



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



***EXTERNAL REVIEW OF THE CYPRUS AGENCY
OF QUALITY ASSURANCE AND ACCREDITATION
IN HIGHER EDUCATION (CYQAA)
Self-Assessment Report***

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1. Introduction

Government policy for higher education aims to harmonize Cyprus' higher education with the European Standards and Guidelines (ESG) and to enable Cyprus to become a respectful education and research center. The higher education system in Cyprus is shaped by the recommendations relevant to the European Higher Education Area (EHEA) as outlined by the Bologna Process. Higher education providers in Cyprus consist of public and private institutions of higher education at university and non-university level.

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), was established in 2015 within the framework of the relevant legislation [Laws 136(I)/2015 and 47(I)/2016] **[ANNEX 1]**. With CYQAA's establishment stronger emphasis was placed on quality assurance through internal and external evaluation and compliance with the ESG. The Agency assumed the responsibilities of quality assurance bodies operating previously in Cyprus: The Council of Educational Evaluation-Accreditation, the Advisory Committee on Higher Education, and the Evaluation Committee for Private Universities.

CYQAA hopes that the ENQA coordinated external review will contribute to a holistic external view of the current status and future direction of higher education in Cyprus, pointing out key elements and needs that will enable CYQAA to fulfil the objective of its establishment.

In this context we welcome the external evaluation and we are happy to provide all the necessary information included in the following self-assessment report.

Professor Mary Koutselini,

A handwritten signature in blue ink, appearing to read 'Mary Koutselini', with a stylized flourish at the end.

President of the Council

2. Development of the self-assessment report (SAR)

For the writing of the present Self-Evaluation Report (SAR) a work team was appointed by the CYQAA Council, which comprised of one Administrative Officer, who coordinated the project at Agency personnel level, and four Education Officers of the Agency. Each member of the team was assigned specific responsibilities and the drafting of texts for individual chapters. Assigning of responsibilities took into consideration the areas of expertise of each member of the personnel and the tasks they carry out on a day-to-day basis.

Joint meetings amongst team members took place for planning and coordination of the project and for evaluating the information gathered from CYQAA's staff and from HEI's. Additional meetings, chaired by the President of the Council and the Member of the Council, Prof. Andreas Orphanides, Chair of the subcommittee responsible for the submission of the CYQAA's SAR, also took place with regards to the progress made and for guidance. The Council was also briefed on the progress made through presentations at meetings and/or through memos and provided feedback.

The SAR draws on various sources and documents which include the following:

- ENQA Guidelines for ENQA Agency Reviews
- Standards and Guidelines for Quality Assurance in the European Higher Education Area – ESG 2015
- The Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016
- EQAR's confirmation that CYQAA's application for inclusion on the register is eligible (16 April 2018)
- Terms of Reference – ToR (April 2018)
- CYQAA's Annual Activity Report (2016)
- Council Policy Decisions published on the Agency's website
- Documents, forms, and templates for external evaluation published on the Agency's website
- Mapping of Educational Field of Higher and Higher Education for the Academic Year 2016-2017 – MOEC
- The European Higher Education Area – 2018

Moreover, various types of feedback from stakeholders, especially from HEIs were available to the work team, which was used in a constructive manner for the drafting of the SAR. This feedback was found in archived correspondence between stakeholders and the Agency, it was received during formal and informal meetings with HEIs' representatives, during conferences and workshops and it was collected through a qualitative and quantitative survey performed by the Agency via a questionnaire [**ANNEX 2**]. Regular meetings between the president of the Council and rectors or/and directors of the institutions, who asked for appointments, were also established, as a sound route for gathering their opinions, feelings and concerns.

The questionnaire, sent out on 6 March 2018, was developed within the framework of CYQAA's effort to actively involve HEIs in the process of continuous upgrading of quality assurance and accreditation of higher education in general, and the Agency's internal quality in particular. The questionnaire asked participants in the survey to indicate their degree of satisfaction with CYQAA's external evaluation processes and methodology, the criteria utilized the degree of satisfaction with their involvement in quality assurance. The questionnaire also examined HEIs trust in the new system of quality assurance and its implementation by CYQAA with regards to its objectivity, reliability, transparency, consistency etc. Out of a total of 53 HEIs, 19 responded. Despite the small number of responses, the survey shed new light on the effectiveness and fitness-for-purpose of CYQAA's processes. It is obvious that institutions need more time in order to adopt their procedures and obligations to the Agency's framework of quality assurance and to form the communication paths that ensure the two-way reflection between them and the Agency on matters of common concerns.

It is worth highlighting that while putting the first draft of the SAR together, having operating for just over two years, the Agency was able, through analyzing the various activities to work toward remedying the issues raised by the said analysis. The whole process resulted to parallel actions which helped develop CYQAA's activities for fuller compliance with the ESG.

As a newly established Agency, CYQAA utilized the feedback gathered over the past two and a half years to adjust its processes, and the team's task was to include the changes made in the SAR. Of course, further challenges, and further action to be taken, lie ahead.

After the first draft was completed it was forwarded to the President and the members of the Council for their own final feedback.

3. Higher education and QA of higher education in the context of the agency

3.1 Higher Education System in Cyprus

Higher education in Cyprus is aligned with the key commitments that underpin the European Higher Education Area (EHEA): implementation of the three-cycle degree structure, recognition of qualifications, and quality assurance.

The main Bologna tools – ECTS, Diploma Supplement and the national qualifications framework – are also implemented in Cyprus.

