Doc. 300.1.1

Date: 12/05/2023

External Evaluation Report

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

- **Higher Education Institution: University of Nicosia**

- **Town: Nicosia**

- **School/Faculty (if applicable): School of Law**

- **Department/ Sector: Politics and Governance**

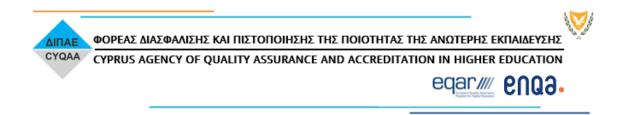- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Δημόσια Διοίκηση (3 Έτη, 180 ECTS, Διδακτορικό)

  In English:

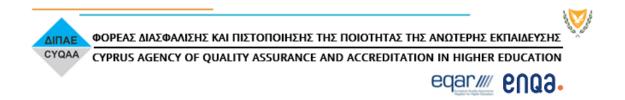 Public Administration (3Years, 180 ECTS, Doctor of Philosophy)

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The site visit at the University of Nicosia took place on 10 May 2023. During the site visit the committee had the opportunity to meet with a full range of institutional and faculty leaders, teaching staff, administrative staff, and current and former students. The work of the committee was supported by good documentation which was provided to the committee in advance. The documentation was helpful in assessing the PhD programme according to the criteria set by the agency. The committee members benefited from a number of informative presentations on the institution and the planned programme. In addition, the committee found that participants were engaging and open during the discussion.

B. External Evaluation Committee (EEC)

Name	Position	University
Kevin Orr	Professor of Management	University of St. Andrews
John K. Christiansen	Professor	Copenhagen Business School
Vasileios Kefis	Professor of Public Management	Panteion University of Social and Political Sciences
Manolis Diakourakis	Ph.D. Candidate	University of Cyprus

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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*

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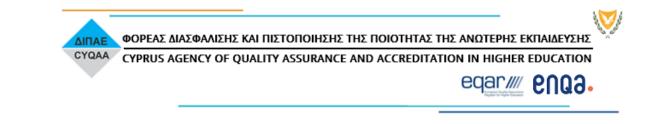
1.3 Public information

Standards

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

1.4 Information management

Standards

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

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

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You may also consider the following questions:

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

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Findings

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

The admission requirements are based on the University of Nicosia Academic Rules and Regulations (available at: https://www.unic.ac.cy/admission-requirements). Programme details (e.g. duration, learning outcomes, ECTS workload) is available through the University of Nicosia website.

The application details that the review of the PhD programme utilises feedback from the relevant sectors and alumni, but there may be scope to make this more systematic.

The development of the programme benefits from a team-based collaborative approach to supervision and support.

Data on completion rates (including dropout rates) were not immediately available on the day. Student feedback is used regularly by academic staff as part of departmental and school-level discussions. Staff are aware of the challenges of studying alongside employment.

There are clear criteria for becoming involved in PhD supervision. There are some very experienced faculty members, and a developmental ethos towards supporting newer academics to act as effective supervisors.

The PhD programme is currently focused on regional needs. This is in keeping with the mission of the University. However, there is scope to orientate the PhD programme towards other international contexts, within the context of global public administration scholarship. The opportunities to attract international PhD students to participate may be limited by the regional focus.

The PhD programme equips students with research skills, and to develop depth knowledge about their professional contexts.

Strengths

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

- The PhD programme is consistent with the mission and vision of the School and University, especially in relation to the ambitions about developing a local significance promoting applied research related to public governance and law.
- The information and requirements for new PhD students are clearly communicated and available by online resources.
- There is a selective approach for assessing the applications from candidates.

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- The Department and School have excellent experience of external accreditation processes. We were pleased with the approach to this Evaluation. It was evident that it was being seen as an opportunity for learning and development.

- The administrative staff are very engaged with academic staff and with students, and there seems to be a strong collegial ethos. There appears to be good quality working relationships within the Department.

- The alumni that we spoke to were clear that the PhD programme has very positive impacts upon their career progression.

- There is very strong awareness of the strategic environment of the programme, informed by a rigorous PEST and SWOT analysis at School level.
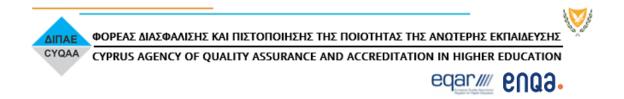
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- We see some scope for the improvement of students' ability to communicate and share experiences across their projects and departmental affiliation.

- We would encourage the comprehensive use of student feedback in considering improvements in the programme design and content for the future.

- For the future the departments could consider if they wanted to have a certain focus or concentration of topics and/or have visiting professors to help develop new areas. It could also be considered, if there are special application areas that are of special interest.

