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

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Date: 22/07/2020

External Evaluation Report (Programmatic)

- **Higher Education Institution:**
  European University Cyprus
- **Town: Nicosia**
- **School/Faculty (if applicable): School of Business Administration**
- **Department/ Sector: Accounting, Economics and Finance**
- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Οικονομικών και Χρηματοοικονομικών (Πτυχίο)

  In English:

  Economics and Finance (B.Sc.)
- **Language(s) of instruction: Greek**
- **Programme's status**
  New programme: No
  Currently operating: Yes

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

The visit took place on Tuesday July 21 2020 and lasted approximately 7 hours. It was a virtual visit, conducted through Zoom. We had the opportunity to have constructive discussions with the Vice Rector of Academic Affairs, the Dean of the Business School, the Chair of the Department of Accounting, Economics and Finance, together with several other academics, students and administrative staff. The BSc in Economics and Finance is a four-year Bachelor Program, offered by the Department of Accounting, Economics and Finance, in the School of Business Administration.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Spyros Galanis	Associate Professor	City, University of London
Christos Ioannou	Professor	University Paris 1 Pantheon-Sorbonne
Rafaelia Panayidou	Student	University of Cyprus
Dimitris Tsomocos	Professor	University of Oxford
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- ***The report may also address other issues which the EEC finds relevant.***

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.*

You may also consider the following questions:

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

Findings

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

Although in the application it is stated as an existing Programme of study, it currently does not have any students and it is not offered, as far as we are aware of. As communicated to us by the University, there is the intention to

start the programme if it gets approval. As a result, we are treating this programme as new, because we cannot observe how it has been delivered in the past or talk to existing students. However, we were able to talk with students at a programme of the same Department.

The Committee's overall view is that, if we treat it as an application for a new programme then, subject to our suggestions, we are very positive about its prospects. The document is complete and in line with the relevant guidelines. The stated learning outcomes are served by the programme of study.

As the programme is not currently running, there is no clear, accurate, up-to date and readily accessible information that is published on the website or elsewhere about the specific program. We also do not have information about how long it would students to graduate. By asking students in the Business Economics programme, it takes them usually 4 to 4.5 years, so in line with what is expected.

Strengths

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

The programme of study is well-structured and provides the necessary courses for a BSc in Economics and Finance. There is a good balance between Compulsory and Elective courses. The content, learning outcomes and objectives of the programme are clear and consistent with international best practices. The programme of study defines the expected student workload in ECTS, whereas the content of the exams and assignments are appropriately determined, given the level of the programme and the number of ECTS..

The program's quality assurance defines sufficiently clear competencies and procedures. The participation of academic personnel and students is clear. Participation in the processes of the system of quality assurance of the programme is ensured for all stakeholders. The Programme of study is effectively managed and the student workload is well balanced and scheduled, with the right mix of teaching activities, self-learning, assignment writing and exam preparation.

It is difficult to talk about key performance indicators, unless we extrapolate on the existing programs. The Department has a very good track record of employability of their students and students' satisfaction. Moreover, there student progression is satisfactory and the drop-out rate is low.

Areas of improvement and recommendations

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

It seems that there is not a formal procedure under which students are actively engaged in the development of the content of their studies. We recommend that the Department has student representatives, possible 1-2 per year, who can be the liaison between students and members of staff, in order to discuss any issues that arise and to express their opinion on how the programme of study is implemented and evolves.

Although courses are organised in terms of years of study (1,2,3,4), and some have pre-requisites, it came to our attention that it may be possible for students to take courses from different years. Also, some courses may not be open every year, so students may be forced to take courses from other years. We understand that this might also be due to the low number of each year. We would like to recommend that this issue is cleared. According to best practices, courses are almost always confined to a particular year and students cannot take a course that is offered to students of another year.

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

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

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

Sub-areas

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

2.1 Process of teaching and learning

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

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

You may also consider the following questions:

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

Findings

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

The university seems to place a lot of attention to safeguarding that the experience of students is a pleasant one. This entails counselling, mentoring and teaching staff that is readily available to help students with their questions. It is very hard to drop-out, indicatively we were told that less than 10% of the students drop out and this is based on

academic reasons, not financial. The assessment methods incorporate class attendance and participation, examination performance and homework assignment. The internship programme seems to be a valuable tool in getting practical knowledge as well as establishing networking hubs. Any new programs need to go through a series of screenings internally before moving forward with an application to the CYQAA. The examinations predominantly involve multiple choice questions however short-essay questions are another possibility. Students can request and see their graded scripts in the presence of the instructor. Students are not currently actively engaged in research, as there are no MSc or PhD in economics and finance.

