Doc. 300.1.1

Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**
  Limassol International University

- **Town: Limassol/Nicosia**

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

- **Department/ Sector: Law and Social Sciences**

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

  In Greek:

  Πτυχίο Οικονομικών

  In English:

   Bachelor's in Economics

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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A. Introduction

This part includes basic information regarding the onsite visit.

The on-site visit took place on June 21, 2022 online via the Zoom platform. It lasted from 10:00 to 17:15, and it followed closely the posted schedule. All scheduled participants were present. The climate of communication was positive, open, and constructive. The last meeting was with the academic leadership of the Institution and the EEC had the opportunity to communicate and briefly discuss many of its key findings. This report describes in greater detail the conclusions and recommendations of the EEC.

B. External Evaluation Committee (EEC)

Name	Position	University
Morris Altman	Professor	Dundee University, UK
Panos Delimatsis	Professor	Tilburg University, The Netherlands
Petros Efstathiou	Student	University of Cyprus
Michael Haliassos	Professor, Committee Chair	Goethe University, Frankfurt, Germany
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

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

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

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

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1. **Study programme and study programme's design and development**
   (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*

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- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

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

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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Findings

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

The institution has an elaborate structure of quality assurance committees and mechanisms to facilitate monitoring and provision of feedback. Plagiarism software (Turnitin) is in use. Existing and planned facilities allow access to students with disabilities. The institution is well-connected to the Cyprus business sector. The legacy institution (CIIM) has established an external academic advisory committee of the highest calibre, as well as a set of prominent international visitors teaching in the modular programs. These are assets that can be employed in the design and running of the bachelor's program in Economics. The current design follows international best practice for Bachelor's programs in Economics, but adds elements from the other two schools, namely the business school and the technology school. This aspect can create a niche for this particular program, if suitably exploited. The school employs monitoring to track student performance, on-time completion, and student feedback. The program defines expected workload in ECTS. The program proposal includes detailed information on selection criteria, learning outcomes, examination procedures, pass rates, and placement likelihood, but of course such information is not yet publicly advertised, as this is a new program. Mechanisms are in place to monitor and analyse information on progression and student satisfaction with respect to the courses and to support services, and these will be set in motion when the program starts.

Strengths

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

The program content follows international best practice but also incorporates courses from the other two schools.

The quality of the teaching faculty is high.

Industry and alumni contacts can provide internship and placement opportunities.

Special courses on research methods are included in the program.

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 pointed out that internship and placement opportunities should be developed and incorporated in the planning of the program.

The program allows students to opt out of the thesis and to choose four courses instead. The EEC recommends that this flexibility be dropped and replaced by the option to write the thesis in the department or while doing an internship. In the latter case, data and other relevant input from the internship sponsor could be used.

In addition to monitoring plagiarism, the School should also prevent the purchase of essays and exam scripts. This admittedly challenging objective can be met through a system of interviews and collection of relevant evidence.

A course on Money and Banking is missing from the current program.

The normal progression of a student through the program should be described and publicized, including the specification of prerequisites for the different courses.

There is a good case for including a separate course on Behavioral Economics, separately from Game Theory (with the latter possibly combined with Industrial Organization).

A course on the Cyprus Economy, institutions, and economic history would be a very welcome addition.

A link to Data Science, Big Data, and Machine Learning is an interesting niche that the School can develop and should publicize.

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

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

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

Sub-areas

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

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

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

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

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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

The process of teaching and learning is flexible to accommodate the needs of diverse course offerings, from theory, econometrics, and other research methods. The School is developing blended approaches to learning and is also considering hybrid teaching wherever appropriate. Based on student feedback, faculty members are ready to interact with students and answer their questions in an atmosphere of mutual respect. The EEC noted that each course is allocated 7.5 ECTS, which is on the high side compared to the international practice of 6 ECTS. Existing information on pass rates for other programs reveals a tendency to a high pass rate. While some of this may well reflect the quality of teaching and advising, care needs to be taken so that academic standards remain high and learning objectives are met. Due to the limited availability of space, it is not clear that the available computer labs and libraries can handle the projected number of bachelor students in the short run. Additionally, the library hours appear very limited compared to international practice (e.g., the library is not open during weekends). Further, it was not clear to the EEC whether students will have institutional access to established econometric software, such as Stata and EViews. Access to online data (e.g., from IMF, OECD, ECB, etc.) also needs to be encouraged and supervised by faculty.