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

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

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

Sub-areas

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

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

Standards

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

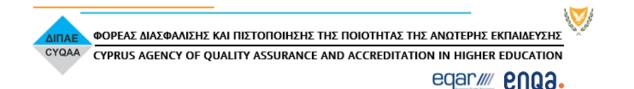**2.2 Practical training**

Standards

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

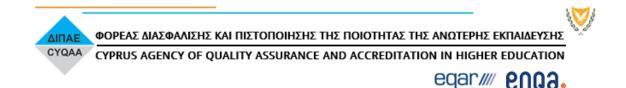**2.3 Student assessment**

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

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

You may also consider the following questions:

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

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 assessment process follows sectoral norms for the PhD journey.

Students periodically present their ongoing research for evaluation by their PhD committee as well as occasional seminars and conferences within the Department, School and University.

There is a good level of faculty experience in the skills of PhD supervision. Supervision is viewed as an important and rewarding activity and faculty spoke enthusiastically about their motivations and enthusiasm for their work in developing and supporting student theses.

Assessment combines feedback from supervisors combined with opportunities to engage with the wider academic community in the Department and School.

The viva panel includes an external examiner and one independent internal examiner (who has not supervised the student). It is chaired by an Independent Faculty with no voting rights.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
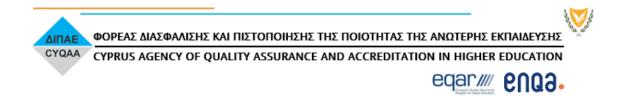
The assessment committee was impressed by the focus on not only assisting new applicants into the programme in a flexible manner, but especially the staff engagement with the process of producing a solid foundation for the Ph.D. by having a very flexible attitude towards the timing of the viva. This focus on learning is a very positive thing.

Developmental support is provided through research methods training for PhD students.

There is an interesting spread of PhD topics underway, or completed, in the Programme. Past theses include studies of: Minimum Guaranteed Income and Social Protection in Cyprus; Electronic Governance and Bureaucracy; Total Quality Management and Cost control in Cypriot healthcare; Gender dimensions and issues of public administration in Cyprus; Aristoteleian ethics; and Public Administration and Policy.

The PhD research projects have an orientation towards practical and professional relevance. (As we note below, this is double-edged).
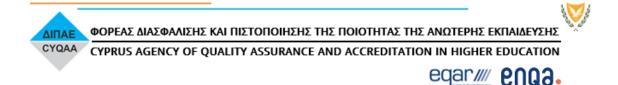
Areas of improvement and recommendations

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

The PhD cohort is currently relatively small, though we acknowledge that the Department is also small in numbers.

The small size of the program may perhaps limit the capacity to hold special courses or lectures to support students.

The focus on the specifics of the region (especially legal frameworks) may circumscribe the international reach of the PhD programme.

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

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

3. Teaching staff *(ESG 1.5)*

> **Sub-areas**
> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

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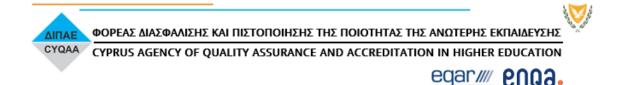
3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

You may also consider the following questions:

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

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

The presented Ph.D. topics represents the scope of the involved departments and teachers openly expressed their interest in supervising Ph.D. students.
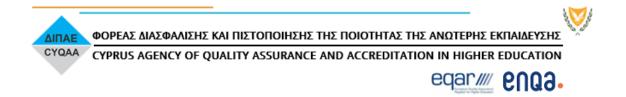
A reflective academic environment needs to engage with teaching at the highest level and the Ph.D. provides this opportunity.

There exists processes and procedures to guide the assessment of students VIVA's and the assembly of evaluation committees and their work.

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

The dedicated academic staff seems to be very responsive to Ph.D. students individual needs and requirements, and are able to accommodate to the need of individual students and their research project.

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The academic staff that servers as Ph.D. supervisors expands their personal knowledge and skills through engaging in Ph.D. research projects.
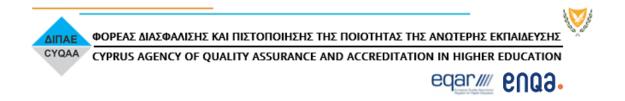
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Ph.D. students reflected on their status as not being located at the university and expressed a desire for two things: First, having the opportunity to work in a research environment for some time when relevant. Second, to have the opportunity to meet fellow Ph.D. students in various social and academic contexts: e.g. at workshops and at local and international conferences.

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

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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?*
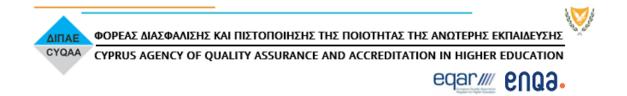
Findings

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.

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the quality of the candidate's CV and professional background. Parallel to these assessments of the candidates, there is a process of assessing the availability of supervisors.

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

As detailed above, and as returned to in Section 6, there is a structured process with checks and balances.

The programme has a clear sense of its target market and a mission of addressing a societal need in the region.

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.