Strengths

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

The University places the outmost attention towards facilitating better practices in delivering its teaching as well as placing their graduates. A strength of the university is its connection with the business sector which allows the provision of internships and later job opportunities. A very high percentage of graduates does find job with graduation. Another strength of the programme is that it places a lot of significance on raising awareness with respect to ethical and moral standards as well as corporate social responsibility. In light of this, we should commend the university for its partnership with the Chartered Institute for Securities and Investment in UK. This has culminated in an annual seminar which emphasizes the importance of maintaining high ethical standards in the financial practices. Finally, there seems to be an anthropocentric element in the University where they provide mentoring and guidance to students that fell behind and propose alternative routes to accomplish their goals if there is consensual understanding that the student will not do well in the subject in question.

Areas of improvement and recommendations

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

There are a couple of problems that have been identified. First, the majority of courses seem to implement an allocation whereby 80% is allocated to examinations, 10% class participation and 10% to homework assignments. Allocating 80% of the final grade to examinations seems to be unreasonably high. It makes more sense to have a more balanced breakdown where h/k assignments receive higher weighting so as to mobilize and incentivize students to keep pace with the material from the getgo. Especially in the case of economics and finance which are new languages to them, it is of paramount importance to keep up with the material at an early stage; otherwise catching up will be tremendously difficult. A value added of a more balanced breakdown is that assessment will be continuous. Another problem, that will be also revisited in a later section, is that the University needs to find and hire talented individuals to join the 5 full-time faculty that hold a PhD. This will enable students to see more faculty members, and be exposed to different pedagogical approaches; in general, students will have a more well-rounded experience as opposed to have the same instructor in different courses. In addition, more emphasis should be placed in faculty members conducting frontier research and incorporating their research into their teaching. In other words, the Department should strive to achieve research-led teaching. We did not observe any evidence of that happening.

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

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

3. Teaching staff *(ESG 1.5)*

<u>Sub-areas</u>

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

<u>Standards</u>

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*

- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

The institution is making a clear effort to have particular processes for recruitment and faculty development. The university administration is well aware of the importance of recruitment and setting high standards that pertain to the recruitment process and faculty development with respect to both teaching and research. In particular:

- The institution attempts to safeguard the competence of their teaching staff.
- There is emphasis on teaching staff qualifications to achieve the objectives of the study programme, and teaching and learning.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Promotion of the teaching staff explicitly takes into account the quality of their teaching.

Strengths

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

There exists a number of good practises while for some there is scope for improvement.

- The institution involves visiting teaching staff from other institutions in Cyprus and abroad.
- Student evaluation conducted on the teaching staff and are quite important for faculty development and promotion. Our discussions suggested that the results of student feedback are consistently analysed and taken into account for the improvement of the pedagogical process.
- The curriculum and the proposed textbooks are formidable, ambitious and well chosen for the proposed course of study.

Areas of improvement and recommendations

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

The areas of improvement include the following aspects of teaching and research:

- Teaching seems not connected with research and the emphasis is not on presenting cutting edge scientific developments in the classroom but rather disseminating established knowledge.
- The number of the full-time faculty is limited and may impede the further development of the University towards becoming a research oriented institution.
- The teaching workload for the faculty is prohibitively high to allow substantial time for research activities and collaborations.
- There does not exist a structured process for research dissemination (seminars, working paper series and a D.Phil. programme in Financial Economics.

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

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

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

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

Admission is in general based on the high school apolitirion. However, depending on the major chosen it is possible to request specific grades to the associated subjects. As an example, in the specific major of economics and finance it is likely to request decent grades in mathematics for admission. The University allows for transfer credit as long as the student received a B or higher and the university is an accredited one.

Strengths

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

There is a student support and services system that supports students with regards to academic and personal problems and difficulties. There is also mentoring for in class as well as out of class. A strength of the programme is that the drop-out rate is low. In isolation, this might not mean much, (e.g. everyone passes the exams) but in conjunction with the fact that the university has a very high percentage in job placement seems to imply that they do a good job in helping students grasp what is expected of them without any significant discounts in learning.

