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

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Doc. 300.1.1

Date: 23/02/2023.

External Evaluation Report

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

- **Higher Education Institution:**
  AUB Mediterraneo

- **Town:** Paphos

- **School/Faculty (if applicable):** Maroun Semaan
  Faculty of Engineering and Architecture (MSFEA)

- **Department/ Sector:** Department of Industrial Engineering & Engineering Management

- **Programme of study- Name (Duration, ECTS, Cycle) In Greek:**
  Master στη Διοίκηση Μηχανικών
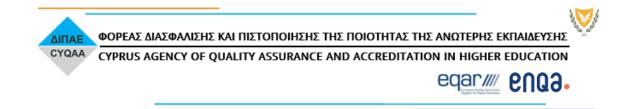
  In English:
  Master of Engineering Management

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

- **Programme's status:** New programme of study

- **Concentrations (if any):**

  In Greek: (i) Diacheirisi Ergon kai Programmaton, (ii) Chrimatooikonomiki kai Viomichaniki Michaniki
  In English: (i) Project and Program Management (PPM), (ii) Financial and industrial engineering (FIE)

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS
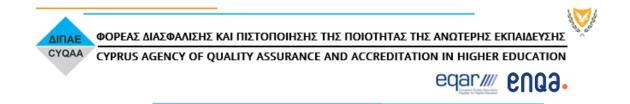
A. Introduction

This part includes basic information regarding the onsite visit.

The site visit for evaluation purposes took place on 20/2/2023 and began with a briefing at a hotel in Limassol for the External Evaluation Committee (EEC) members. The briefing covered the agenda for the day and the key focus areas of the evaluation. Following the briefing, the EEC members were introduced to each other, and drove to the university campus. The EEC met with the Rector, Vice Rector of Academic Affairs, and the members of the Internal Evaluation Committee. During these meetings, the EEC had an opportunity to learn more about the institution's management structure, leadership, and internal quality assurance mechanisms. The EEC then had a meeting with the head of the Department of Industrial Engineering & Engineering Management. The head of the department provided a short presentation on the department's structure, mission, and strategic planning. The EEC also learned about the department's development processes, including SWOT analysis, and how the department connects with society. The EEC engaged in a 25-minute discussion with the head of the department following the presentation. The next meetings were focused on the institution's academic programs. The EEC met with the academic program coordinators of Industrial Engineering and Engineering Management. These meetings covered admission criteria, learning outcomes, teaching methodologies, and course content. The EEC engaged in a 60-minute discussion with each coordinator to gain a comprehensive understanding of each program. After the meetings with program coordinators, the EEC met with the teaching staff responsible for delivering courses within each program. These meetings were designed to discuss teaching materials, assessment criteria, learning outcomes, and the methodology used to teach each course. There was also a discussion on how the courses aligned with the institution's Teaching ESG. The EEC had a 60-minute session to discuss these matters with the teaching staff. The EEC then had a meeting with a group of students and graduates. The discussion covered student experiences, course content, and teaching methodologies. A separate meeting with the institution's administrative staff took place to discuss administrative processes, procedures, and the internal communication within the institution. As part of the site visit, the EEC had an opportunity to tour the institution's premises, including the classes and computer labs. This provided the EEC with an opportunity to observe the physical infrastructure and resources available to support the teaching and learning environment. Finally, the EEC had an exit discussion with the head of the relevant department and program coordinator. This provided an opportunity for the EEC to ask any final questions and clarify any issues that arose during the evaluation visit. The meeting lasted for 30 minutes. Throughout the visit, there were scheduled times for presentations, discussions, and questions from the EEC. The visit provided a comprehensive understanding of the institution's strengths and areas for improvement. The EEC was able to provide recommendations to the institution to improve its overall performance and meet its strategic objectives.

B. External Evaluation Committee (EEC)

Name	Position	University
Leonidas Pitsoulis	Professor	Aristotle University of Thessaloniki, Greece
Stratos Ramoglou	Professor	University of Southampton, UK
Katerina Papadaki	Associate Professor	London School of Economics and Political Science, UK
Marios Alkiviades	Student	University of Cyprus
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.
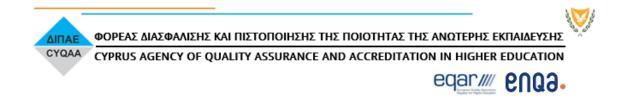
Strengths

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
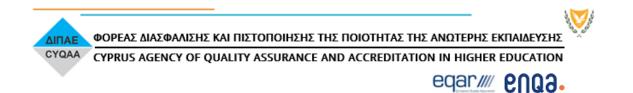

1.1 Policy for quality assurance

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)*

- o *is designed so that it enables smooth student progression*
- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

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

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

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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

After close scrutiny of the documentation provided, the in-campus visit, and online research, the EEC can confirm that AUB is compliant with respect to its policy for quality assurance, the design & monitoring processes, the publicity of the information and the management of this (and internal) information.