Higher Education is offered by public and private universities as well as by public and private institutions at non-university level (Colleges). Figure 1 indicates the distribution of higher education providers and Figure 2 the Student distribution:

Figure 1: Number of Higher Education Institutions in Cyprus according to category

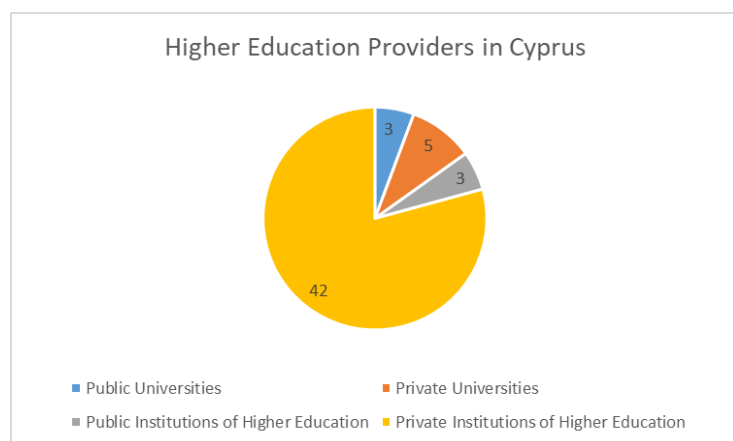
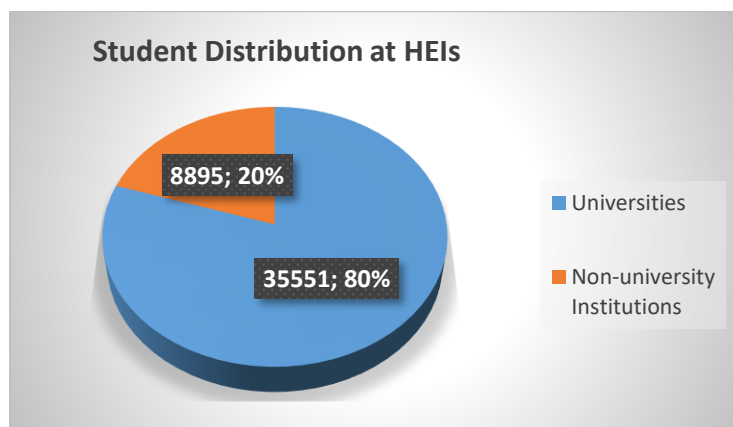


Figure 2: Student distribution at Higher Institutions in Cyprus



The above figures indicate that even though the number of non-university HEIs is greater than the number of Universities, the vast majority of students (80%) study at Universities in Cyprus.

3.1.1 Public universities are established by law and they are financed primarily by the government. The University of Cyprus and the Cyprus University of Technology are conventional universities which have as their main goal to promote education and research. The Open University of Cyprus is a distance learning university which aims to provide access to higher education to adult learners and to promote lifelong learning.

Before the establishment of CYQAA, public universities were not externally evaluated and accredited by a national quality assurance body. Now, public Universities are obliged by law to submit their programs of study for external evaluation-accreditation by the CYQAA.

3.1.2 Private universities are profit organizations. They have undergone external evaluation within the framework of the previous legislation, by the Cyprus Evaluation Committee for Private Universities (ECPU) and they were licensed to operate on the basis of a relevant decision by the Council of Ministers. They are established and financed by non-governmental institutions or founders. Private universities are obliged by law to submit their programs of study for external evaluation-accreditation by CYQAA.

3.1.3 Public institutions of higher education are non-university institutions which provide, primarily, vocational education and training. Before the establishment of CYQAA, these institutions, were not externally evaluated and accredited by a national quality assurance body.

3.1.4 Private Institutions of Higher Education are non-university institutions which offer a wide range of academic as well as vocational programs of study at the following levels: Certificate (One Year); Diploma (Two Years); Higher Diploma (Three Years); Bachelor Degree (Four Years); Master Degree (One to Two Years).

The relevant legislation provides that all higher education institutions are subjected to institutional, departmental, and program evaluation every five (5) years.

According to the survey “Mapping Cyprus Higher Education for the Academic Year 2016-2017” conducted by the MOEC, the total number of students studying in Cyprus reached 44 446, out of which 35 551 study at university level and 8895 at non-university level.

The following charts provide information with regards to geographic origin of students, the type of HEI they attend and their level of studies.

Figure 3: Distribution of students at universities by level of studies and country of origin

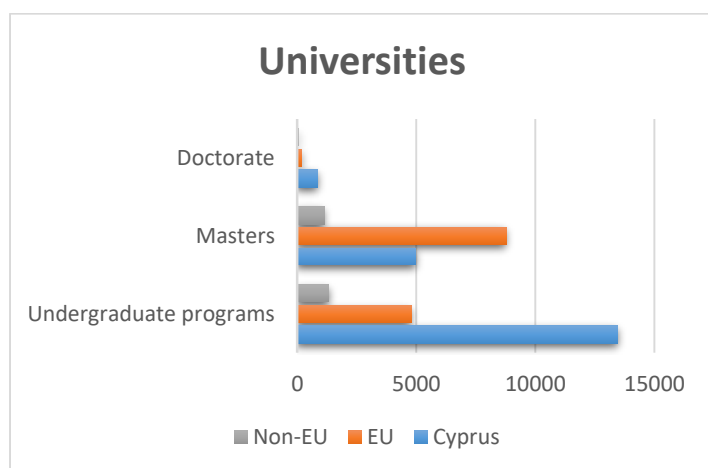


Figure 4: Distribution of students at Private HEI's (non-university) by level of studies and country of origin