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

Committed, high-quality faculty

International best practices in program design

Interesting niche courses from the other two schools

Student advising and continuous assessment

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.

Adequate space in, and access to computer labs, libraries, and meeting/interaction facilities.

Careful consideration of the ECTS allotted to each course.

Course additions: Money and Banking, Behavioral Economics, Cyprus Economy, institutions, and economic history, eventually Law and Economics, etc.

Databases, quantitative and qualitative econometric and statistical software access.

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

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

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3. **Teaching staff** *(ESG 1.5)*

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

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

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

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

The School recruits on the international job market among PhD holders or prospective holders. Positions are advertised on all relevant international websites. The School managed to generate 1000 applications in its most recent recruitment campaign and to interview about 100. The posted ads conform to international best practice. The external academic advisory committee is informally involved in the selection process, but voting involves only internal committees. There are individual negotiations regarding the time allocation between teaching and research. The department includes faculty with different such allocations. The Institution's view appears to be that research is required of all faculty members, but with different emphasis according to own productivity.

The EEC was provided with a list of planned courses and of faculty names attached to each. There were only a few cases in which courses were unstaffed. The vast majority of courses are taught by regular faculty with only very few courses taught by visitors. Teaching performance is monitored closely and discussed between program director, department chairman, and faculty involved. Mentoring of junior faculty by senior faculty is mentioned, but the EEC did not find evidence of training programs or courses for junior or non-performing senior faculty in this dimension.

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

The teaching faculty have high quality of educational qualifications (PhD) and strong records of research activity and teaching.

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They are recruited on the international job market.

The vast majority of instructors in this program are regular faculty.

Research is required of all faculty.

There is close monitoring of teaching performance and provision of feedback.

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 recommends including external members in hiring and promotion committees.

The criteria for research and teaching allocation and subsequent performance, the expectations on service and leadership, and how these relate to hiring and promotion need to be specified more clearly and to be made transparent to incoming and existing faculty.

It would be good to provide regular training opportunities to faculty who are either inexperienced or low performers in teaching. Beyond this, technological innovations in teaching should be disseminated to all faculty through special information and training sessions.

The EEC recommends that a code of faculty conduct be established and published, e.g., with respect to sexual harassment, misconduct, abuse, etc..

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *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 Department provided the EEC with clear statements regarding minimum entry criteria for a wide range of student backgrounds. It is important both that the minimum criteria are met in practice and that fairness be maintained across applicants from different educational backgrounds. The Institution also provided clear guidelines for student progression, including maximum times of study. As there was some confusion during the on-site visit, the EEC assumes that the maximum duration of studies equals the regular completion period times 1.5. Clear processes for student recognition are in place, but the EEC has noted above its concerns about assigning 7.5 ECTS per course. The institution plans to provide degrees and transcripts according to international best practice.

Strengths

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

Recruitment across numerous educational backgrounds.

Student progression consistent with international best practice.

Student recognition consistent with international standards.

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Areas of improvement and recommendations

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

The EEC recommends that criteria be developed to ensure fair comparisons across qualifications from different educational backgrounds.

Redefinition of ECTS allocations to 6 per course also encourages students to be full-time rather than trying to complete the course while engaged in other full-time work. This also helps to ensure that students' progress normally and do not exceed the regular program duration.

The EEC also recommends to establish a code of faculty conduct vis a vis students (including clear review processes and remedies), as well as clear safeguards against academic dishonesty (e.g., cheating, purchase of essays or theses, etc.).

