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Date: 11/09/2025

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

- **Higher Education Institution:** European Institute of Management and Finance
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study-** Corporate Administration and Compliance (2 years, 120 ECTS, Diploma)

**In Greek:**

Programme Name

**In English:**

Corporate Administration and Compliance

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

**In Greek:** Concentrations

**In English:** Concentrations



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

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The onsite evaluation visit took place on 10 September 2025, from 09:00 to 17:30, at the premises of the European Institute of Management and Finance (EIMF) in Nicosia. The External Evaluation Committee followed a structured agenda that included meetings with the institution's leadership, programme coordinators, teaching staff, students, administrative staff, and external stakeholders.

During the course of the day, the Committee was provided with presentations on the institution's mission, strategy, and quality assurance mechanisms, as well as detailed discussions on the structure, content, and delivery of the study programme under review. The meetings also offered the opportunity to examine the processes of programme design and development, student-centred learning and assessment, student admission and progression, and teaching staff qualifications. In addition, a tour of the facilities took place, including the library, teaching rooms, and offices.

The visit provided the Committee with comprehensive insights into the academic, administrative, and support structures of the institution, and facilitated constructive exchanges with all relevant stakeholders involved in the design and the delivery of the programme.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Hong Bo</b>	Professor	SOAS, University of London
<b>Caspar Rose</b>	Professor	Copenhagen Business School
<b>Stelios Andreadakis</b>	Professor	Brunel University of London
<b>Elina Mavrikiou</b>	Student	University of Cyprus
<b>Name</b>	Position	University
<b>Name</b>	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:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all 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*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
  - *collaborates with industry experts for curriculum development.*
  - *conducts joint reviews with external academic specialists to maintain academic rigor.*
  - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
  - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
  - *conducts regular feedback sessions with local community leaders for societal relevance.*

### 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*

*In addition, the program has established mechanisms of transparency & communication to ensure that*

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

## 1.4 Information management

### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *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*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*
- *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?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

## Findings

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

The proposed programme is a response to the demand of Cypriot labour market which is reliant on financial services. The objectives and learning outcomes are corresponding to the demand of the society. The programme is interdisciplinary combining law, business and finance, governance and compliance. The programme is in line with EIMF's development strategy.

The institution has a formal Quality Assurance Committee (QAC) consisting of four regular members who are responsible for safeguarding academic standards, integrity, and quality across teaching, research, and student support. The QAC includes senior academic and administrative staff, and meets regularly throughout the academic year. There are also competent committees for key areas of interest, such as welfare.

The procedure of approving a new programme is rigorous. Considerations in approving the programme are given to academic rigor, students and teaching staff, industrial relevance, and the involvement of external stakeholders, such as industry experts and academics from other institutions. Programmes are mapped to institutional strategy, aligned with professional body standards, and submitted to the CYQAA for approval. All information about the programme (admission criteria, curriculum, staff qualifications, assessment procedures, etc.) is available as well as the CVs of teaching staff and module descriptions.

EIMF has an established procedure of reviewing the approved programmes regularly. Monitoring and review are ensured through annual module feedback questionnaires, student-staff meetings, course reports, and programme evaluations. The coverage of student feedback questions is extensive and complete. The internal evaluation of existing programmes has covered multiple quality indicators spanning all aspects of learning and teaching, and they include both quantitative indicators and open discussions. EIMF's internal quality assurance committee regularly reviews existing programmes for the purpose of updating knowledge development, market changes, and local community, etc., which ensures that the content of the academic programme to be updated over time.

The proposed programme contains explicit information on key performance indicators, student progression, student feedback mechanisms, and student support. Information management relies on key indicators, such as progression and completion rates, satisfaction surveys, graduate employability, and employer feedback

The courses all cover relevant topics to fulfil the programme objectives, and there are arranged in a way that foster progressive learning.

### Strengths

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

The programme is a positive response to the societal and labour market demand in Cyprus, and it is in line with EIMF's development strategy.

EIMF has an established network in the financial services sector, its external network resources facilitate the interactions between the proposed programme and related industries.

