



THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION



Thematic analysis on instructional and assessment practices in higher education institutions in Cyprus

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The context & general observations

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) serves as the independent governing body entrusted with the responsibility of upholding standards and facilitating the continuous enhancement of higher education institutions and their academic programs, in alignment with the European Higher Education Area's principles and pertinent legislation. Its mission encompasses adherence to the European Standards and Guidelines (ESG) as well as the promotion of quality culture within Cyprus' higher education institutions. Established in 2015, the CYQAA has elicited discernible advancements across various quality benchmarks in higher education, evident from evaluations and insights shared by External Evaluation Committees (EEC) experts.

This thematic analysis examines the reports of EEC in the period 2021-2023, focusing on the criterion of "Student-centered learning, teaching, and assessment" (ESG 1.3). In a thorough review of 75 higher education programs in Cyprus, the External Evaluation Committees (EECs) provided a detailed statistical analysis, showcasing a commendable alignment with European standards. This numerical data was complemented by an in-depth qualitative examination that spanned three critical areas: (i) Process of teaching and learning, (ii) Practical training, and (iii) Student assessment.

Within the "Process of Teaching and Learning" domain, the EECs highlighted the optimal staff-to-student ratios, the innovative teaching methodologies in use, and the robust alignment with industry providers. These elements collectively contributed to a nurturing learning environment, elevating the overall educational experience for students. Yet, there were areas pinpointed for improvement, such as curriculum design, student engagement, and the competitive positioning of the programs.

In the "Practical Training" segment, the EECs' insights emphasized the programs' strong focus on real-world experiences. Many of these programs demonstrated a notable alignment with industry stakeholders, ensuring students are well-prepared for their professional journeys. However, the EECs also identified areas for enhancement, advocating for deeper stakeholder engagement and a more proactive approach to promoting international mobility opportunities.

Regarding "Student Assessment," the EECs noted the transparent nature of the assessment processes, the variety of assessment formats, and the integration of technological tools, like plagiarism checks, to maintain academic integrity. While this approach ensures comprehensive and fair assessments, the EECs also identified areas that could benefit from further refinement, including feedback mechanisms, marking processes, and clarity in assessment criteria.

Synthesizing these insights, it's clear that while the programs exhibit numerous strengths, there's an underlying emphasis on continuous improvement. The feedback from the EECs serves as a valuable guide, steering these programs towards achieving educational excellence at the highest echelons. **In essence, while the programs demonstrated significant strengths, the EECs' insights underscore the need for continuous refinement in specific areas to achieve educational excellence.**

The CYQAA has played an instrumental role in these positive developments. The improvements observed in the higher education programs are a testament to CYQAA's relentless monitoring and unwavering support provided to the institutions. However, while significant strides have been made, the CYQAA recognizes the need to maintain its vigilance. The agency is committed to ensuring that the aforementioned areas continue to evolve and align with the highest standards of educational excellence.

Part 1: Instructional and assessment practices in higher education

Instructional and assessment practices-a literature review

The landscape of higher education is undergoing a dynamic transformation, with instructional and assessment practices evolving significantly over the years in response to the changing demands of the modern world (Hoidn & Reusser, 2020ⁱ). This evolution stems from a growing recognition of the need to align pedagogical approaches with the multifaceted challenges and opportunities that await students in a complex and interconnected global.

Historically, higher education institutions have been revered as bastions of knowledge, primarily relying on lectures, readings, and standardized exams to transmit and measure knowledge. However, this approach is increasingly perceived as insufficient in preparing students for the multifaceted challenges and opportunities that await them in an interconnected global landscape. The traditional paradigms of instruction and assessment, once revered for their steadfastness, have faced challenges in effectively equipping students with the skills and competencies required for success.

Consequently, **a discernible shift is taking place, steering academia towards student-centered learning methodologies, the strategic integration of learning maps and rubrics for assessment, and the assimilation of interactive instructional practices.** The traditional methods of knowledge dissemination and evaluation, characterized by their instructor-centric nature, are being reevaluated in light of their efficacy in fostering a deeper and more comprehensive understanding among students (Brandt, 2020ⁱⁱ).

Embracing Student-Centered Learning

The emergence of student-centered learning is a direct response to the dynamic and evolving landscape of higher education. This pedagogical approach marks a departure from the traditional instructor-centric model, placing students at the core of the learning experience and acknowledging their pivotal role in shaping their educational journey (Doyle, 2023ⁱⁱⁱ). In this progressive paradigm, **educators transition from being mere conveyors of knowledge to becoming facilitators and mentors, guiding students through a process of active exploration, critical thinking, and collaborative problem-solving** (Leaderman, 2019^{iv}).

This shift is propelled by a deep understanding of the transformative potential of fostering student agency and autonomy. By allowing students to take ownership of their learning, they are not only more deeply engaged but also empowered to develop the essential skills required in a rapidly changing job market (Zimmerman, 2002^v). The acquisition of subject knowledge becomes intertwined with the cultivation of critical life skills such as communication, adaptability, and self-regulation. As a result, student-centered learning transcends the mere transfer of information, evolving into a holistic educational experience that nurtures the comprehensive growth of learners.

Furthermore, the embrace of student-centered learning aligns with contemporary cognitive theories that highlight the significance of active engagement and contextual relevance in the learning process (Bransford, Brown, & Cocking, 2000^{vi}). Through meaningful interactions and experiential learning opportunities, students construct their understanding, making knowledge not a passive acquisition but an actively constructed entity.

The surge towards student-centered learning reflects a pedagogical shift that is responsive to the demands of a dynamic world. By placing students at the heart of the educational journey and cultivating their autonomy, critical thinking, and problem-solving abilities, higher education institutions prepare learners to navigate the complexities of the modern landscape with confidence and competence.

Interactive Instructional Practices and Student-Centered Learning

As pointed out, the paradigm of higher education is undergoing a transformative shift towards interactive instructional practices, which not only amplify the momentum towards student-centered learning but also foster dynamic engagement and collaborative exploration (Hodges et al., 2020^{vii}). **Recognizing the limitations of traditional lecture-based approaches, educators are increasingly embracing innovative methods such as collaborative group activities, problem-based learning, flipped classrooms, and online discussions.**

These approaches acknowledge the diverse backgrounds and experiences of students, creating an inclusive and participatory learning environment where knowledge is co-constructed through dialogue and exploration (Barkley et al., 2014^{viii}). Collaborative group activities encourage peer learning and the exchange of diverse perspectives, enhancing critical thinking and communication skills (Johnson & Johnson, 2013^{ix}). Problem-based learning challenges students to apply theoretical concepts to real-world scenarios, promoting deep understanding and the development of practical skills.

