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Date: 3-3-26.

External Evaluation Report (E-learning programme of study)

- **Higher Education Institution:**
Frederick University
- **Town:** Nicosia / Limassol
- **School/Faculty (if applicable):** Health Sciences
- **Department/ Sector:** Pharmacy
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Προηγμένη Κοσμητολογία και Φυσικά Προϊόντα Υγείας (3 ακαδημαϊκά εξάμηνα, 90 ECTS, Μάστερ (MSc), Εξ αποστάσεως)

In English:

Advanced Cosmetic Science and Natural Health Products (3 academic semesters, 90 ECTS, Master of Science (MSc), Distance Learning)

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

In Greek: Concentrations

In English: Concentrations



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

A. Introduction

- The evaluation procedure was conducted through an on-site visit at the premises of Frederick University in Nicosia.
- The External Evaluation Committee (EEC):
 - Carefully reviewed the application and all documents that had been submitted electronically as attachments.
 - Met with representatives of the University's management, the Internal Quality Assurance Committee, members of the academic and administrative staff, students, graduates of other study programmes, as well as external experts (stakeholders).
 - Requested clarifications on specific points of the application, which were provided orally during the visit.
 - Requested additional material, which was either provided during the visit or sent electronically to the EEC through the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA).
- The University's management and staff were cooperative and demonstrated an interest in improvements that may arise from the comments of the EEC.
- At the conclusion of the visit, a closing meeting was held with the Dean of the School of Health Sciences, the Chair of the Department of Pharmacy, the Programme Coordinator, and Members of the Distance Learning Unit, during which further clarifications were provided.
- The evaluation team expressed its sincere appreciation to the Frederick University team for their warm hospitality, as well as for the pleasant and friendly atmosphere maintained throughout the visit.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Vasiliki Kefala	Chair	University of West Attica
Prof. Alexandros Katoulis	Member	National and Kapodistrian University of Athens
Associate Prof. Sophia Hatziantoniou	Member	University of Patras
Prof. Christothea Herodotou	Member (E-Learning expert)	The Open University, UK
Anastasia Charalambous	Member (Student)	University of Cyprus



C. Guidelines on content and structure of the report

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher*

Education and, consequently, to the Framework for Qualifications of the European Higher Education Area

- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

Based on the review of the material submitted by the Institution to EEC, as well as the on-site evaluation, the following were identified:

- The quality assurance policy of the postgraduate study programme has a formal status and supports the organization of the quality assurance system through appropriate structures, regulations, and procedures.
- A “Distance Education Committee” operates within the institution and is responsible for ensuring the quality of distance learning programmes, within the framework of implementing the university’s strategic planning.
- A documented five-year sustainability study is in place and a comprehensive SWOT analysis.
- The postgraduate programme is aligned with the institution’s strategy, includes clearly defined learning outcomes, and established student assessment criteria that ensure the achievement of the educational objectives.
- The ECTS credits correspond to the appropriate level of the National Qualifications Framework for Higher Education.
- The award of the degree is accompanied by a Diploma supplement.
- A Moodle platform is in operation.
- As the Master’s Programme is newly established, it does not yet have an official website and relevant information is not publicly available.
- The EEC met with a number of external stakeholders related to the programme.
- The programme consists of a total of nine (9) courses, including the Master’s thesis. The number of courses per semester is considered satisfactory and the programme supports the achievement of the stated learning outcomes.
- The programme demonstrates thematic breadth and covers a wide range of subject areas, extending from natural products chemistry and bioactivity to industrial production, nanotechnology, and the regulatory framework governing cosmetics and dietary supplements. However, the analysis of the programme’s structure and content distribution reveals some overlaps between courses and gaps in critical subject areas. In terms of gaps, the programme should include new content on “Efficiency of cosmetics”. In terms of overlaps, for example, in the courses Cosmetology II (weeks 3 and 4) and Industrial production of cosmetics (week 10), there is overlap in the topic of quality control with physicochemical (chromatography, spectroscopy), molecular and microbiological methods of analysis of cosmetics/supplements. Also, in the courses Legislation and Cosmetology II, there is overlap in relation to the legislation of cosmetics/supplements.

Strengths

- The integration of cosmetology, natural products, and dietary supplements constitutes a comparative advantage, particularly in terms of professional specialization.

Areas of improvement and recommendations

- Review the course content with the aim of removing gaps amongst courses.
- Addition of content related to “Efficiency of cosmetics” to one of the existing courses of the programme.
- Strengthen the number and role of external stakeholders as advisory board for the programme, including stakeholders aware of the Cyprus market.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially Compliant
1.3	Public information	Not applicable
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

2.4 Study guides structure, content and interactive activities

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-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.*
- *For distance learning programs, the number of students in both undergraduate and Master's level postgraduate programs does not exceed 30 students per class.*

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

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *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 e-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.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
 - *Clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

Findings

Based on the study of the material provided by the Agency to the EEC and the on-site evaluation, it has been observed that the Master's programme under evaluation:

- Is offered through a structured system of courses making use of the existing distance-learning infrastructure employed across all e-learning programmes of Frederick University.
- Uses a Learning Management System (LMS). The system is based on a customized version of Moodle and incorporates both synchronous (MS Teams) and asynchronous communication tools.
- Uses plagiarism detection software (Turnitin).
- Teleconferencing sessions are provided for presentations, discussions, question-and-answer sessions, and academic guidance.
- A dedicated plan has been developed to ensure and evaluate interaction among all involved parties and the available resources.
- Students and teaching staff are trained in the use of the distance-learning infrastructure and methodologies. Students are offered an introductory course on distance learning.
- A student-centred teaching and learning approach is followed that takes into account student diversity and individual needs.
- Teaching materials include detailed timetables specifying the expected hours of lectures, self-study, and group work. This information is provided in study guides.
- A comprehensive assessment framework has been designed, aligned with the methodology of distance education, with clearly defined assessment criteria for student assignments and final examinations.