Areas of improvement and recommendations

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

A couple of suggestions. First, for the sake of transparency and public knowledge there should be information on the website with respect to the characteristics of the incoming class, e.g. grades, background etc. In addition, the

composition of students seems to be quite concentrated to Cyprus and Greece. To open up, more information should be provided and accommodate for the variations in the international educational systems. What is required of me if I am coming from Israel, for instance? Second, visiting their website, it seems that a lot of info on admissions etc is delegated to specialists which is ok but, at the very minimum, there should also be available information on the website (in lieu of Our dedicated Admissions Team will guide you every step of the way by answering all of your questions). Third, in a programme such as Economics and Finance, there exists ex ante heterogeneity in the technical skillset of students. We did not hear a feasible approach towards rectifying or minimizing the heterogeneity amongst students from the getgo. In general, we found lack of information with respect to the program. An explanation is that the programme is not active at this point, however similar conclusions seem to touch on the other active programme as well in business economics. All in all, the programme ought to be marketed in a more user-friendly way with more information to attract a more broad audience.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
4.1	Student admission, processes and criteria	Partially 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)*

<u>Sub-areas</u>

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

<u>Standards</u>

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

5.4 Student support

Standards

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

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

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

We found that the physical resources and the IT infrastructure is sufficient to support the program. The library is of a good standard, with over 47,000 unique titles in print form and over 300,000 in electronic form. The library subscribes to several packages of e-books, that can help students in their studies. The premises are very good. We also found that there are adequate processes that support student learning, such as counselling and flexibility of the study programme. Students are well provided with adequate accessible teaching and learning resources. The books that are used are standard and recognised. The physical premises are adequate to support the study programme. Modern and well-equipped classes are used. Students are aware of the library, the labs and all other similar services that are available to them.

While students enrol at the university for the new academic year, they are advised to visit their counsellors, tutors and mentors in order to choose correctly their courses. Counsellors are well informed about all courses and are qualified to give meaningful advises to the students. Additionally, they are happy to give any kind of advice when a student needs their help through the academic year.

Strengths

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

The general infrastructure and support of the Institution is of high standard and fit for the purposes of the Program. Teaching materials are appropriate and regularly updated. The students reported that they were satisfied with the resources available. We found that the administration staff was competent and willing to help. The students' mobility across institutions is well supported through the Erasmus program.

Areas of improvement and recommendations

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

We did not find any particular problems in this area that need improvement.

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

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

6. Additional for distance learning programmes *(ALL ESG)*

Sub-areas

6.1 Distance learning philosophy and methodology
6.2 Distance learning material at the appropriate level according to EQF
6.3 Interaction plan and Interactive weekly activities
6.4 Study guides

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance 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 distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

6.3 Interaction plan and Interactive weekly activities

Standards

- *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 and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance 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 outline of set activities and exercises and 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.*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
6.1	Distance learning philosophy and methodology	Choose answer
6.2	Distance learning material at the appropriate level according to EQF	Choose answer
6.3	Interaction plan and Interactive weekly activities	Choose answer
6.4	Study guides	Choose answer

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

Sub-areas

7.1 Selection criteria and requirements
7.2 Proposal and dissertation
7.3 Supervision and committees

7.1 Selection criteria and requirements

Standards

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

7.2 Proposal and dissertation

Standards

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

7.3 Supervision and committees

Standards

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

- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

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

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
7.1	Selection criteria and requirements	Choose answer
7.2	Proposal and dissertation	Choose answer
7.3	Supervision and committees	Choose answer

8. Additional for joint programmes *(ALL ESG)*

Sub-areas

8.1 Legal framework and cooperation agreement
8.2 The joint programme

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*

8.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
8.1	Legal framework and cooperation agreement	Choose answer
8.2	The joint programme	Choose answer

D. Conclusions and final remarks

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

The Committee really enjoyed talking with the students, academics and admin staff of the European University Cyprus. Everyone we met was happy to engage in constructive discussions and there is a real willingness to improve the Department and the University. There is a clear focus on helping students achieving their goals, which is very reassuring. The fact that most graduates find jobs in their chosen field is also very promising.

We have made specific recommendations in the main body of this report. However, we would like to emphasise that for the Department (and the University) to become more research active, and engage in research-led teaching, they need to invest more in lecturers/Professors who are research active. The teaching load (8 courses per year) is very high. We were made aware of a policy to give teaching reduction, however we would suggest making it more generous. A young researcher, for example, who just joins the Department and does not have any published papers, would probably not qualify for the reduction. However, this is the time when they really need it, to jump start their research activities. We suggest that the Department incorporates this in their policy, as is done in many Departments around the world. Also, the current number of 7 permanents members of staff, 5 of whom have a PhD, is not enough to experience the positive externalities of a Department. We would therefore suggest investing more in permanent members of staff who are research active. Moreover, to actively engage with other Universities in Cyprus in order to invite speakers, organise conferences and workshops.

E. Signatures of the EEC

Name	*Signature*
Spyros Galanis	
Christos Ioannou	
Rafaelia Panayidou	
Dimitris Tsomocos	
Click to enter Name	
Click to enter Name	

Date: 22/07/20