Flipped classrooms, a hallmark of interactive pedagogy, leverage technology to shift content delivery outside of class, allowing in-person sessions to focus on active discussions, problem-solving, and hands-on activities (Al-Samarraie et al. 2020^x). This approach capitalizes on face-to-face interactions for higher-order learning and collaborative exploration. In addition, online discussions, facilitated by virtual platforms, extend learning beyond physical classrooms and offer students the opportunity to engage asynchronously. This enables deeper reflection, exploration of diverse viewpoints, and the development of digital communication skills.

Beyond their engagement benefits, these interactive practices cultivate essential skills aligned with the demands of the modern job market. Communication, teamwork, critical thinking, and adaptability are nurtured through these collaborative endeavors, preparing students for success in an evolving professional landscape (Bao, 2020^{xi}).

Learning Maps and Rubrics for Assessment

As the educational landscape continues its shift towards student-centered learning, a parallel transformation in assessment practices is gaining momentum (Nicol & Macfarlane-Dick, 2006^{xii}). Traditional summative assessment methods, which often emphasize memorization and regurgitation of information, are facing scrutiny for their limited capacity to evaluate higher-order thinking skills and real-world application (Biggs & Tang, 2007^{xiii}). In response, **a more nuanced and comprehensive approach is emerging, one that embraces the utilization of learning maps and rubrics for assessment.**

Learning maps present a visual representation of the educational journey, offering a comprehensive overview of the interconnected concepts, skills, and learning outcomes within a course or curriculum (Novak & Gowin, 1984^{xiv}). This spatial representation provides students with a scaffold for understanding the broader context of their learning, aiding them in identifying the relationships between topics and cultivating a holistic comprehension of the subject matter. By enabling students to see the 'big picture,' learning maps encourage a deeper engagement with the material and the ability to make meaningful connections across various components of their education.

Furthermore, learning maps align seamlessly with the principles of constructivist learning, which posits that knowledge is actively built by learners through meaningful interactions with content (Vygotsky, 1978). In this context, learning maps function as cognitive tools that facilitate the organization and synthesis of information, empowering students to become more effective and autonomous learners (Chang et al., 2022^{xv}).

Complementing the impact of learning maps, rubrics provide a structured and transparent framework for assessing student performance (Ragupathi, & Lee, 2020^{xvi}). These tools establish clear and predefined criteria that educators use to evaluate assignments, projects, and other assessments. Rubrics not only guide instructors in evaluating student work consistently but also offer students a transparent understanding of the expected standards. This transparency fosters a sense of equity and fairness in evaluation, enhancing both motivation and the quality of work submitted (Gallardo, 2020^{xvii}).

The convergence of student-centered learning and assessment innovation is giving rise to the integration of learning maps and rubrics. This evolution in assessment practices transcends the limitations of traditional summative methods, facilitating a more holistic understanding of subject matter, encouraging deeper engagement, and promoting fairness in evaluation. Ultimately, these tools contribute to an educational environment that is more attuned to the complex needs and aspirations of contemporary learners.

Instructional and assessment practices in higher education and Quality Assurance agencies

QA agencies are essential pillars in the ongoing transformation of higher education, playing a paramount role in external oversight and evaluation to uphold excellence. They ensure the evolving educational landscape maintains its commitment to quality by setting rigorous standards, conducting comprehensive evaluations, and accrediting institutions that meet benchmarks. QA agencies also foster continuous improvement through reflective practices and the sharing of best practices, enhancing teaching, learning, and research. Their regulatory function ensures ethical operations, safeguarding stakeholder interests. In an evolving landscape, QA agencies are crucial in maintaining the integrity and relevance of higher education, equipping students for modern challenges. Through their dedication to quality enhancement, accountability, and educational advancement, QA agencies profoundly shape the future of higher education.

Instructional and assessment practices in ESG

The European Standards and Guidelines for quality assurance in the European Higher Education Area (ESG^{xviii}) establish the foundation for both internal and external quality assurance processes. Within the realm of higher education, ESG offer a comprehensive structure that encompasses various aspects, including delineating particular criteria for qualitative instruction and student assessment.

According to ESG 1.3, “Student-centred learning, teaching and assessment”, institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. Student-centred learning and teaching plays an important role in stimulating students’ motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes. In this framework, the following guidelines are provided:

The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;

- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are published in advance;
- The 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;
- Where possible, assessment is carried out by more than one examiner;
- The regulations for assessment take into account mitigating circumstances;
- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- A formal procedure for student appeals is in place.

Part 2: CYQAA interventions to the Higher Education Institutions in Cyprus

On April 23rd, 2021^{xix}, the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) highlighted the significance of incorporating student-centered learning, teaching, and assessment within the curriculum planning and implementation process of higher education institutions. The emphasis was on aligning with Criterion 1.3 of the European Standards and Guidelines (ESG), encouraging active student involvement in shaping the learning process and ensuring that assessment methods reflect this approach. Specifically addressing examinations, CYQAA emphasized the necessity of transparently communicating exam procedures and types, making this information accessible on course websites prior to program commencement. The alignment of exam formats with teaching methodologies was also underlined.

Subsequently, building upon the insights of External Evaluation Committees, CYQAA issued an announcement on January 19th, 2022,^{xx} underlining the strong interrelation between demanding assessment practices, teaching quality, and the attainment of learning outcomes. This communication urged higher education institutions to consider specific criteria for accreditation, which encompassed designing suitable assessment practices aligned with lesson objectives, using assessment results to identify learning needs, providing consistent feedback to students based on learning outcomes, and employing rubrics for ongoing evaluation and targeted feedback.

Furthermore, adhering to Criterion 1.3 of the European Criteria and Guidelines (ESG), CYQAA incorporated quality assurance measures into the assessment process, emphasizing familiarizing assessors with assessment methods, pre-publishing evaluation criteria and grading standards, enabling assessment methods that allow students to showcase learning outcomes, ensuring assessment consistency through multiple examiners when possible, accommodating special cases, and instituting a formal mechanism for student objections.

Within the framework of its commitment to bolstering higher education institutions, the CYQAA organised a seminar titled "Student-centered learning, teaching and assessment" on September 6th and 7th, 2022 in Nicosia. This seminar aimed to equip educators and institutions with innovative strategies to elevate their instructional methods and assessment practices and synchronize teaching approaches with contemporary pedagogical paradigms, prioritizing active student engagement and fostering an enriched learning experience. The CYQAA is gearing up for a series of upcoming seminars, reflecting its dedication to ongoing improvement in higher education. Specifically, in February 2023, the agency is organizing a workshop focused on the practical aspects of "Mapping Learning and Utilizing Rubrics for Assessing Students." This initiative aims to provide educators and institutions with hands-on insights and tools to enhance teaching, learning, and assessment practices.