Strengths

- The University has developed a distance education pedagogical framework applicable to all e-learning programmes, which is based on guided learning, dynamic online interaction, collaborative and communication activities, and assessment.

Areas of improvement and recommendations

- The EEC expressed concerns regarding the lack of students' training in practical skills that may result from a programme delivered exclusively through distance learning. Although simulations are useful, the experts noted that experiential laboratory training is difficult to substitute, particularly in courses such as Cosmetology I and II and Industrial Production of Cosmetics. It is recommended that the Institution examines the possibility of offering practical hands-on activities of limited duration such as face-to-face residential workshops.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	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.
- Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.
- 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.*

Findings

- The institution ensures the adequacy and suitability of the teaching staff, as:
 1. Recruitment and professional development are conducted through transparent and clearly defined procedures;
 2. Teaching staff are selected based on qualifications that are appropriate for achieving the objectives and learning outcomes of the study programme, as well as for safeguarding the quality of teaching and learning;
 3. They are engaged in research activities relevant to their scientific field, which are integrated into the teaching of courses;
- The status of the teaching staff marginally meets the requirements set for safeguarding the quality of the study programme. There are 8 permanent members of staff and 4 part time members.
- A mechanism is in place for evaluating teaching performance through questionnaires distributed to students.
- The highly specialized course Dermatology – Dermatopharmacology will be taught by a plastic surgeon and a pharmacist with specialism in pharmacogenomics, expertise that is not relevant to the course.

Strengths

- A significant number of teaching staff is engaged in research activities relevant to the programme's subject.

Areas of improvement and recommendations

- The EEC recommends the recruitment of teaching staff with specialism in dermatology for the teaching of the course Dermatology – Dermatopharmacology.

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

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

Findings

- There are predefined and clearly established policies regarding the admission of students.
- There are predefined regulations governing student progression.
- However, a challenge arises from the fact that the programme allows the admission of students from a wide range of professional backgrounds. It is therefore important to ensure that applicants possess the appropriate academic background and the necessary skills for this programme.

Strengths

1. The admission criteria are clearly defined.
2. The process for the preparation of the Master's Thesis is adequately described.

Areas of improvement and recommendations

- The EEC has no further recommendations.

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

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

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *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 e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

Findings

- The Institution has established a distance learning committee which provides training and support to teaching staff for the design of their courses in electronic format.
- Teaching staff are provided with a course design template for creating study guides. The implementation of study guides online is the responsibility of the distance learning unit.
- The Institution also operates a personal and professional development center, which offers a variety of development opportunities for academic and administrative staff, aiming to enhance their professional and personal skills.
- Student support appears to be institutionalized, accessible, and tailored to the needs of distance-learning students.
- Weekly interactive activities are defined for each course, some of which will be assessed.
- Students will have access to online simulations (virtual labs using Labster) related to the programme.
- Teaching staff and students are supported by the distance learning unit.

Strengths

- Experience in the delivery of Master's distance-learning programmes.
- Appropriate distance-learning infrastructure and available learning resources.

Areas of improvement and recommendations

- The EEC recommends that the Moodle platform is reviewed to improve the content structure and navigation.

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

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

D. Conclusions and final remarks

After reviewing the programme, the EEC recommends the following:

- Review the course content with the aim of removing gaps amongst courses.
- Addition of content related to “Efficiency of cosmetics” to one of the existing courses of the programme.
- Strengthen the number and role of external stakeholders as advisory board for the programme, including stakeholders aware of the Cyprus market.
- The EEC expressed concerns regarding the lack of students’ training in practical skills that may result from a programme delivered exclusively through distance learning. Although simulations are useful, the experts noted that experiential laboratory training is difficult to substitute, particularly in courses such as Cosmetology I and II and Industrial Production of Cosmetics.
- It is recommended that the Institution examines the possibility of offering practical hands-on activities of limited duration such as face-to-face residential workshops.
- The EEC recommends the recruitment of teaching staff with specialism in dermatology for the teaching of the course Dermatology –Dermatopharmacology.
- The EEC recommends that the Moodle platform is reviewed to improve the content structure and navigation.

We would like to thank the educational officer of the Agency for organizing and supporting the visit.

E. Signatures of the EEC

Name	Signature
Prof. Vasiliki Kefala	
Prof. Alexandros Katoulis	
Associate Prof. Sophia Hatziantoniou	
Prof. Christothea Herodotou	
Anastasia Charalambous	

Date: 03/03/2026