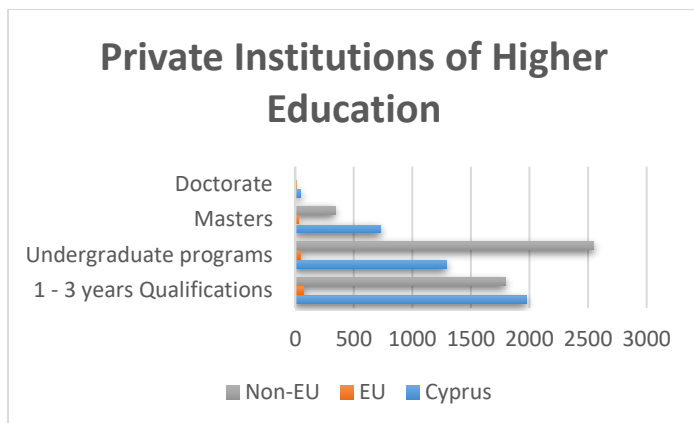
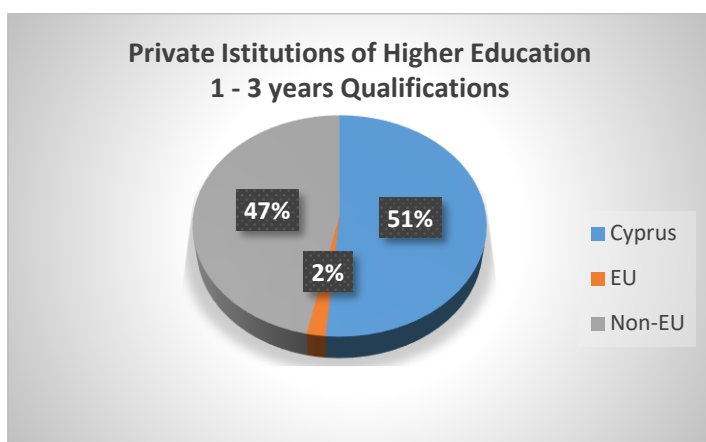


Figure 5: Distribution of Students in Private HEI's Studying in 1 – 3 Year programs



3.2 Quality Assurance in Higher Education

CYQAA is responsible to ensure the quality of higher education in Cyprus, and to support through the procedures provided by the relevant legislation, for the continuous improvement and upgrading of higher education institutions and their programs of study. One of the primary aims of CYQAA is to provide those conditions necessary for the creation of a quality driven culture.

The relevant legislation provides for the main areas of CYQAA's responsibilities / activities, which are within the scope of the ESG:

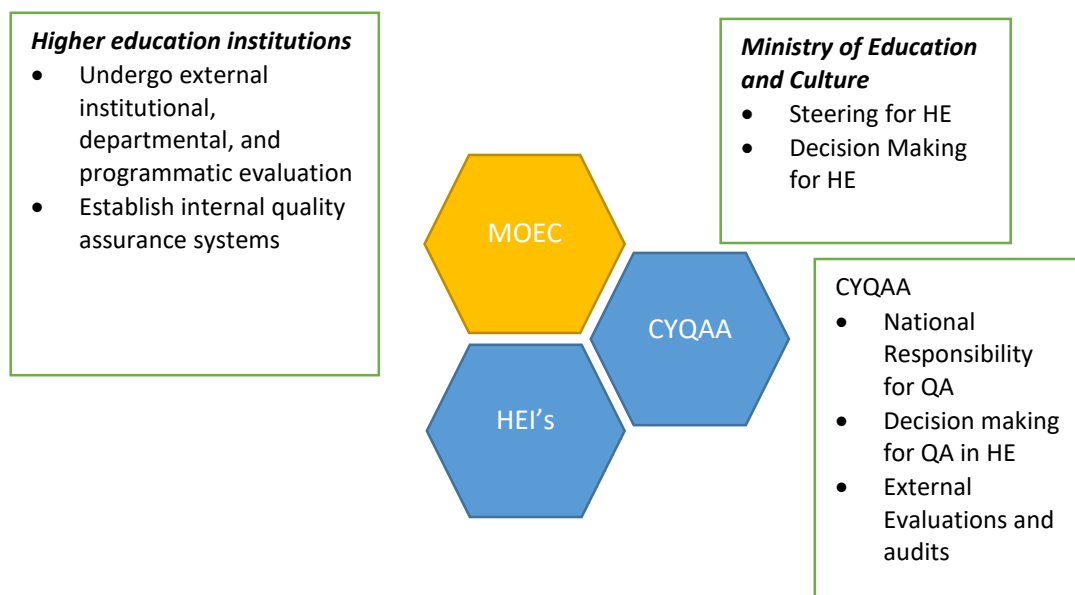
1. Institutional evaluation - accreditation
2. Departmental Evaluation – accreditation
3. Program evaluation – accreditation
4. Joint program evaluation – accreditation
5. Evaluation – accreditation of cross border education, offered by local institutions in member states or in third party countries
6. Assessment of the conditions for the provision of cross border education from foreign institutions in Cyprus
7. Audit

EQAR, to which CYQAA applied for inclusion in the Register, confirmed that the above activities of the Agency are within the scope of the ESG (EQAR letter dated 16 April 2018).