Notably, analyses of External Evaluation reports within the specified timeframe revealed improvements in higher education institutions' practices related to student-centered learning, teaching, and assessment. The subsequent section offers insights from the analysis of EEC reports in the period 2021-2023.

Part 3: Methodology

The analysis studied 75 reports of Programmatic Evaluations prepared by External Evaluation Committees (EEC) in the period 2021-2023, (Fall semester 2021-202-Spring semester 2023, focusing on the specific section of the EEC reports templates (Doc.300.1.1.; Doc. 300.1.1/2; Doc. 300.3.11^{xxi}) pertinent to the criterion “Student – centred learning, teaching and assessment” (ESG 1.3). This section of the reports includes three sub areas (i. Process of teaching and learning and student-centred teaching methodology, ii. Practical training & iii. Student assessment). Quantitative analysis of the EEC reports examined the level of compliance of the institutional practises with European standards (1 or 2= Non-compliant; 3= Partially compliant; 4 or 5=Compliant). The Frequency Reports generated statistics about the degree of compliance of the accredited departments concerning the aforementioned sub areas (see Graph 1).

Qualitative analysis was used to illuminate additional aspects of Student – centred learning, teaching and assessment processes recorded in the EEC reports. EEC members commented on the programs under evaluation using the criteria listed on table 1.

Table 1: Criteria outlined in the evaluation forms and used by the EECs to evaluate the programs in relation to the criterion “Student – centred learning, teaching and assessment (ESG 1.3)

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.*

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.*

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.*

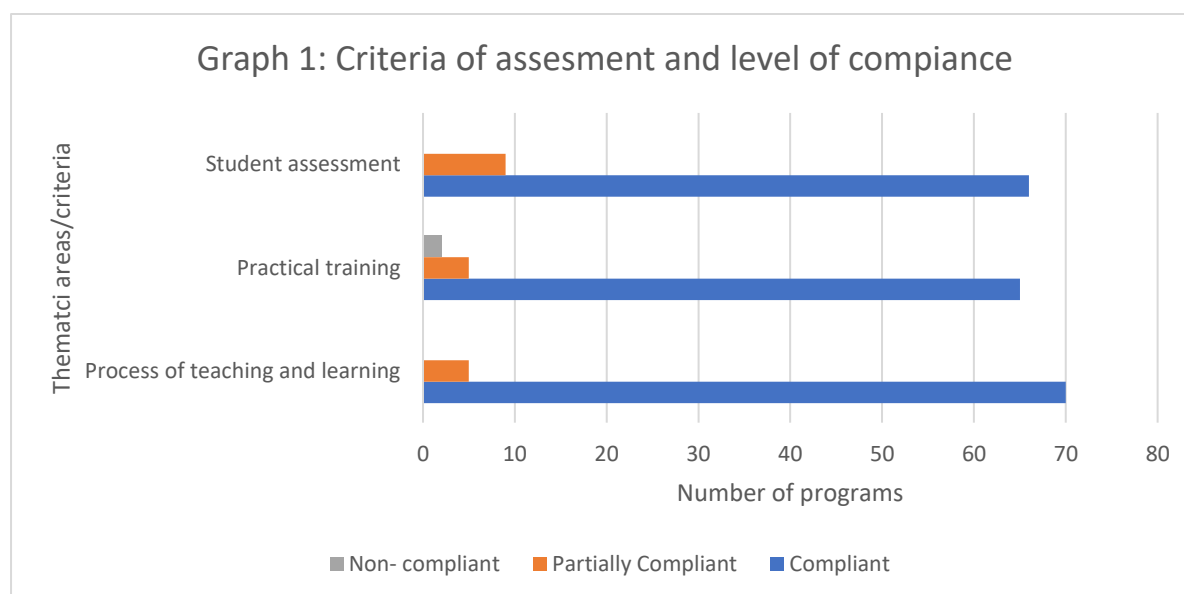
You may also consider the following questions:

- *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)?*

Comments made by EEC members were recorded and analysed to reveal both strengths and areas of improvement.

Part 4: Experts' remarks and recommendations

The EEC reports were analyzed quantitatively to assess how well institutional practices align with European standards. This was measured on a scale where 1 or 2 indicated non-compliance, 3 indicated partial compliance, and 4 or 5 indicated full compliance. The Frequency Reports presented statistical data about how well accredited programs adhered to these standards in the specific sub-areas pertaining the criterion "Student – centred learning, teaching and assessment". As evidenced by the data presented in Graph 1, external experts consider that practises in the context of Quality Assurance processes are overall compliant with international and European standards.



More specifically, 70 instances were found to be fully compliant in the Process of Teaching and Learning, 65 in Practical Training, and 66 in Student Assessment. Additionally, there were 5 instances of partial compliance in the Process of Teaching and Learning, 5 in Practical Training, and 9 in Student Assessment. No instances of non-compliance were identified in the Process of Teaching and Learning, while 2 instances were noted in Practical Training (Table 2).

Table 2: Number of programs per thematic area & level of compliance to ESG standards

Thematic area	Number of programs per thematic area		
	Process of teaching and learning	Practical training	Student assessment
<i>Level of compliance</i>			
Compliant	70	65	66
Partially Compliant	5	5	9
Non-compliant	-	2	-

EEC evaluators provided feedback on the assessed programs based on specific criteria pertaining to the topic (table 1). The following section presents the qualitative analysis of the evaluator comments categorized into strengths and improvement areas within each of the three domains: (i) Process of teaching and learning, (ii) Practical training, and (iii) Student assessment.

Process of teaching and learning

Strengths identified by the EECs

Concerning the criterion of Process of teaching and learning, the analysis of the examined document reveals a range of strengths identified by the External Evaluation Committees (EECs) in their assessment of the evaluated programs. These strengths encompass various aspects of the programs, from optimal staff-to-student ratios fostering quality-learning environments to innovative teaching methodologies and strong alignment with clinical providers. The student-centred approach, commitment of staff, and provision of diverse teaching methods further enhance the educational experience. Additionally, the programs' emphasis on clear educational outcomes, consistent student feedback, and supportive measures demonstrate a dedication to excellence in teaching and learning.