The programme is interdisciplinary, which contains training of transferable skills.

Existence of a dedicated Quality Assurance Committee with external input, ensuring transparency and rigour.

Regular annual monitoring and internal evaluation, including student surveys, staff reports, and advisory council oversight.

Strong emphasis on feedback from external stakeholders, alumni, and employers for curriculum relevance and graduate employability.

The Advisory Board provides independent oversight and links with international best practices.

### 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.*

**Feedback transparency:** While monitoring mechanisms exist, more clarity is needed on how student and stakeholder feedback leads to concrete curriculum changes. **Recommendation:** Publish annual QA outcome reports highlighting changes made based on feedback.

**Alumni tracking:** Although alumni input is mentioned, systematic long-term graduate career tracking is limited. **Recommendation:** Develop a structured alumni survey system for continuous employability data.

**International benchmarking:** Current QA processes rely heavily on internal committees. **Recommendation:** Broaden systematic benchmarking with peer institutions abroad to enhance global comparability.

**Public information completeness:** While key programme details are available, data such as graduate employment rates, completion rates, and student satisfaction summaries could be more prominently published. In addition, there can be more information about student workload, the format and methods of assessment, the involvement of external stakeholders etc. **Recommendation:** Enhance the transparency of the abovementioned information on the website.

There is a number of places where the content of the courses overlaps e.g. within CSR/ESG and Corporate Governance (Corporate Governance, Compliance and Ethics). We recommend that any overlap is identified and dealt with i.e. under which course a certain topic should be covered.

Below are some **recommendations** for specific modules, which we wish to make:

- (1) The course Business Awareness is certainly relevant, and the content covers key elements of companies and their organization. However, we suggest that the course title to a higher extent should reflect its content.
- (2) In the course Introduction to Financial Accounting, we suggest that more weight is given to key concepts, such as Transfer Pricing, Related Party Transactions and Impairment Test for goodwill. The course could also benefit if it included an introduction to profitability analysis, such as ROE, ROA, ROIC, Assets Turnover etc.
- (3) In the course Company Law and Procedures, we suggest that students become aware of key concepts in relation to mergers and acquisitions, including the differences between these two including asset/share deal etc. There are a lot of legal documents involved in M&A and it is likely that the students will be involved with the practical paralegal work in such cases after finishing their degree.
- (4) For the course Drafting Contracts, we suggest that the course includes a section on civil law which is the legal basis for Continental Europe. The students should know the main differences between Common and Civil law.
- (5) Since soft skills and psychological factors are important in most contractual negotiations, we recommend that the course includes a section on behavioral psychology and group decision making.
- (6) In addition, we recommend that an elective covering compliance in financial institutions is included. The reason is that a large proportion of students will be working in financial institutions where the amount of specialised compliance (e.g. AML, MIFID) is very high.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

### **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.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

## 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.*
  - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*



- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

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

The Institute emphasises a student-centred learning approach, integrating diverse teaching methods, such as case studies, simulations, collaborative learning, flipped classrooms, and problem-based learning. Courses are designed to promote critical thinking, professional ethics, and practical problem-solving, supported by modern educational technologies. Guest lectures and industry engagement further enhance the link between theory and practice.

Practical training is embedded in the curriculum through workshops, case studies, and projects. These ensure the integration between theoretical instruction and workplace-relevant skills. Students are exposed to real-world legal and compliance challenges, with guidance from both faculty and external professionals.

Student assessment is based on clear and transparent procedures. Assessment is reasonably varied (exams, assignments, oral defence, peer review, reflective reports), ensuring students can demonstrate achievement of the intended learning outcomes.

Regular monitoring occurs through annual programme reviews, student surveys, module feedback, and student–staff group meetings. These tools allow the course team to ensure assessments, teaching methodologies, and learning materials remain current and effective.

Study materials are uploaded and gathered on a virtual study portal which provides an overview of the materials and makes it easily accessible.

Classes are relatively small, consisting of 5-15 students which offer good conditions for student interaction and active dialogues.