In the present SAR each standard of the ESG (Part 2) is addressed individually for each of the aforementioned activities. It is noted that procedures are the same for activities 1- 5 and in this SAR this will be stated explicitly at the relevant chapters.

HEIs have a legal obligation to submit their new programs of study for external evaluation. Once a program of study is accredited, external evaluation is repeated after a period of five years. Additionally, institutions are obliged to undergo external evaluation of their operations and quality system—institutional evaluation--periodically.

Figure 6: The national quality assurance system in higher education



The Ministry of Education and Culture (MOEC) is steering HEIs through national strategy for higher education and through higher education legislation. Cyprus has adopted the national qualifications framework (NQF) with which, all HEIs at university and non-university level, comply.

HEIs are autonomous with regards to the contents and the structure of the programs they offer, their curricula and forms of instruction, granted that these comply with the quality standards and indicators (criteria) set by CYQAA.

Private HEIs select their own students on the basis of specific entrance criteria, which are under scrutiny during external evaluations conducted by CYQAA. Public HEIs accept students on the basis of the competitive entrance examinations which are organized and administered by the MOEC at the end of each school year. The Open University of Cyprus accepts students on a competitive basis, too, through ranking of each applicant's qualifications.

Higher education qualifications (Bachelor Degrees) awarded by private HEIs in Cyprus may be submitted for academic recognition to the Cyprus Council for the Recognition of Higher Education Qualifications (KY.S.A.T.S).

4. History, profile and activities of the agency

The concern to enhance quality in higher education lies at the heart of the Bologna Process, and major developments in quality assurance have taken place in Cyprus since the establishment of CYQAA in November 2015. Quality assurance policy in Cyprus is based on the Yerevan Communiqué and on the two important policy documents underpinning quality in the appendix:

- The revised Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
- The European Approach for Quality Assurance of Joint Programs

The adoption of these documents, on behalf of Cyprus, marks a commitment for their implementation in the Cypriot national system.

Quality of higher education is an inseparable component of government policy to further develop higher education and establish Cyprus as an international and regional education center. A pivotal moment for the accomplishment of the strategic goals of the MOEC was the establishment of the “Agency of Quality Assurance and Accreditation in Higher Education” (CYQAA). The relevant legislation for the establishment of a new quality assurance system in Cyprus, through the founding and the operation of CYQAA entered into force on 2 November 2015 [Law 136(I)/2015 and 47(I)/2016].

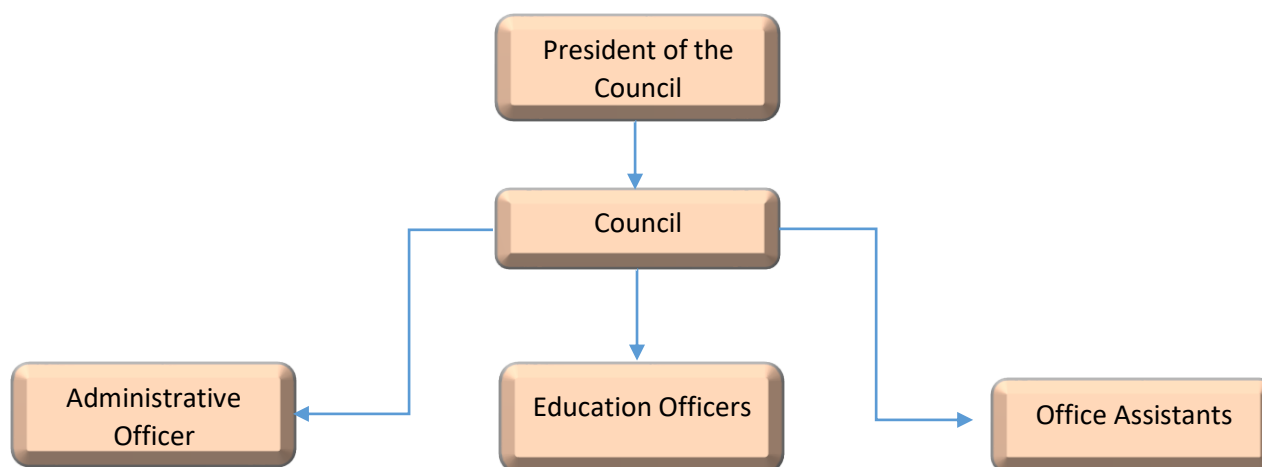
According to Article 26 (9) of the legislation:

The Agency shall be independent to the extent required to do its work autonomously and to exercise independently its functions so that its conclusions and recommendations contained in the evaluation reports shall not be influenced by third parties concerned such as higher education institutions, ministries or others.

CYQAA is steered by a Council of eleven members, including its President. The Council is appointed by the Council of Ministers for a five-year period on the basis of recommendations from the Minister of Education and Culture. According to the legislation, eight (8) council members are academics, at the rank of Professor or Professor Emeritus, who have experience in university administration matters and on issues of quality assurance in higher education. Two (2) members of the Council come from professional organizations and one (1) member is an undergraduate student representative. It is noted that the student representative’s term of office has duration of two years.

An administrative officer, education and assistant officers also support the functioning of the agency.

Figure 7: CYQAA Organizational Structure



The Agency assumed the responsibilities of quality assurance bodies which were previously operating in Cyprus: The Council of Educational Evaluation-Accreditation, the Advisory Committee on Higher Education, and the Evaluation Committee for Private Universities.