Based on the content extracted from the document examined in this analysis the main themes and findings identified by the External Evaluation Committees (EECs) across the programs evaluated are listed below:

- *Department Size and Staff/Student Ratio:*
The benefits of having a relatively small staff and an appropriate staff/student ratio were highlighted. This setup enables a high-quality learning and teaching environment.
- *Teaching Methodologies:*
The teaching methodologies in use are appropriate, with a mix of theory and practical work across various courses.
- *Educational Outcomes:*
The educational outcomes of the study programs are well defined. For each course, there's a clear specification of course purpose, objectives, learning outcomes, prerequisites, content, bibliography, teaching methodology, and assessment.
- *Student Feedback:*
Student feedback is directly received and considered by faculty members to improve course delivery and exams. Students find interactions between faculty members and themselves satisfactory.
- *Faculty Availability:*
Faculty members are readily available to students, with some departments having an open-door policy.
- *Commitment of Staff:*
There's a strong commitment from the staff to their programs and students. They also use innovative teaching methods, including hybrid systems during the pandemic situation.
- *Student-Centered Approach:*
The programs have a strong student-centered approach, as evidenced by student feedback.
- *Pedagogical Approach:*
There's a clear progression in pedagogy from theory to practice and then to practice.
- *Alignment with industry providers:*
Some programs have excellent alignment with industry providers.

- *Engagement with Profession:*
Teachers on some programs continue to engage with their respective professions.
- *Assessment Feedback:*
The possibility of each student receiving feedback on each assessment was highlighted as excellent.
- *Diverse Teaching Methods:*
A diverse range of teaching methods is used in the programs.
- *Support for Students:*
Students feel that the staff is supportive and offers flexibility, such as extending deadlines.
- *Study Guides:*
Study guides include clearly defined objectives and expected learning outcomes. Students mentioned that the program is well-organized.
- *Facilities:*
Some programs have exceptional experimental facilities that provide students the opportunity to participate in research activities.

Areas of improvement identified by the EECs

The External Evaluation Committees (EECs) identified several key areas requiring attention or improvement. The findings spanned a range of themes, including the design and content of curricula, the quality of student engagement and experience, the effectiveness of teaching methodologies, the importance of fostering a culture of diversity and inclusion, strategies for enhancing program competitiveness, and the need for greater stakeholder engagement. The following list provides a breakdown of the recognized areas that require attention:

- *Curriculum Design and Content:*
Relevance of module titles to content.
Need for updated reading lists.
Clarification of objectives for specific seminars or courses.
Weighting of topics in the curriculum to reflect their importance or prevalence.
Incorporation of mandatory modules to ensure proficiency in key areas.
- *Student Engagement and Experience:*
Promotion of mobility opportunities like the Erasmus Programme.
Use of student satisfaction ratings.
Encouraging an active and leadership role in the learning process.
Introduction of peer teaching for enhanced learning.
- *Teaching Methodologies and Innovations:*
Engagement with industry collaborates for seminars.
Extension and integration of programming skills throughout the curriculum.
Offering electives to build multidisciplinary teams for addressing societal challenges.
- *Diversity, Inclusion, and Culture:*
Training in Equality, Diversity, and Inclusion.
Addressing unconscious bias and promoting active bystander behaviors.

Addressing concerns related to gender biases in the department.

- *Program Promotion and Competitiveness:*
Active promotion of international mobility opportunities.
Recommendations to make the program more competitive in the future.
- *Stakeholder Engagement:*
Engaging stakeholders in discussions about curriculum design and content.
Building stronger relationships between students and potential future employers

Practical training

Strengths identified by the EECs

The External Evaluation Committees (EECs) spotlighted several strengths specifically related to the criterion of practical training. Several of the programs evaluated demonstrated a commendable collaboration with the industry, ensuring that students are immersed in hands-on, real-world experiences. This emphasis on practical training is further enriched by an approach that adeptly marries theory with hands-on practice, making full use of the institutions' state-of-the-art facilities. Moreover, the inclusion of mandatory internships and field placements solidifies the bridge between academic learning and real-world industry demands.

- *Industry Collaboration and Practical Training:*
Strong bond between the institution and the industry, emphasizing the importance of real-world experiences.
The faculty's efforts to link theory with practice, including guest lectures from industry professionals, case studies, and real-world examples.
A three-stage practicum structure that emphasizes observation, supported engagement, and ultimately independent teaching.
Practical training (internship) is mandatory, with its importance highlighted by students.
- *Integration of Theory and Practice:*
The course interconnects practical and theoretical studies.
The university's existing infrastructure, such as labs and a simulation room, is suggested for use in courses to enhance practical training.
- *Student Engagement and Experience:*
The inclusion of the Practicum offers internship opportunities in field settings.
Paid industrial placements ensure a strong connection with the industry, providing students with valuable real-world experiences.
- *Curriculum Design and Enhancement:*
The curriculum's focus on integrating theory with practice.

Areas of improvement identified by the EECs

While the programs demonstrated commendable theoretical foundations, there was a discernible gap in offering students real-world, hands-on experiences. This was evident in the limited industry internships, the underutilization of available facilities for practical training, and the need for more immersive practical sessions in courses. Additionally, concerns were raised about language proficiency in clinical settings and the desire for more student involvement in research projects. Feedback from

students further echoed the sentiment, emphasizing the need for a more integrated and comprehensive practical training approach. These findings underscore the importance of bridging theory with practice to ensure a holistic educational experience.

- *Industry Internships and Practical Exposure:*

Not all students are placed in internships within the industry, leading some to resort to alternatives like writing a bachelor thesis or taking replacement courses.

The need to engage the industry more to secure additional internship positions for the majority of students.

- *Integration of Practical Training in Courses:*

Courses interconnect practical and theoretical studies but lack direct practical training.

Over-reliance on meetings and case studies without direct contact with institutions or simulations of different scenarios.

Underutilization of the university's facilities, such as labs and simulation rooms, for practical training.

- *Language Proficiency and Clinical Placements:*

Safety concerns in clinical placements due to potential language barriers, emphasizing the importance of effective communication with patients.

Unclear expectations from students in language courses and the suggestion to offer an academic language summer school.

- *Laboratory and Applied Training:*

The absence of practical components in some programs that would benefit students' careers.

The need for lab sessions where students can learn essential practical aspects.

Integration of applied programming for computer-administered experiments, surveys, and advanced data analysis.

- *Student Involvement in Research and Projects:*

Uncertainty about the extent of student involvement in research projects.

Recommendations to encourage and support student participation in research endeavours.

- *Feedback from Students on Practical Training:*

Feedback from students indicating a lack of practical elements in their studies and the need for more hands-on experiences.