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

AUBM enjoys from the organizational procedures and knowledge gained by AUB through decades of successful operations. Processes are robust and transparent. As importantly, there exist the necessary feedback mechanisms to ensure the ongoing monitoring, review, and improvement of the relevant processes.

What stands out is the university's willingness to undergo scrutiny through external stakeholders (e.g., during promotions). Moreover, the university benefits from the fact that it is accredited by the NY education department. This enables AUB to keep abreast of the latest developments in organizational innovations and processes as well as be committed to a process of continuous improvement.

The processes of assessment, unit review, faculty evaluation and policies/procedures surveys are carefully aligned with the strategic plan of the programme that reflects the university's strategic mission. (This is secured through the Strategic VITA)

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.

There has not been any problem spotted.

The EEC would only encourage AUBM colleagues to contemplate whether the MSc with the research-thesis option could also act as an MPhil towards a PhD programme (this issue eventually boils down to regulatory considerations that colleagues may wish to explore).

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*

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

Sub-areas

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

    2.2 Practical training

    2.3 Student assessment

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

Standards

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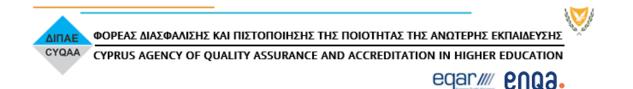
2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

You may also consider the following questions:

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

Findings

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

The EEC is happy with the way in which teaching and teaching-related activities such as assessment are conducted. We confirm that teaching is highly student-centered and that the processes and activities surrounding the delivery of the educational mission are consistent with international practices.

Strengths

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

What stands out in terms of innovative practices is engaging students with research practices. For example, there are PG students that have even managed to publish their research conducted during their studies.

The students are also supported by individual tutors/mentors. Moreover, they are given opportunities to hone their academic knowledge by acting as instructors of BSc students. This innovative practice apparently helps improve student experience and strengthen the ties amongst students.
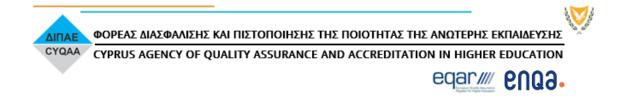
The students enjoy a varied mix of teaching activities – gaining a fine blend of academic and practical insights.

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.

Colleagues in charge of the Paphos campus are encouraged to ensure that students feel members of the AUB community, via common events and/or exchanges with the Beirut campus (this was deemed important due to the fact that during the first years the student population in the Paphos campus is expected to be rather low).

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	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)?*
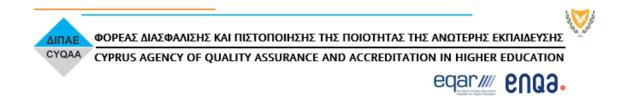
Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The graduate program has several strengths, including a highly qualified full-time teaching faculty with PhDs in related fields from reputable US universities, a strong emphasis on research along with teaching duties, a well-defined procedure for recruitment of new teaching staff, and a focus on academic development and continuous feedback of faculty. Additionally, the teaching load for faculty is appropriate with no more than four courses per faculty member. However, there are also areas for improvement, such as the lack of teaching staff from other European countries, and a lack of diversification in terms of faculty who have only previously held positions at AUB Lebanon. The department is taking steps to address these issues, including efforts to attract and hire faculty from other countries.

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

- Almost all full-time teaching faculty have PhD's in fields related to their teaching domain from well-established universities mainly in the US.

- The research experience of the faculty as it is demonstrated from their publication record fully complies and supports the domain of the program.

- Emphasis is given for the faculty to engage in active research along with their teaching duties.

- There are provisions for the recruitment of new teaching staff after the program has reached a "steady state" where international candidates will be considered. The procedure for the recruitment is well defined and is initiated by the department chair and goes through the Dean, the Faculty Advisory Committee, and the Provost (Rector) or the Board of Deans depending on the rank of the new position.

- There is a strong focus on the academic development and continuous feedback of the faculty which includes annual evaluation, promotion, and tenure as well as post-tenure review. There are also provisions for travel grants for one conference per year and incentives such as Teaching Excellence Award for recognizing exceptional teaching faculty.

- The teaching load for the faculty is deemed appropriate with no faculty member teaching more than four courses while most teach one course.

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.

- Currently in this initial phase of the newly formed department there are no teaching staff involved from higher education institutions from Cyprus or some other European country. However, there are already actions to attract and hire such faculty.

- There are no visiting teaching staff planned from universities in Cyprus or abroad.