We acknowledge that there is a course on Critical Thinking. This is surely relevant as many of the courses contain comprehensive concepts which require full concentration at the expense of their critical thinking.

The programme is in compliance with the European Qualifications Framework (EQF). The design, learning outcomes and labour market relevance all match EQF expectations. The comments below suggesting continuous improvement measures are advisable (active learning, external review, additional electives), but these are refinements rather than shortcomings in compliance.

### Strengths

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

Strong commitment to student-centred learning, using a variety of innovative teaching methods (case studies, simulations, flipped classroom etc).

Integration of theory and practice through capstone projects, compliance audits, workshops, and real-world case studies.

Guest lectures and professional panels connect students directly with industry practitioners.

Transparent and fair assessment procedures, with criteria published in advance and a balanced mix of evaluation formats.

Existence of appeal procedures for assessments and mechanisms to address student complaints.

Strong emphasis on feedback mechanisms, with student surveys and programme reviews feeding into continuous improvement.

### 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.*

**Assessment balance:** Some assessments are still theory-heavy, with scope to further expand applied/practical components. **Recommendation:** Increase practice-oriented evaluation (e.g., presentations, group projects or projects with industry).

**Assessment Relevance:** It is not very clear how student assessments are in line with learning outcomes. In each module we know weighting of the assessment (participation, midterm assignment and final exams), but the method and the format of exams and assignments are not explicitly explained (some info came out in PPT but not in the application document).

**Assessment objectivity:** Although multi-format assessments are in place, not all courses involve more than one examiner. **Recommendation:** Broaden use of double-marking/moderation to strengthen fairness and consistency – see below comment about external examiner.

**Feedback transparency:** While feedback is collected, more evidence is needed on how it is systematically used for teaching and curriculum improvements. **Recommendation:** Have a track record through summary reports showing actions taken in response to student feedback.



*Foundational support:* Some students may struggle with interdisciplinary or technical aspects (e.g., taxation, financial compliance). **Recommendation:** Consider offering preparatory modules or additional academic support.

*Active learning:* Evidence on student involvement and student-led learning process can be enhanced. For example, according to course distribution per semester (Table 2), compulsory modules dominate most of the teaching time (three semesters) before the last semester. Most of modules take up the study period, this may suggest that most of the time the students learn passively. **Recommendation:** Students can participate more actively in the learning process.

*Active learning (2):* We notice that teaching is carried out after working hours, since students have full-time jobs during day-time. As a consequence, it is more difficult for the students to participate actively. Therefore, it is very important that the learning style takes this aspect into consideration. **Recommendation:** The frequent use of mini-cases to be discussed in groups in combination with reflection questions in plenum where students are given an opportunity to present their views; also, the use of small breaks during classes during sessions can help a lot in maintaining engagement.

*Streamlining of course structure:* The distribution of modules across the semesters can become more streamlined and more logical, so that there is an element of continuation across the different semesters. In this way, students will be able to map their progress and connect better the different elements of the curriculum. Considering that the topic of the proposed programme is interdisciplinary and quite broad, such streamlining will help existing as well as prospective students get a clear grasp of the teaching material and topics. This will also help in avoiding overlapping. **Recommendation:** the sequencing of modules can be streamlined, thereby ensuring a clearer progression and continuity across the curriculum.

*Technology:* The programme contains an element of recent development of technology and its relevance to the related industries. The element of technology update and skills is relatively weak as seen from the content of the programme. There is only one module IT in Corporate administration (p162), but it is about basic IT knowledge and does not contain the application of AI, which is more recent development. Teaching/training on digital transformation and AI has a lot of room to enhance in this development of this programme. **Recommendation:** This can be added to the teaching through guest lectures, and seminars, if not through the modules.

*Language skills:* we feel that there must be specialised seminars focusing on language skills, particularly English. Such sessions could assess the level of each student and provide tailored support, ensuring that language barriers do not hinder their academic or professional progress. **Recommendation:** inclusion of skills seminars during the course's induction.