Student assessment

Strengths identified by the EECs

Concerning the component of student assessment, the programs evaluated showcased a strong emphasis on formative assessment, ensuring continuous feedback and improvement. This was complemented by a diverse array of assessment formats, ranging from exams to student-led seminars, enhancing the learning experience. A hallmark of these programs was their commitment to transparency, with clear criteria and weightages shared with students well in advance. Leveraging technology, the institutions also ensured the integrity of assessments, particularly with tools like Turnitin to prevent plagiarism. Furthermore, the evaluation processes were coherent and well-structured, and the alignment between comprehensive course content and assessment methods was evident.

- *Formative Assessment and Feedback:*

Emphasis on formative assessment as a strong aspect of the curriculum.

Swift response from staff to email messages, ensuring timely feedback to students.

- *Diversity of Assessment Formats:*

Multiple assessment methods are employed in most courses, including mid-term and final exams, student-led seminars, group projects, and presentations.

The diversity of assessment formats is recognized as beneficial for the students' learning process.

- *Transparency and Clarity in Assessment:*

Criteria for assessment methods and their corresponding weights are disclosed to students in advance through the course syllabus.

Students are well-informed about the requirements of each course ahead of time.

- *Technological Integration and Plagiarism Checks:*

The university utilizes specific software to ensure a trustworthy take-home examination setting.

All student work must be submitted through the Turnitin platform, which performs plagiarism checks.

- *Coherence in Evaluation Processes:*

Student evaluation processes are described as well-formed and coherent.

- *Comprehensive Course Content and Assessment Alignment:*

Course content is comprehensive, and the assessment methods are deemed appropriate.

Areas of improvement identified by the EECs

While the programs showcased certain strengths, there were evident gaps in the transparency and clarity of assessment criteria. Students, although aware of overarching grading components, often lacked a detailed understanding of grade allocations. Feedback mechanisms, though present, required enhancements to ensure timely and proactive communication. The alignment of assessments with learning outcomes emerged as a pivotal area needing attention, with recommendations for a more coherent mapping process. Additionally, the evaluation processes, particularly around marking and the nature of thesis submissions, were highlighted for potential improvements. The findings also underscored the importance of integrating reflective practices into the assessment framework. Collectively, these insights emphasize the need for a more transparent, coherent and student-centric assessment approach in the evaluated programs.

Based on the content extracted from the documents examined, the following thematic categories outlining the areas that require attention emerged:

- *Transparency and Clarity in Assessment Criteria:*

While marking criteria are published in advance, there's uncertainty about students' awareness of the detailed breakdown of assessments. For instance, students might know a group project counts for 20% of the final grade but may lack clarity on how this percentage is allocated (e.g., content, structure, quality).

- *Feedback Mechanisms:*

Consideration for obtaining student feedback during the term/semester to benefit ongoing courses.

Feedback should be readily available to students without them having to request it.

- *Assessment Alignment and Coherence:*

The need to map the alignment of assessments to learning outcomes and provide an assessment plan for the entire course.

Consideration of the level of assessment on the program, ensuring tasks tie together across the program to achieve learning outcomes.

Cut back on certain tasks to address potential over-assessment.

- *Marking and Evaluation Processes:*

Recommendations for double marking in some form, such as double marking the top, middle, and bottom; double-checking all fails and tops.

Marking criteria or rubrics should be made available to students before assessments.

- *Thesis and Group Work:*

Reconsideration of whether all theses should be individually written, implying concerns about group-written theses.

- *Reflective Engagement and Self-Evaluation:*

Emphasis on integrating reflective engagement and self-evaluation as key components of both practical and theoretical aspects of the program.

Part 5: Trends and issues deriving from the experts' recommendations and from the institutions' responses

The current thematic analysis pointed the fact that institutions were adaptable to the proposed new conditions to transform and adjust assessment practises following the CYQAA interventions. In an exhaustive evaluation of 75 higher education programs in Cyprus, the data collected from the EEC reports present a compelling statistical overview, revealing a high level of compliance with European standards across the board. This quantitative assessment was further enriched by a qualitative exploration, diving deep into three pivotal domains: (i) Process of teaching and learning, (ii) Practical training, and (iii) Student assessment.

The External Evaluation Committees (EECs) highlighted several strengths and areas for improvement. The teaching and learning domain was praised for its optimal staff-to-student ratios, innovative methodologies, and alignment with clinical providers, though curriculum design and student engagement needed refinement. Practical training was lauded for its real-world emphasis and industry alignment, but required enhanced stakeholder engagement and promotion of international opportunities. Student assessment was transparent and diverse, yet feedback mechanisms and clarity in criteria were areas of concern. Overall, while the programs showcased commendable strengths, the EECs emphasized the need for targeted improvements to ensure educational excellence.

Process of teaching and learning

The EECs commended the programs for their optimal staff-to-student ratios, which have been instrumental in fostering quality-learning environments. Innovative teaching methodologies are a hallmark of these programs, and there's a pronounced alignment with clinical providers. The educational landscape of these programs is characterized by a student-centered approach. The commitment from the staff is palpable, and the provision of diverse teaching methods further enriches the learning experience. Additionally, there's a clear emphasis on educational outcomes, with consistent student feedback mechanisms and supportive measures in place, all of which underscore a dedication to excellence in teaching and learning.

On the flip side, there are areas that require attention. The design and content of the curriculum stand out as primary areas of focus. This includes ensuring the relevance of module titles to their content, updating reading lists, and offering clarity on the objectives for specific courses or seminars. Student engagement and experience, too, need a boost. This could be achieved by promoting mobility opportunities and encouraging students to adopt a more active and leadership-oriented role in the learning process. The teaching methodologies, while innovative, could benefit from deeper engagement with industrial partners and a more integrated approach to imparting programming skills. Furthermore, a more pronounced focus on diversity, inclusion, and culture is imperative. This would involve addressing unconscious biases, tackling gender-related concerns, and promoting active bystander behaviors. Lastly, to enhance their global appeal and competitiveness, the programs should actively promote international mobility opportunities.

CYQAA is committed to guiding institutions in addressing the areas highlighted by the EECs, ensuring that the educational landscape in Cyprus is synonymous with excellence. In this direction, constant monitoring of the programs by the Agency as well as the establishment of concrete standards and guidelines will further enhance quality in teaching and learning. Additionally CYQAA will continue to support effective instructional process through organizing training seminars for program designers and faculty members.

Practical training

The EECs have identified that several programs exhibit a commendable collaboration with the industry, ensuring that students are provided with hands-on, real-world experiences. This emphasis on practical training is further augmented by an approach that seamlessly integrates theory with hands-on practice, leveraging the institution's state-of-the-art facilities. Mandatory internships and field placements are integral components of these programs, bridging the gap between academic learning and real-world industry demands. Furthermore, the curriculum's focus on integrating theory with practice is evident, with some courses even utilizing the university's existing facilities, such as labs and simulation rooms, for practical training.