Protocols for data ownership, and author order in published work, should be clarified and codified in line with international best practice.
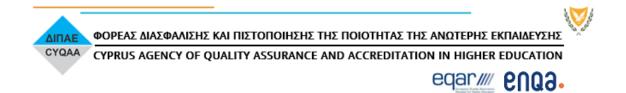
Please select what is appropriate for each of the following sub-areas:

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

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

> **<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

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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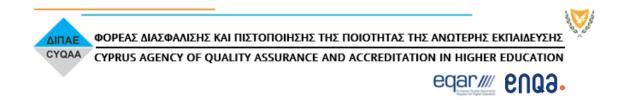
You may also consider the following questions:

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

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

Physical resources are adequate to support the study programme.

The Library is well equipped.

The virtual learning environment resources cover the needs of the students and the academic staff for effective communication, provided that the students are professionals with a full-time job status, who require flexibility in communication and support.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
- Access to online material in the University's library, as well as extended access to libraries of additional academic institutions.
- Support of students' access to at least one academic conference per year.
- The use of Moodle online learning platform supports individualized interaction between faculty members and doctoral students, catered to each student's needs and research agenda.
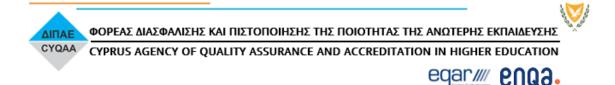
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Facilitating the learning and growth of Ph.D. students should be considered to include the option of attending relevant Ph.D. workshops which are today often associated and co-located with conferences. This could also expose students to comments from other leading researchers and introduce them to alternative theoretical perspectives.

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

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

Sub-areas

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

6.1 Selection criteria and requirements

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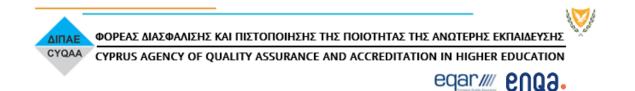
6.2 Proposal and dissertation

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

6.3 Supervision and committees

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

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

You may also consider the following questions:

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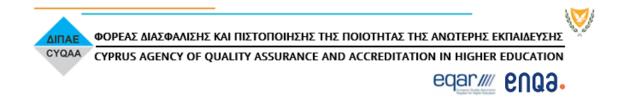- *Can you please provide us with some dissertation samples?*

Findings

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

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The Committee was provided with samples of Ph.D. theses in Greek. These contained a one-page summary in English. There is an ongoing process at the University to make sure that the abstracts are externally available.

There is a foundational link with professional sectors, and the Committee heard from alumni about the strong impact of the program on career advancement.

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

- The program competes with high-level candidates who, through a particularly difficult process, are accepted to obtain a Ph.D.

- Time limit (3-8 years) for completing the Ph.D. thesis, an element that leads to full-time employment for its preparation.

- Supervisors are expected to have prior experience of completing a Ph.D. and if not, they are expected to attend the training for PhD supervisors.

- One member of the Supervisory Committee could also be a faculty member from another School or University (external supervisor), an important element for the rational and objective assessment of the PhD thesis.

- Students are supported to attend an international academic conference during their studies.

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.

- Greater interaction between candidates to exchange views and support each other on the Ph.D. journey.

- Classically, doing a Ph.D. can be an isolating experience. We note the attempts to build a Ph.D. community and encourage these efforts. It would be good practice to have a dedicated Ph.D. space or shared office to encourage on-campus interactions.

- If students were enabled to spend more time in the School, the possibility of being more integrated into the academic community would be enhanced.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant

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.
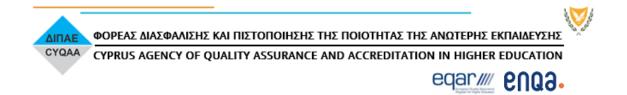
There is much to appreciate about this Ph.D. programme. It has already developed a good number of successful Ph.D. theses. It meets a regional demand for high-level research knowledge relevant to the public sector, and to the developmental and career needs, especially of public sector professionals. There is great enthusiasm amongst faculty for the importance of the programme, and for the job of supervision. There is also excellent specialist knowledge of the regional picture.

However, there is scope to better connect with global scholarly conversations about public administration theory and practice. The specialized regional focus - whilst a strength in many respects - may inhibit the potential for the programme to become more international in its recruitment and impacts. For example, there is scope to use theories and frameworks to generate research knowledge about contexts beyond the region. A further international orientation could also facilitate a broader future recruitment base for the departments.

Protocols for data ownership, and author order in published work, should be clarified and codified in line with international best practice.

Academic staff appreciated the importance of building a PhD community. One limit on this may be the lack of a dedicated on-site space for PhD students. This may disincentivize students spending time on campus (beyond seminars or supervision meetings) and thus limit the scope for community-building.

As the PhD community grows, it is important the institution adequately resources academics in the context of workload pressures.

E. Signatures of the EEC

Name	Signature
Kevin Orr	
John K. Christiansen	
Vasileios Kefis	
Manolis Diakourakis	

Date: 12/05/2023