- The Council of Educational Evaluation-Accreditation (*SEKAP*), was the competent authority responsible for the external evaluation and accreditation of programs of study offered by private, non-university HEI's. It has to be noted that external evaluation and accreditation of programs of study was not compulsory and was sought by HEIs on a voluntary basis. It should also be highlighted that according to the previous legislative framework the accreditation of programs of study had to be ratified by the Minister of Education and Culture.
- The Advisory Committee on Higher Education (*SETE*) was responsible for the establishment of non-university public and private HEIs, as well for the examination of new programs of study offered by private non-university HEI's. SETE acted as an advisory body to the Minister of Education and Culture. Its competency was limited to advising the Minister with regards to the registration of

programs of study as well as the establishment of HEIs at non-university level and by no means this constituted the accreditation of the said programs and institutions.

- The Evaluation Committee for Private Universities (ECPU), was the competent authority responsible for the external evaluation of private universities and their programs of study. ECPU's decisions had to be ratified by the Minister of Education and Culture.

With the enactment of the new legislation and the establishment of CYQAA prevailing approaches to quality assurance radically changed with the implementation of transparent procedures for external evaluation and accreditation equal for all. The most significant improvements provided for by the new legislative framework are:

- The legal obligation for HEIs (public and private at university and non-university level), for external evaluation, both programmatic and institutional.
- The compliance of the external evaluation standards and indicators with the European Standards and Guidelines (ESG)
- The compulsory evaluation and accreditation of cross-border education, offered by local institutions in member states or third-party countries
- Scrutiny of the preconditions for the provision, by foreign institutions, of cross-border education in Cyprus
- Examination of inter-institutional collaborations which lead to the award of joint degrees
- Academic Audit

Most importantly, CYQAA contributes to the creation of a quality driven culture, through which HEIs are enabled to enhance their quality assurance procedures and mechanisms. The collaboration of the institutions with the Agency is satisfactory and the construction of an ethos of trust and mutual respect has been already started.

Since CYQAA is a newly established Agency, and internal quality assurance is quite new for a number of institutions, the dominant tendency is for external quality assurance to be supervisory in nature. With this model the outcomes of evaluation are used to grant permission for programs and HEIs to operate. The main challenge that lies ahead for CYQAA is to manage to cultivate such a quality culture, within which the system will evolve on the basis of an improvement-oriented model of external quality assurance.

5. Higher education quality assurance activities of the agency

CYQAA was established on the basis of "The Quality Assurance and Accreditation in Higher Education and the Establishment and Operation of an Agency on Related Matters Laws, of 2015 and 2016" [Laws 136(I) of 2015, 47(I) of 2016] and thus, it is formally recognized as the quality assurance agency by the competent public authorities and its stakeholders in higher education.

The activities undertaken by the agency are specified by Article 3 of the legislation, which provides for the following:

The objectives of Educational Evaluation, hereinafter called the "Evaluation", shall be the following:
(a) The quality assurance and Quality Accreditation of teaching, research, education and other services provided by institutions of higher education in the context of their mission;

(b) the accreditation of private universities for their entry in the Register and the granting of initial license to operate and license to operate as well as the continuation of their license to operate as private universities, in accordance with the provisions of the Private Universities (Establishment, Operation and Control) Laws, 2005 to 2011;

(c) the Accreditation of private institutions of tertiary education for the purpose of their entry in the Register;

(d) the Quality assurance of cross-border education provided by local institutions, as well as of similar activities of local institutions in member states and third countries;

(e) the Quality assurance and Quality Accreditation of the education offered by other education centers, offering higher professional education.

Article 4 of the legislation provides for the following:

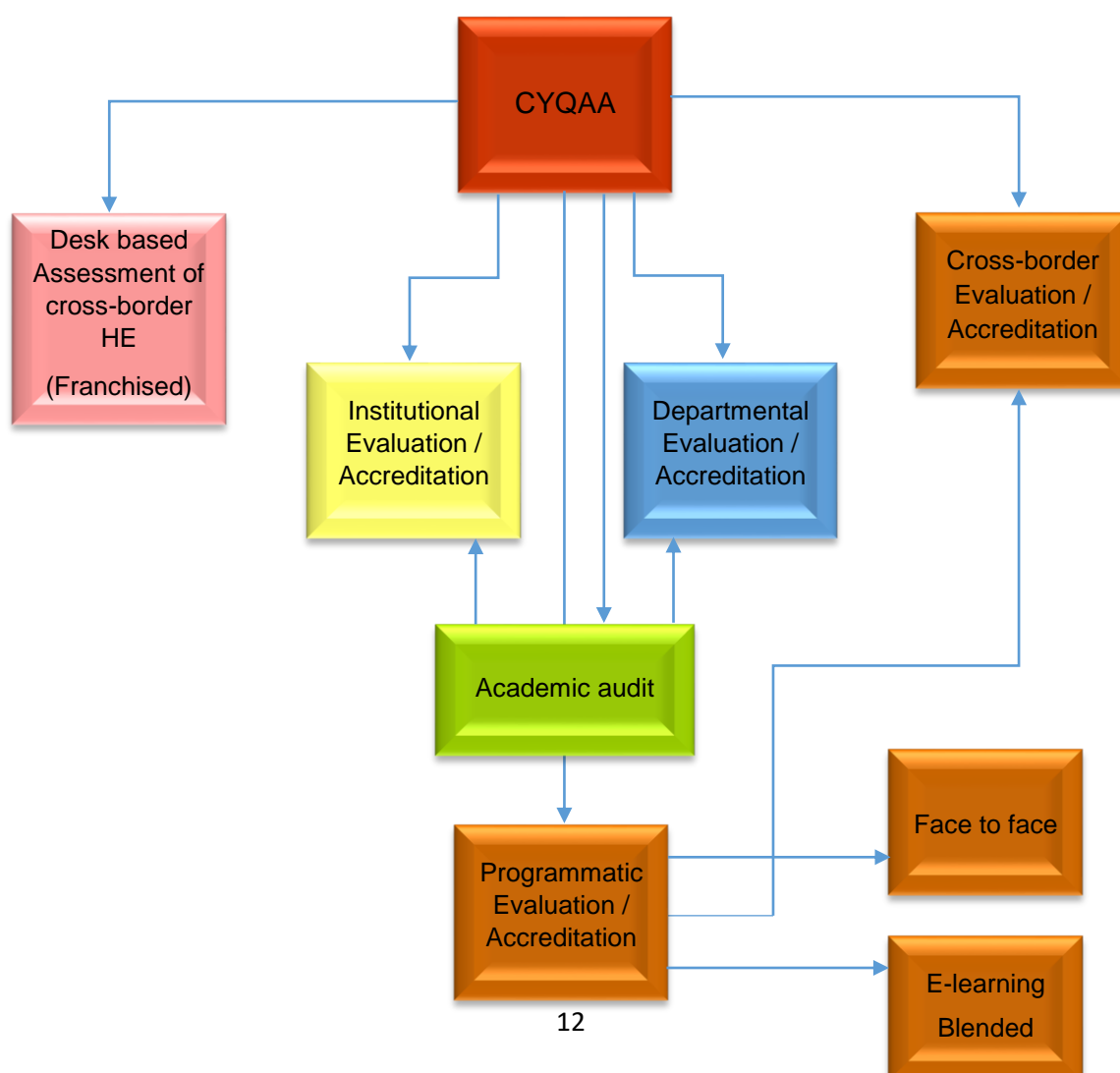
Without excluding other forms of Evaluation and Accreditation, the Quality Assurance and Accreditation in Higher Education Agency established under the provisions of Part VI, hereinafter called the "Agency", shall implement and require the implementation of the following forms of Evaluation and Accreditation

(a) *Internal Evaluation, which is conducted by the institution itself, and includes everything needed for the systematic collection of administrative data, the completion of questionnaires by students and graduates and the conducting of interviews with teaching staff and students for the purpose of preparing an Internal Evaluation Report, that will collectively and objectively reflect the image of the institution with the sole motive and aim to improve the quality of education offered by it [...]*

(b) *External Evaluation, which involves collecting data and information regarding a higher education institution when it is called Institutional Evaluation, or regarding a department of the institution, when it is called Departmental Evaluation or regarding a program of study of the institution, when it is called Programmatic Evaluation, with a view to making a judgment on the quality of education offered and which comprises the individual stages prescribed in section 20;*

(c) *Quality Accreditation, which follows the External Evaluation with which the Agency decides on the quality of private higher education institution in its entirety or for a particular department or program of study, with the aim of granting accreditation that the institution or department or program of this institution meets certain predetermined and published in advance minimum criteria or standards:*

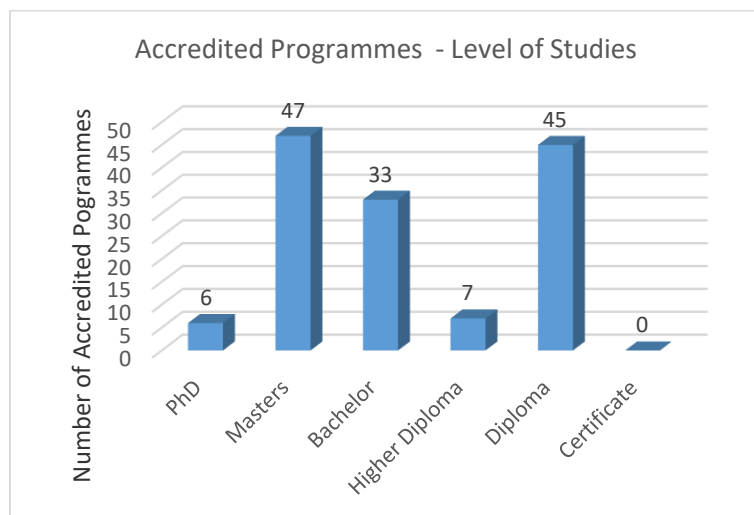
Figure 8. External Quality Assurance Activities undertaken by CYQAA



Since its establishment, CYQAA carried out 6 Institutional Evaluations and accredited 175 Programs of study, 6 of which were joint programs. It is worth noting that because of the time needed for the preparation of the Agency's Bill by the Ministry of Education and Culture and for the adoption of the Agency's Law by the House of Representatives, a big number of new programmatic applications accumulated at the Ministry and were forwarded to the Agency.