Despite the strengths, there are areas that require attention. Not all students have the opportunity for internships within the industry, leading some to opt for alternatives like writing a bachelor thesis or taking replacement courses. There's a palpable need to engage more with the industry to secure additional internship positions. Courses, while theoretically robust, sometimes lack direct practical training. For instance, courses like "Applications of Psychology" interconnect practical and theoretical studies but miss out on direct practical exposure. There's also an underutilization of the institutions' facilities for practical training in certain courses, and concerns have been raised about language proficiency in clinical settings.

In light of the findings related to the "Practical Training" component of the programs, CYQAA will streamline criteria that will require institutions to facilitate collaborations between academic institutions and industry stakeholders, ensuring that curricula are aligned with real-world demands and that students have ample opportunities for hands-on experiences. The agency can also advocate for the optimal utilization of existing educational facilities, promoting a blend of theoretical and practical learning. By organizing workshops and seminars, CYQAA will foster an exchange of best practices among institutions, highlighting successful practical training models. Additionally, the agency will set guidelines emphasizing the importance of language proficiency in clinical and practical settings, ensuring students are well-prepared for real-world challenges.

Student assessment

The EECs have highlighted the robust emphasis on formative assessment in the evaluated programs, ensuring continuous feedback and improvement. This approach is further enriched by a diverse array of assessment formats, ranging from traditional exams to innovative student-led seminars. A defining feature of these programs is their unwavering commitment to transparency. Students are provided with clear criteria and weightages well in advance, ensuring they are well-prepared and informed. The institutions also leverage technology to maintain the integrity of assessments. Tools like Turnitin are employed to prevent plagiarism, ensuring that the work submitted by students is original. Moreover, the evaluation processes in these programs are coherent and well-structured, with a clear alignment between comprehensive course content and assessment methods.

Despite the aforementioned strengths, there are areas that require refinement. One of the primary concerns is the clarity and transparency of assessment criteria. While students are aware of the overarching grading components, they often lack a detailed understanding of how grades are allocated. Feedback mechanisms, though in place, need enhancements to ensure they are both timely and proactive. The alignment of assessments with learning outcomes is another pivotal area that needs attention, with recommendations for a more coherent mapping process. Additionally, concerns have been raised about the evaluation processes, particularly around marking and the nature of thesis submissions.

CYQAA has prioritized the establishment of student-centered assessments, emphasizing collaboration and mutual growth in the learning process. The agency has also highlighted the necessity for transparency, visibility, and effectiveness in assessment criteria and processes, regularly updating institutions through circulars and announcements. To ensure uniformity and fairness in evaluations, CYQAA streamlines the criteria used by the External Evaluation Committees (EECs), ensuring that evaluations across institutions are based on standardized benchmarks.

However, the persistence of shortcomings in this domain underscores the need for CYQAA to maintain its vigilance and persistently stress adherence to the established criteria. Recognizing the pivotal role of clear assessment criteria, CYQAA champions the use of learning mapping and detailed rubrics, ensuring that assessments are transparent, coherent, and directly aligned with learning outcomes. In this direction, CYQAA will continue to support institutions, organizing training seminars tailored for higher education institution stakeholders. These seminars serve as platforms for dialogue, exchange of innovative assessment methodologies and the dissemination of best practices.

List of EEC Departmental Evaluation Reports Examined in the current analysis

Institution Type	Inst/tion	Programme of Study	Degree	Com/ment of Accr/tion
1. Public University	Cyprus University of Technology	Hotel and Tourism Management (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
1. Public University	Cyprus University of Technology	Commerce, Finance and Shipping (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
1. Public University	Cyprus University of Technology	Agricultural Sciences, Biotechnology and Food Science (4 academic years, 251 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
1. Public University	Cyprus University of Technology	Mechanical Engineering (4 academic years, 240 ECTS, Bachelor (BSc))	Bachelor	Fall Semester 2022-2023
1. Public University	Cyprus University of Technology	Civil Engineering (4 academic year, 258 ECTS, Bachelor (BEng))	Bachelor	Fall Semester 2021-2022
1. Public University	Cyprus University of Technology	Electrical Engineering (4 academic years, 240 ECTS, Bachelor (BSc))	Bachelor	Fall Semester 2022-2023
1. Public University	Cyprus University of Technology	Computer Engineering and Informatics (4 academic years, 248 ECTS, Bachelor (BSc))	Bachelor	Fall Semester 2021-2022
1. Public University	Cyprus University of Technology	Surveying Engineering and Geoinformatics (4 academic years, 258 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
1. Public University	Cyprus University of Technology	Rehabilitation Sciences with concentrations (a) Speech-Language Therapy, (b) Speech Pathology (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
1. Public University	Open University of Cyprus	Hellenic Culture (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
1. Public University	University of Cyprus	Chemistry (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
1. Public University	University of Cyprus	Civil and Environmental Engineering (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
1. Public University	University of Cyprus	Electrical Engineering (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023
1. Public University	University of Cyprus	Business Administration (4 academic years, 240 ECTS, Bachelor(BA))	Bachelor	Fall Semester 2021-2022
1. Public University	University of Cyprus	History and Archaeology with concentrations in (a)History, (b)Archaeology(4 academic years, 242 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
1. Public University	University of Cyprus	Economics (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
1. Public University	University of Cyprus	Computer Engineering (4 academic years, 241 ECTS, Bachelor (BSc))	Bachelor	Fall Semester 2022-2023

2. Private University	European University Cyprus	Dental Surgery (5 academic years, 300 ECTS, Bachelor(BDS))	Bachelor	Fall Semester 2022-2023
2. Private University	European University Cyprus	Speech and Language Therapy (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Accounting (4 academic years, 240 ECTS, Bachelor(Bsc))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Graphic Design (4 academic years, 240 ECTS, Bachelor(BA))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Nutrition and Dietetics (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	European University Cyprus	Nursing (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	European University Cyprus	Computer Engineering (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Electrical and Electronic Engineering (4 academic years, 240 ECTS, Bachelor (BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	European University Cyprus	Technology of Radiology and Radiotherapy (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	European University Cyprus	Sports Science and Physical Education (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Early Childhood Education (4 academic years, 240 ECTS, Bachelor(BA))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Law – Greek Law (4 academic years, 240 ECTS, Bachelor(LLB))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	English Studies (4 academic years, 240 ECTS, Bachelor (BA), E-Learning)	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Physiotherapy (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	European University Cyprus	Biological Sciences with specializations (a) General Biology (b) General Microbiology (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Computer Information Systems (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Psychology (4 academic years, 240 ECTS, Bachelor(BSc), E-Learning)	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Psychology(4 academic years, 242 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Business Studies (4 academic years, 240 ECTS, Bachelor(BBA))	Bachelor	Fall Semester 2021-2022
2. Private University	European University Cyprus	Business Studies (4 academic years, 240 ECTS, Bachelor (BBA), E-Learning)	Bachelor	Spring Semester 2021-2022