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

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

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

> **Sub-areas**
> 4.1 **Student admission, processes and criteria**
> 4.2 **Student progression**
> 4.3 **Student recognition**
> 4.4 **Student certification**

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

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

The institution has clearly defined admission criteria. The institution defines clear educational objectives and learning outcomes that are clearly supported by the curriculum.

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

The degree is split into a thesis options and non-thesis option. Both of the routes are valuable for the appropriate students. The thesis option allows full time students that start the degree after their bachelor to conduct research supervised by academics to the standard of a journal published paper. The non-thesis option is more flexible and it is catered to students that might be working part-time or full-time.

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.

A bit more clarity on details of student progression rules would be helpful.

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.*

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- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
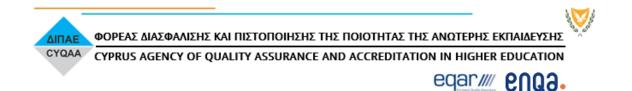- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

You may also consider the following questions:

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

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

The evaluation of a newly formed graduate program of study has identified several strengths and areas for improvement regarding learning resources and student support. The program has a large volume of electronic resources for the library and the technological infrastructure in place for the AUB Lebanon will also be available for the new program. The department has appropriate building facilities allocated, which are currently being completed with a deadline of August 2023. In case of any building delays, backup facilities are also in place. There are classrooms and computer laboratories to meet the needs of teaching, and provisions have been made with the municipality of Paphos for extra lots given for expansion. Additionally, the program has well-designed student support and counseling, including a university psychologist, as well as a career office for assisting students. The administrative staff will come from AUB Lebanon with experience in dealing with the special circumstances that concern international students.

Although the electronic resources of the library are excellent, the library is very small, and provisions should be made to have enough reading and studying spaces for students. This lack of adequate reading and studying spaces may impact the students' ability to perform to their fullest potential, especially during peak times such as midterms and finals. Nonetheless, the program has several strengths, and addressing this issue should be a priority for the department to provide the best possible learning environment for students.
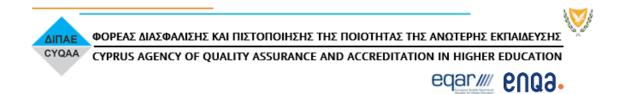
Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- There is a large volume of electronic resources for the library and technological infrastructure already in place for the AUB Lebanon which will also be available for the new program.
- The department has appropriate building facilities allocated. They are currently being completed with a deadline of August 2023.
- backup facilities in place in case of any building delays.
- There are classrooms and computer laboratories to satisfy the needs for teaching.
- There are provisions made with the municipality of Paphos for extra lots given for expansion.
- Well-designed student support and counselling with a university psychologist as well as a career office for assisting students.
- The administrative staff will come from AUB Lebanon with experience in dealing with the special circumstances that concern international students.
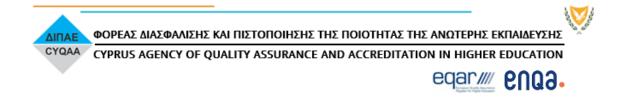-

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.

- Although the electronic resources of the library are excellent, the library building itself is very small and provisions should be made to have enough reading and studying spaces for students.

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

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

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

> **Sub-areas**
>
> **6.1 Selection criteria and requirements**
> **6.2 Proposal and dissertation**
> **6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*

ΔΙΠΑΕ
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- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*

- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*

- *Can you please provide us with some dissertation samples?*

Findings

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

N/A

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

N/A

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

N/A

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

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

ΔΙΠΑΕ
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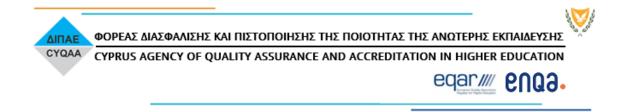eqar//// enqa.

6.1	Selection criteria and requirements	*N/A*
6.2	Proposal and dissertation	*N/A*
6.3	Supervision and committees	*N/A*

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 EEC can confirm that the MSc Engineering Management is compliant on all fronts. The programme complies with the EFQ framework and aligns with standard international practice of HEIs in the US and the EU. Although this MSc degree is fairly new, it already enjoys a successful operation in the Beirut campus. Yet as importantly, the introduction in the Cypriot market is dovetailed with the right adjustments meant to make the programme compliant with the EU institutional context. Student projections are reasonable and the financial planning is robust. Last but not least, the programme is well-aligned with the university's mission to service the local community and we trust that it can deliver value to the Cypriot society as well as economy.

E. Signatures of the EEC

Name	*Signature*
Leonidas Pitsoulis	L. Pitsoulis
Stratos Ramoglou	S. Ramoglou
Katerina Papadaki	K. Papadaki
Marios Alkiviades	M. Alkiviades
Click to enter Name	
Click to enter Name	

Date: 23/02/2023