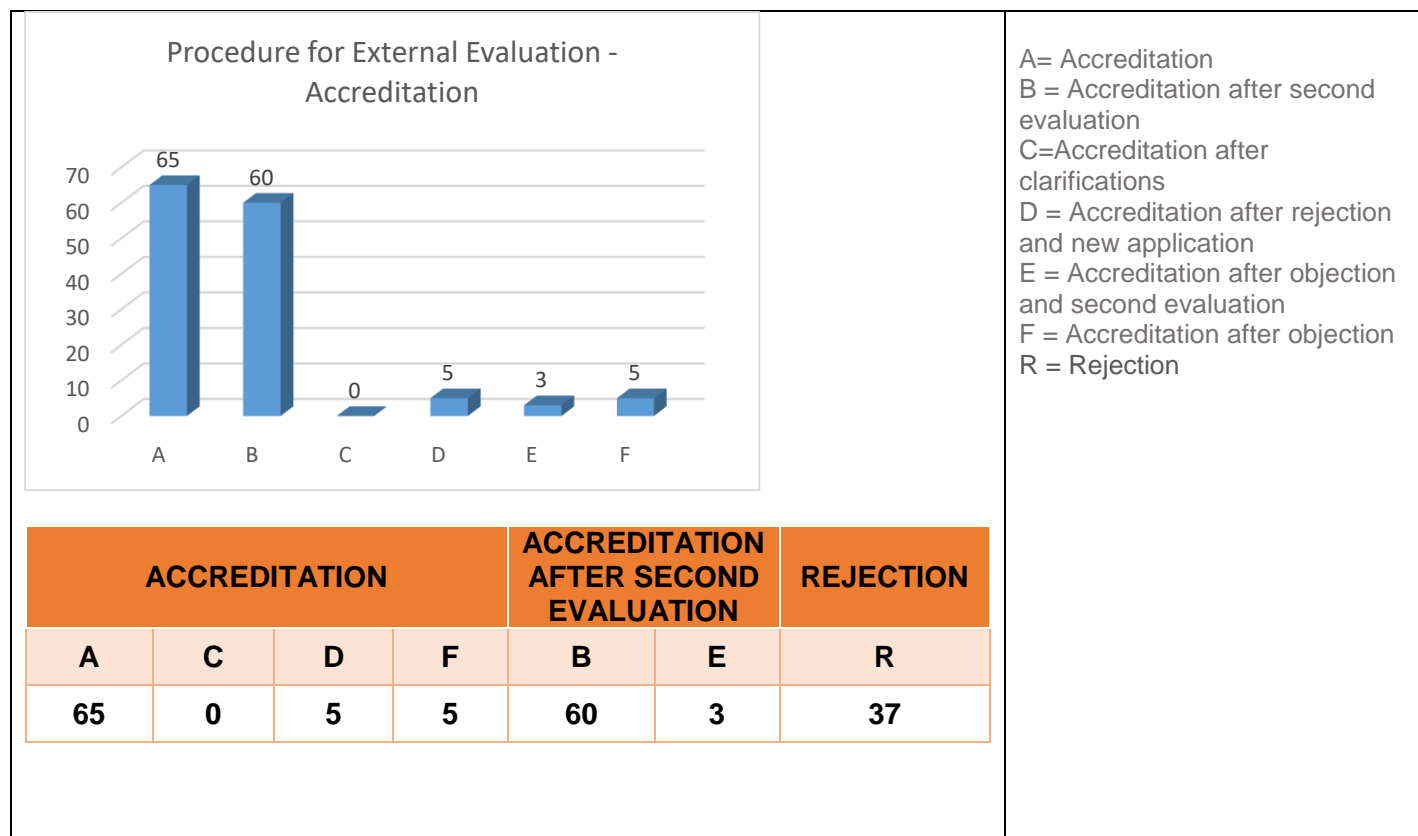
In 2017 CYQAA carried out only programmatic Evaluations. It accredited 138 programs of study. The programs' distribution by level of studies is presented in figure 9, below:

Figure 9: Accredited Programs



The accredited programs' distribution according to the procedure followed, in 2017, is presented in the Figure 10 below together with the programs of study that have been rejected:

Figure 10: Procedure for External Evaluation - Accreditation



This SAR will analyze all CYQAA activities that are within the scope of the ESG, i.e. reviews, academic audits, evaluations or accreditation of higher education institutions or programs that relate to teaching and learning (and their relevant links to research and innovation). The following activities of CYQAA are addressed in this SAR:

1. Institutional evaluation – accreditation;

It is a systematic procedure based on specific standards and guidelines which examine: building facilities, student welfare services, infrastructure, academic profile and orientation of the institution, administration, learning and teaching, academic and teaching staff, research, resources, etc. For this process there is a separate set of external evaluation criteria included in the relevant template, (form 200.2) in **ANNEX 3**. The EEC for this procedure consists of at least three (3) academics: the one at least shall come from an overseas university, holding the rank of Professor or Emeritus Professor with extensive experience in academic administration, one expert in student welfare issues, one expert in matters of building and technological infrastructure and one university student.

The EEC conducts the evaluation and writes a report. The report and the institution's scrutiny are sent to the Council which decides for (a) accreditation, (b) rejection or (c) second evaluation.

Since its establishment the CYQAA carried out 6 (six) Institutional Evaluations.

2. Departmental evaluation - accreditation;

According to the Law (article 17, 2, a) the Departmental Evaluation of an academic department of a public or private university includes elements of the Programmatic Evaluation.