2. Private University	European University Cyprus	Marketing and Digital Communications (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	Neapolis University	Business Administration (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	Neapolis University	Applied Computer Science (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Spring Semester 2021-2022
2. Private University	Neapolis University	Law (8 semester, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	Neapolis University	Real Estate Valuation and Development (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	Philips University	Nursing (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Law (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Hospitality and Tourism Management (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Business Administration (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Computing (4 academic years, 240 ECTS, Bachelor(BA))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Psychology (4 academic years, 240 ECTS, Bachelor (BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Sport and Exercise Sciences (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	English Language and Literature (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Electrical and Electronic Engineering (4 academic years, 240 ECTS, Bachelor of Engineering with Honours)	Bachelor	Fall Semester 2022-2023
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Computer Engineering (4 academic years, 240 ECTS, Bachelor)	Bachelor	Spring Semester 2021-2022
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Media Production (4 academic years, 240 ECTS, Bachelor (BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	University of Nicosia	Interior Design (4 academic years, 240 ECTS, Bachelor(BA))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Accounting (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Human Biology (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Business Administration with specializations: 1) Management and HR, 2)Entrepreneurship and Innovation, 3)Finance and Economics, 4)Marketing and Digital Transformation (4	Bachelor	Fall Semester 2021-2022

		academic years, 240 ECTS, Bachelor)		
2. Private University	University of Nicosia	Hospitality Management with concentrations 1)Integrated Resort Management, 2)Hotel and Restaurant Management (4 academic years, 240 ECTS, Bachelor(BA))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Marketing Management (4 academic years, 240 ECTS, Bachelor (BA))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Sports Management (4 academic years, 240 ECTS, Bachelor of Business Administration)	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Business Administration in Tourism, Leisure and Events Management (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2022-2023
2. Private University	University of Nicosia	Music with specializations 1) Music Performance, 2) Music Education, 3) Music Technology (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2022-2023
2. Private University	University of Nicosia	Civil and Environmental Engineering (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Spring Semester 2021-2022
2. Private University	University of Nicosia	Computer Engineering (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	University of Nicosia	Electrical Engineering (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023
2. Private University	University of Nicosia	Computer Science (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Pre-Primary Education (4 academic years, 240 ECTS, Bachelor)	Bachelor	Spring Semester 2021-2022
2. Private University	University of Nicosia	Primary Education (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	International Relations and European Studies (4 academic years, 240 ECTS, Bachelor (BA))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Interactive Media and animation (4 academic years, 240 ECTS, Bachelor(BA))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Graphic and Digital Design (4 academic years, 240 ECTS, Bachelor(BA))	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	English Language & Literature (4 academic years, 240 ECTS, Bachelor)	Bachelor	Fall Semester 2021-2022
2. Private University	University of Nicosia	Psychology (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Spring Semester 2021-2022
2. Private University	University of Nicosia	Veterinary Medicine (5 academic years, 300 ECTS, Bachelor(DVM))	Bachelor	Fall Semester 2022-2023
2. Private University	University of Nicosia	Dance (4 academic years, 240 ECTS, Bachelor(BSc))	Bachelor	Fall Semester 2022-2023

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
2	European University Cyprus	Medicine	Medicine (6 years, 360 ECTS, one cycle)	27/11/2019
2	European University Cyprus	Education Sciences	Programme 1 Early Childhood Education (Bachelor of Arts) Programme 2 Education Sciences (MA) Programme 3 Doctor of Philosophy	29/11/2019
2	European University Cyprus	Accounting, Economics and Finance	Programme 1 Accounting (BSc)	29/11/2019
2	University of Central Lancashire Cyprus (UCLan -Cyprus)	School of Law	Programme 1 LLB Law (4 years, 240 ECTS, Bachelor's Degree with Honours) Programme 2 LLM in Law (1 year, 90 ECTS, Master's Degree)	31/7/2019
2	University of Central Lancashire Cyprus (UCLan -Cyprus)	School of Business and Management	Programme 1 : Business Administration (Hons) (4years/240ECTS, Bachelor) Programme 2:Business Administration (1year/90ECTS, MBA) Programme 3: Internship in International Tourism, Hospitality and Event Management (1year/90ECTS, Master)	26/11/2019
2	Frederick University	Architecture	Programme 1 Diploma Degree of Architect Engineer (Integrated Masters) Programme 2 MSc Conservation & Restoration of Historical Structures & Monuments Programme 3 PhD Architecture	29/9/2019
2	Frederick University	Civil Engineering	Programme 1 BSc in Civil Engineering Programme 2:MSc in Structural Engineering Programme 3:PhD in Civil Engineering	29/9/2019
2	Frederick University	Department of Education	Programme 1 : Primary Education (4 academic years, 240 ECTS, Bachelor[BEd]). Programme 2: Education Studies: Curriculum and Instruction (3 academic semesters, 90 ECTS, Master [MEd]) Programme 3:Education (3/4 academic years, 180/240 ECTS, PhD)	29/11/2019
2	Philips University	Department of Accounting and Finance	n/a	6/12/2019
2	Philips University	Law	LLB Law	18/2/2020

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
2	Philips University	Language Studies and Communication	Δημόσιες Σχέσεις και Επικοινωνία BA Public Relations and Communications	7/4/2020
2	Philips University	Social and Behavioural Sciences	Programme 1: MSc Addiction Counselling with specialist pathway in Prevention or Interventions Programme 2: Addiction Counselling with specialist pathway in Prevention or Interventions	20/4/2020
2	Philips University	COMPUTER SCIENCE	Programme 1: BSC COMPUTING AND INFORMATION TECHNOLOGY (4 years full-time, 240 ECTS)	2/6/2020
2	Philips University	Department of Nursing	Programme 1 BSc in Nursing	18/7/2020
2	Philips University	Business Administration	Programme 1; In English: Business Administration (3 semesters, 90 ECTS, MBA) Programme 2:In English: Business Administration (4 years, 240 ECTS, PhD)	24/3/2021
1	University of Cyprus	Social and Political Sciences	n/a	17/4/2019
1	University of Cyprus	Computer Science	Programme: Ph.D. in Computer Science (240 ECTS) Programme 2:Master in Computer Science (3 Semesters, 90 ECTS, Postgraduate Program) Programme 3:Master in Advanced Information Technologies(Professional Programme) (3 Semesters, 90 ECTS, Postgraduate Program)	14/5/2019
1	University of Cyprus	Architecture	n/a	21/5/2019
1	University of Cyprus	Psychology	Programme 1:Bachelor of Arts in Psychology (4 years, 240 ECTS, 1 st Cycle) Programme 2: Master of Arts in Social and Developmental Psychology (2 years, 120 ECTS, 2nd Cycle) Programme 3: PhD in Psychology (min 3/max 8 years, min 255 ECTS, 3rd Cycle)	22/5/2019
1	University of Cyprus	Biological Sciences	n/a	24/5/2019
1	University of Cyprus	French and European Studies	n/a	29/5/2019
1	University of Cyprus	Department of Business and Public Administration	n/a	30/5/2019