*Employability:* Considering that there is a career advisor available, one potential improvement could be the introduction of structured internships/placements. Such opportunities would allow students to experience real-life working environments, explore different career paths, and better identify their future professional goals, especially since the diploma is relatively broad. This option should be optional for those students who are not working during their studies or those who are interested in a career change. **Recommendation:** inclusion of internships or placements during the studies or immediately after the completion of the taught part of the course.

**External Examiner:** We recommend that an externally experienced academic person reviews the course portfolio annually in order to secure that the content of the course is up to date and in line with the most modern pedagogical principles and learning methods. The examiner can also review the marking process as a mechanism that ensures consistency across different courses and teaching teams. **Recommendation:** appointment of external examiner for a fixed period (3 years), who will be entrusted with the review of the Programme and the assessments.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	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 teaching staff involved in the programme are primarily permanent members of the Institute, supplemented by visiting professors with relevant expertise. Most staff members hold doctoral degrees in law and related disciplines, and their qualifications are appropriate to the objectives and intended learning outcomes of the programme.

Teaching staff are engaged in both research and teaching, with publications covering relevant areas of law, particularly commercial law, EU law, and international law. Some staff participate in national and international research collaborations, and their work is integrated into the curriculum. Visiting staff from abroad are included to provide specialist input and broaden student exposure to international perspectives.

Opportunities for teaching development are in place, though these are not yet systematic. The number of staff is generally adequate to support the programme, although reliance on visiting staff is noted.

### Strengths

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

Most permanent teaching staff hold doctoral degrees and have relevant academic and research expertise.

The programme maintains a proportion of time for research -oriented character and there is evidence of integration between research and teaching, with staff publications closely related to course content.

There is an attempt to promote a research culture with support and encouragement for research activities, such as publications, conferences and staff mobility.

International visiting staff contribute to the programme, adding value through comparative and practical perspectives.

The institution has a system which allocates a proportion of time to teaching staff for research.

### 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 development:** While teaching staff are engaged in professional activities, structured and ongoing training in teaching methodologies and pedagogical innovation is limited. **Recommendation:** Establish a systematic programme of staff development, including workshops on innovative teaching methods, digital technologies, and inclusive pedagogies.

*Research Synergies:* More research synergies and utilisation of contacts with other local institutions or the institutions represented in the Advisory Board or the Erasmus network. **Recommendation:** an action plan devised by the research officer and the course committee.

*Recruitment:* Exploration of opportunities to attract international students either in person or online, considering that the Programme is the only one of its kind currently offered in Cyprus. **Recommendation:** the course team can consider the plausibility and feasibility of extending the marketing and recruitment strategy.

*Internationalisation:* It is **recommended** that the faculty is supplemented by academic faculty members from abroad (visiting or permanent) to ensure adequate quality as well as to provide relevant international perspectives.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>3.1</b>	Teaching staff recruitment and development	Compliant
<b>3.2</b>	Teaching staff number and status	Compliant
<b>3.3</b>	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.*

The Institute has established clear and transparent regulations for student admission. Admission is open to applicants of all nationalities, with requirements including academic qualifications, English language proficiency, and professional suitability. Special provisions exist for students with disabilities to ensure equal access.

The admission process is detailed and structured, involving application submission, documentation checks, filtering, and review by the Programme Coordinator and an admissions committee. Exceptional cases (up to 10% of seats) may be admitted on the basis of professional experience or compensatory qualifications.

The level of support offered to students with their schedules is worth mentioning. Since most of them are working professionals with demanding jobs and limited study time, the programme offers flexibility adapting to their needs and helping them balance work with academic responsibilities.

Students expressed high levels of satisfaction with the programmes. Although we did not receive extensive details, they gave the impression that the environment is very friendly and supportive, almost like a family. Students receive help whenever they need it, and the relationships among



peers and with professors are close and positive. Small class sizes make communication easier, and students feel they can always approach faculty without hesitation.

Student progression is monitored through regulations set by the Academic Committee, annual programme monitoring, and structured feedback mechanisms (e.g., module feedback questionnaires and student-staff meetings).

Certification is accompanied by documentation that explains the qualification gained, learning outcomes, and level of study, in line with European and international practices

### Strengths

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

Clear, published, and transparent admission requirements.