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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

Sub-areas

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

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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

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This is a planned program whose implementation depends crucially on progress with the Limassol campus. The current Nicosia and Limassol campuses do not have adequate facilities to support full-time bachelor students. The library is well equipped with subscriptions, including subscriptions to digital journals and membership of library networks across institutions and countries. There are plans to provide access to relevant compute software, including econometric and statistical packages, as well as access to relevant databases. The department plans to assign each student to an academic advisor. Existing students from other courses, including a bachelor's course appeared very happy with the amount and quality of interaction they had with faculty, and with the faculty's readiness to help. There are provisions for recognizing courses from other institutions.

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

Library services, albeit on a small scale.

An advisor for each student.

On-boarding of students from other backgrounds with remedial introductory courses.

Close interaction between faculty and students.

Close monitoring of student progression and of likely difficulties, as well as methods of response.

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.

Build up physical resources (library, computer labs) and make contingency plans in case these are not available by the time this program is launched (e.g., rental space).

Provide sufficient access to modern statistical software (campus licenses for STATA and EViews, for example) and organize/facilitate access to available economics databases (IMF, OECD, ECB, etc.).

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Non-compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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

Sub-areas

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

6.1 Selection criteria and requirements

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

6.2 Proposal and dissertation

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

6.3 Supervision and committees

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

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

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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

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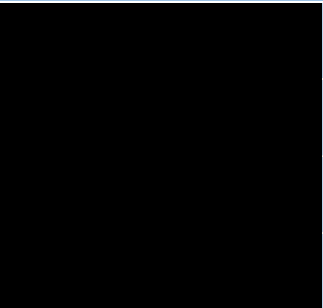
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D. Conclusions and final remarks

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 institution should build up physical resources (library, computer labs) and make contingency plans in case these are not available by the time this program is launched (e.g., rental space).
- The EEC recommends that criteria be developed to ensure fair comparisons of applicants from different educational backgrounds.
- Redefinition of ECTS allocations to 6 per course would be more consistent with international practices and encourage students to be full-time rather than trying to complete the course while engaged in full-time employment. This also helps to ensure that students progress normally and do not exceed the regular program duration.
- The normal progression of a student through the program should be described and publicized, including the specification of prerequisites for the different courses.
- A course on Money and Banking is missing from the current program. There is a good case for including a separate course on Behavioral Economics, separately from Game Theory (with the latter possibly combined with Industrial Organization). A course on the Cyprus Economy, institutions, and economic history would be a very welcome addition.
- A link to Data Science, Big Data, and Machine Learning is an interesting niche that the School can develop and should publicize.
- The EEC pointed out that internship and placement opportunities should be developed and incorporated in the planning of the program.
- The program allows students to opt out of the thesis and to choose four courses instead. The EEC recommends that this flexibility be dropped and replaced by the option to write the thesis in the department or while doing an internship. In the latter case, data and other relevant input from the internship sponsor could be used.
- In addition to monitoring plagiarism, the School should also prevent the purchase of essays and exam scripts. This admittedly challenging objective can be met through a system of interviews and collection of relevant evidence.
- The department should provide sufficient access to modern statistical software (campus licenses for STATA and EViews, for example) and organize/facilitate access to available economics databases (IMF, OECD, ECB, etc.).
- Regarding faculty recruitment and development, the EEC recommends including external members in hiring and promotion committees.
- The criteria for research and teaching allocation and subsequent performance, the expectations on service and leadership, and how these relate to hiring and promotion need to be specified more clearly and to be made transparent to incoming and existing faculty.
- It would be good to provide regular training opportunities to faculty who are either inexperienced or low performers in teaching. Beyond this, technological innovations in teaching should be disseminated to all faculty through special information and training sessions.
- The EEC recommends that a code of faculty conduct be established and published (e.g., with respect to sexual harassment, misconduct, abuse, etc.) that includes clear review processes and remedies.

E. Signatures of the EEC

Name	Signature
Morris Altman	
Panos Delimatsis	
Petros Efstathiou	
Michael Haliassos	
Click to enter Name	
Click to enter Name	

Date: 26.06.22