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
1	University of Cyprus	Department of English Studies	Programme 1: Master of Arts Degree in Teaching English to Speakers of Other Languages (TESOL), 90 ECTS	1/6/2019
1	University of Cyprus	Department of Accounting and Finance	Programme 1:B.B.A in Accounting and Finance Programme 2:M.Sc. in Finance Programme 3:Master of Business Administration	5/6/2019
1	University of Cyprus	Education	Programme 1:Master's Degree in Educational Administration and Evaluation Programme 2 PhD Degree in Educational Administration and Evaluation	6/6/2019
1	University of Cyprus	Chemistry	n/a	14/6/2019
1	University of Cyprus	History and Archaeology	Programme 1: (BA) History and Archaeology Programme 2:(MA) Archaeology of the Mediterranean from Prehistory to the Byzantine Era Programme 3:(PhD) Archaeology of the Mediterranean from Prehistory to the Byzantine Era	21/6/2019
1	University of Cyprus	Economics	Programme 1:BA in Economics Programme 2 : MSc in Economics Programme 3: PhD in Economics	21/6/2019
1	University of Cyprus	Department of Law	Programme 1:Degree in Law LL.B. Programme 2:Degree in Law LL.M. Programme 3:Doctorate in Law Ph.D	24/6/2019
1	University of Cyprus	Civil and Environmental Engineering	Programme 1 – BSc in Civil and Environmental Engineering Programme 2 – MEng and MSc in Civil Engineering Programme 3 – PhD in Civil Engineerin	22/11/2019
1	University of Cyprus	Byzantine and Modern Greek Studies	Programme 1:Undergraduate Programme in Byzantine and Modern Greek Studies (B.A) Programme 2 Master's Programme in Modern Greek Studies (M.A). Programme 3:Doctoral Programme in Modern Greek Studies (Ph.D.)	1/6/2020
2	University of Nicosia	Department of Education	Programme 1:Primary Education (Bed, 4 years) Programme 2:Master in Education Sciences (MEd, 3 Semesters) Programme 3:Master in Education Sciences (MEd, 3 Semesters) – Distance Learning Programme 4:Phd in Education Sciences (PhD, 3 years)	30/9/2019

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
2	University of Nicosia	Department of Politics and Governance	Programme 1 – BA:International Relations and European Studies, BA, 4 Years, 240ECTS Programme 2:International Relations and Eastern Mediterranean Studies, MA, 3Semesters, 90 ECTS Programme 3:International Relations and European Studies, PhD, 3 years, 180ECTS Language(s) of instruction: English	29/11/2019
2	University of Nicosia	Law	Programme 1:Πτυχίο Νομικής LLB Programme 2 :LLM Programme 3 :PhD	29/11/2019
2	University of Nicosia	Deapartment of Accounting, Economics & Finance	n/a	29/11/2019
2	University of Nicosia	Department of Computer Science	Programme 1: Computer Science Bachelor; Programme 2: Computer Science; Master Programme 3: Computer Science; Doctorate	29/11/2019
2	University of Nicosia	Digital Innovation	Programme 1: MSc in Blockchain and Digital Currency	30/11/2019
2	University of Nicosia	Department of Language and Literature	Programme 1: BA in English Language and Literature (4 years, 240 ECTS, Cycle 1) Programme 2: MA in TESOL (Conventional) (18 months, 90 ECTS, Cycle 2)	30/11/2019
2	University of Nicosia	Department of Multimedia and Design	n/a	30/3/2020
2	Neapolis University Paphos	Computer Science	Programme 1: Applied Computer Science (4 years, 240 ECTS, BSc)	29/11/2019
2	Neapolis University Paphos	Department in Accounting and Finance	Programme 1 Bachelor's in Accounting, Banking and Finance Programme 2 MSc in Banking, Investment and Finance	1/7/2019
2	Neapolis University Paphos	Economics & Business	Programme 1 – Business Administration (4 years, 240 ECTS, Bachelor) Programme 2 – Public Administration (1.5 years, 90ECTS, Master) Programme 3 – Business Administration (1.5 years, 90ECTS, MBA)	29/11/2019
2	Neapolis University Paphos	Department of Law	Programme 1: Bachelor of Laws (LLB)	29/11/2019
1	Cyprus University of Technology	Hotel & Tourism Management	Programme 1: Bachelor in Hotel & Tourism Management Programme 2: MSc in International Tourism & Hospitality Management Programme 3: Doctorate - PhD	1/7/2019

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
1	Cyprus University of Technology	Department of Rehabilitation Sciences	Programme 1: BSc Rehabilitation Sciences/Speech/Language Pathology& Programme 2: PhD Rehabilitation Science	1/9/2019
1	Cyprus University of Technology	Department of Fine Arts	Programme 1 MA History of Art & Theory, Level 7 90 ECTS, Second Cycle Programme 2 PhD History of Art & Theory, Level 8, (n/a) ECTS, Third Cycle	4/9/2019
1	Cyprus University of Technology	Integrated Marketing Communications	Programme 1 : PhD :Integrated Marketing Communications	20/9/2019
1	Cyprus University of Technology	Department of Commerce, Shipping & Finance	n/a	9/10/2019
1	Cyprus University of Technology	Civil Engineering and Geomatics/Civil Engineering	Programme 1:BEng in Civil Engineering Programme 2:M.Sc. in Civil Engineering & Sustainable Design Programme 3:PhD in Civil Engineering and Geoinformatics	29/11/2019
1	Cyprus University of Technology	Department of Multimedia and Graphic Arts	n/a	18/9/2019

Endnotes-references

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300.1.1/2 External Evaluation Report (E-learning programme of study)
300.3.1/1 External Evaluation Report (Programmatic within the framework of Departmental evaluation)