
	1.1.4.2 Library				X	
	1.1.4.3 Infrastructure					X
	1.1.4.4 student welfare					X

	1.1.4.5	academic mentoring						X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.							X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.							X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.							X
1.1.8	Control mechanisms for student performance are effective.							X
1.1.9	Support mechanisms for students with problematic academic performance are effective.							X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.							X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.							X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.							X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

As this is a new program there are no prior student numbers, though it is expected that the majority will be recruited locally in the first instance with a small number of international students.

β) the countries of origin of the majority of students.

Cyprus, Greece, Russia, Ukraine, Syria, China, Armenia, Belarus, Bulgaria, Canada, France, Georgia, Germany, Ghana, Iran, Israel, Japan, Jordan, Latvia, Libya, Lithuania, Nigeria, Palestine, Rwanda, Serbia, Montenegro, Slovakia, Sudan, Sweden, Tanzania, Uganda, United Kingdom, Uzbekistan, Zimbabwe

γ) the maximum planned number of students per class-section.

Approximately 30 students

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.		X			
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X		
1.3.2.2	Publications within the discipline.		X			

1.3.3	The specializations of Visiting Professors adequately support the program of study.			X	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.				X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			X	
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.		X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.		X		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1 Although this is a BA in Economics, the majority of the current teaching staff do not hold PhDs in Economics. Although the current faculty may be adequate for the delivery of the program for Year 1, this is not the case for Years 2, 3 and 4, for which recruitment of more appropriate staff is necessary. We strongly recommend the recruitment of three research active PhD holders in Economics.

1.3.2.2 Refer to 1.3.1.

1.3.5. According to Table 4, there are no Special Teaching Personnel.

1.3.9 The current teaching load is 208 hours per year (26 weeks x 8 hours per week).



This is high compared to the common practice among research led Universities in Europe and elsewhere.

1.3.10 Although there is an expressed wish to recruit more teaching staff, we did not see evidence of a specific recruitment plan for the next five years (i.e. specific Economic fields and number of planned hirings).

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.			X		
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.			X		
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			N/A		
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.		X			
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			X		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.4 The main problems of the program's content are that 1. The achieved level of Microeconomics and Macroeconomics, which are core subjects in any economics degree, is not advanced enough 2. There are no sufficient courses on quantitative</p>						

methods for economists (Econometrics). As a result, students who receive this BA in Economics will find it very difficult to pursue further study in Economics at a postgraduate level.

2.1.6. Of the intended learning outcomes (page 8), it is doubtful whether the program, as it stands, can fulfil the following learning outcomes.

A2. Select and apply relevant quantitative techniques.

B3. Evaluate quantitative data. This to include a knowledge of reliable sources and an appreciation of relevance.

D1. Distinguish between, and interpret numerical data

D2. Distinguish between and interpret written data

See also comments in 2.1.4 for reasoning.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.		X			
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			X		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			X		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning		X			

	outcomes.					
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.		X			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.4 See comments in 2.1.4.</p> <p>2.2.5 There are no general education courses, however this is consistent with common practice in other programs in Economics in Europe. This is partly entertained by the fact that the Program, on top of several management courses, includes subjects like Methodology and Diversity of Economics, Philosophical Themes in Economics and Social Economics, which are generally not taught in other similar programs and which is a very welcome innovation.</p> <p>2.2.6 See comments in 2.1.4.</p> <p>2.2.7 See comments in 2.1.4.</p> <p>2.2.8 See comments in 2.1.4.</p> <p>2.2.9 Although this is not addressed at the moment, there is a commitment on the part of the Institution (page 169) to address it in the future.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p>						
<b>2.3</b>	<b>Quality Assurance of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X
	2.3.2.3 the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support					X

	and management of the program of study.					
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.3.1 They follow closely the Quality Assurance procedures of the parent institution, UCLan UK, which are very effective.</p>						
<b>2.4</b>	<b>Management of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.			X		
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes					X
2.4.5.3	The methodology					X
2.4.5.4	Course descriptions					X
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements					X
2.4.5.7	The format and the procedures for student assessment					X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X

2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	N/A				
2.5.2	The program attracts Visiting professors of recognized academic standing.	N/A				
2.5.3	Students participate in exchange programs.				X	
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.4 See comments in 2.1.4.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.		X			
3.1.2	New research results are embodied in the content of the program of study.		X			
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				X	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			X		

3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			X		
3.1.9	Student training in the research process is sufficient.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>3.1.1 There is not enough cutting edge research in the field of economics (with the exception of Dr. Ioanna Stylianiou). The research of other members of staff is not within the field of economics. There is a clear need for hiring more research active members of staff with a PhD in Economics. We also urge members of staff to aim at publishing in high quality publication outlets.</p> <p>3.1.1 See comments in 3.1.1.</p>						
<b>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</b>						
<b>4.1</b>	<b>Administrative Mechanisms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						
<b>4.2</b>	<b>Infrastructure / Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.1	There are suitable books and reputable journals supporting the program.					X
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.					X
4.2.4	The equipment used in teaching and learning (laboratory					X

	and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					x
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<b>4.3</b>	<b>Financial Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					x
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					x
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				X	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			x		
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						



**The following criterion applies additionally for distance learning programs of study.**

**NON APPLICABLE**

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of					

	the supportive services are regular and effective.						
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.						
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.						
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.						
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.						

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

**The following criterion applies additionally for doctoral programs of study.**

**NON APPLICABLE**

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

### FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

UCLAN Cyprus is a very well-organised institution, with excellent infrastructure and a great potential to develop into a reputed Higher Education Institution in Cyprus. The management and academic leadership of the Institution is of very high quality, with a clear vision and an ambitious plan for growth.

With respect to the proposed program “BA (Hons) Economics” the Committee’s key suggestions for improvement include:

- Introduce core modules in econometrics, micro-economics and macro-economics.
- Alternatively, rename the program into ‘BA (Hons) in Economics and Business’ which would better reflect the proposed content of the program.
- Make at least 3 more appointments of research-active PhD holders in Economics in the next three years, in order to staff the program with specialists in the main field and make the Program viable and sustainable.

In closing, the Committee would like to thank the Institute for their excellent collaboration and excellent hospitality during the on-site visit.

### Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Konstantinos Bozos	
Dimitris Milonakis	
Spyros Galanis	
Efthimios Likopoulos	

Date: ...17/6/17.....