Inclusive approach with provisions for students, who are working during their studies.

Open communication, friendly and supportive environment.

Student progression monitoring via feedback surveys, student-staff meetings, and annual programme review.

### 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.*

**English requirements:** The English language requirement is quite low in comparison to the EU and international standards. A higher entry requirement is advisable, even if a degree of discretion on the consideration of individual cases can be maintained (especially if coupled with the provision of English language support classes before or during the studies) **Recommendation:** extra training for English skills.

**Bridging support for diverse backgrounds:** Some admitted students may lack prior legal/business knowledge, creating challenges in compliance-heavy modules. **Recommendation:** Introduce preparatory/bridging courses to ensure equitable progression.

**Progression monitoring:** Although progression is tracked through annual reviews, the system could benefit from more granular data on retention and completion rates to better identify risks proactively. **Recommendation:** development of a monitoring system in relation to attrition and completion data.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant
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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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

*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 Institute provides adequate teaching, learning, and physical resources within a modern, accessible, and well-maintained building that creates a welcoming and professional environment. Audiovisual tools and equipment meet current needs and support effective teaching. Despite its relatively small size, the Institute has developed extensive human support resources in key areas, including careers, welfare, IT, marketing, library, and research, ensuring that students receive comprehensive academic and personal support.

### Strengths

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

Modern and accessible building.

Audiovisual tools and equipment in general have been adequate.

Welcoming and professional environment.

Extensive human support resources in key areas, such as welfare, careers, IT and marketing.

### 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.*

**Library resources:** The library can be improved, as it cannot adequately support the new programme and the proposed reading lists. Considering the limitations in getting physical copies of books and scientific publications, an attempt should be made to diversify the reading lists through the use of online sources or publicly available material, such as reports, videos, podcasts etc.

**Recommendation:** Organise book donation schemes with Universities abroad using the contacts of the Advisory Board and the members of staff; strengthening of the collaboration with the Library of the University of Cyprus

**Teaching and Learning Resources:** The reading lists of the modules is predominantly based on dated books, most of which are not available in the Institute's Library. Considering the contemporary and interdisciplinary nature of the Programme, the reading lists should be revised, not only to include more recent sources but also resources that are available online. If textbooks are considered to be essential for a specific module, the use of resources like the Law Trove of Oxford University Press, should be considered, due to the fact that it allows parallel access to books online.

**Recommendation:** diversification of reading lists and emphasis on online or publicly accessible sources.

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

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

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?
- Are the criteria reflected in 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	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

The External Evaluation Committee reviewed the submitted documentation and conducted a full-day onsite visit at the premises of EIMF. Based on this process, we find that the structure and design of the programme are appropriate for achieving its objectives. The courses cover relevant subject areas, are delivered at a suitable academic level, and are organised in a coherent and progressive sequence, with opportunities for specialisation in the third semester. The faculty are qualified to deliver the programme effectively.

Discussions with key employers confirmed that the programme is well aligned with the needs of the national job market. There is clear demand for the skills that graduates of this programme will acquire.

With respect to learning, teaching, and assessment, we find that the methods employed support effective learning. Nonetheless, we emphasise the importance of active learning, particularly as many students are part-time and classes are delivered in the afternoon or evening. Teaching practices should continue to be adapted to these circumstances. Following discussions with faculty, we believe these challenges can be addressed, but they require ongoing attention.

Finally, the integration of theory and practice is a distinctive strength of the programme. The involvement of external practitioners in teaching activities enriches the learning experience and contributes significantly to its overall quality.

Having reviewed the relevant documentation and having conducted the site visit, it is our conclusion that the proposed programme satisfies the requirements and we are generally satisfied by what we have observed. We have also provided a number of recommendations, which are aimed to help the Institute further enhance quality.





## E. Signatures of the EEC

Name	Signature
Hong Bo	
Caspar Rose	
Stelios Andreadakis	
Click to enter Name	
Click to enter Name	
Click to enter Name	

**Date:** 11 September 2025