The procedure is systematic and carried using specific standards and quality indicators. For this process there is a separate set of external evaluation criteria which are included in the relevant template, form 200.3, in **ANNEX 4**. Departmental evaluation is only carried out for universities. The EEC for this procedure consists of three (3) at least academics out of whom the one at least shall come from an overseas university, holding the rank of Professor or Emeritus Professor with specializations relevant to the discipline of the department, one (1) student, and if the subject of the department involves a regulated profession, one member of the Professional Association which grants the license to exercise the specific profession. An on-site visit to the institution takes place. The EEC drafts a report which is sent to the institution for scrutiny. Then both documents are examined by the Council of the Agency takes one of the following decisions: the department's (a) accreditation, (b) rejection or (c) second evaluation.

It is noted that no departmental evaluations have been conducted, up until the date this SAR was submitted.

3. Program evaluation – accreditation;

The procedure is systematic and carried using specific standards and quality indicators. For this process there is a separate set of external evaluation criteria which are included in the relevant template, form 200.1, **ANNEX 5**. External evaluation is conducted by an External Evaluation Committee of experts. The EEC for this procedure consists of at least three (3) academics: the one at least shall come from an overseas university, with specializations relevant to the discipline of the program, one (1) university student, and if the subject of the program of study concerns a regulated profession, one member of the Professional Association which grants the license to exercise the particular profession. In the case the program of study is a Distance Learning (DL) program, a DL expert is also appointed in the EEC. An on-site visit to the institution takes place. The EEC drafts a report which is sent to the institution for scrutiny. Then both documents are examined by the Council of the Agency takes one of the following decisions: the program's (a) accreditation, (b) rejection or (c) second evaluation.

3.1. Procedure for Disclosure of Title of Education / Updating of Education Title from Higher Education Institutions through the Internal Market Information System ("IMI").

CYQAA is the authorized National IMI System Coordinator. According to Directive 2005/36/ EC as amended by Directive 2013/55/ EU [article 21 (a) (3)], each Member State must notify the European Commission of the laws, regulations and administrative provisions it lays down for the award of academic qualifications covered by the automated system recognition ((Medical Doctor, Dentist, Nurse, Midwife, Veterinarian, Pharmacist, Architect). Notifications should be submitted in a timely manner to ensure that graduates of Higher Education Institutions benefit from the provisions of the Directive. The following procedure has been agreed upon by the stakeholders (Higher Education Institutions, Registration Councils, Competent Ministries, Cyprus Agency of Quality Assurance and Accreditation in Higher Education) at the meeting held on 15 March 2017 at the Ministry of Energy, Commerce, Industry and Tourism.

The Institution of Higher Education prepares the elements that will be included in the publication of the Title of Education provided that:

i. The academic program has been previously approved / certified by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) or by the Competent Committees that existed before the Agency. The format of the form available on the European Commission's website can be used as an aid to the preparation of the data: (http://ec.europa.eu/internal_market/imi-net/library/question_sets_forms/index_en.htm). The form differs depending on the profession and includes fields indicating the details of the training program.

ii. Before submitting to the Agency (CYQAA) for disclosure, it submits the data to the Registration Council, which under the legislation is responsible for the authorization to take up or pursue the professional activities related to the educational program to confirm that the conditions for recognition are met and that the graduates of the Higher Education Institution will be able to access and practice the profession in Cyprus.

Finally, the Institution of Higher Education sends by e-mail the details of the notification, which should include the views of the relevant Registration Council and of the relevant Ministry, to the Notification Coordinator, the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) and requests to be notified via the IMI System. The Agency checks the data and decides whether to forward the notification to the European Commission for approval and publication.

4. Joint program evaluation – accreditation;

The joint program evaluations take into consideration additional specific criteria, the jointness of the program development, the mobility of students and staff and the added value of the jointness concerning efficiency and accountability, the short- and long- term impact of the collaboration; the experience gained and the standards raising because of the joint development and offering of the program. The Law provides also for a formal agreement between the participating institutions, defining their responsibilities, as a prerequisite for the enactment of the evaluation process.

Beyond the above, the evaluation procedure is using the standards and quality indicators used for program evaluation – accreditation [form 200.1, **ANNEX 5**]. External evaluation is conducted by an External Evaluation Committee of experts with the same composition as described above. An on-site visit to the institution takes place.

5. Evaluation and accreditation of cross-border education, offered by local institutions in member states or third party countries (Franchise);

The Law [article 7(2)] provides for the same evaluation criteria: programs of study of higher education which offer such programs or educational services within the framework of cross-border education must receive Evaluation-Accreditation, based on the relevant criteria which apply to the offer of the higher education programs by a local institution in the Republic.

The procedure is systematic and carried using the standards and quality indicators used for program evaluation – accreditation [form 200.1, **ANNEX 5**]. External evaluation is conducted by an External Evaluation

Committee of experts with the same composition as described above. An on-site visit to the institution takes place. It is noted that no such evaluations have been completed, up until the date this SAR was submitted.

6. Assessment of the conditions for the provision of cross-border education from foreign institutions in Cyprus;

Cypriot HEIs may award qualifications of member states' HEIs with the method of Accreditation or give the opportunity to them to award their own qualifications in the Republic with the franchise method. The Agency is responsible to examine whether the conditions provided by the legislation are fulfilled (i.e., the HEI is recognized in its country, the program is accredited, the qualification is the same as that awarded in the country of origin and confers the same rights etc.). The assessment process differs from the other activities described above as there is no EEC appointed for this purpose.

The provision of franchised cross-border education from foreign institutions in Cyprus lies extensively on the responsibility of the foreign institutions due to a certain provision in the Agency's Law. According to the article 11 as well on legal opinion issued by the Cyprus General Prosecutor the responsibility of the Agency is limited to a desk based review. Our experience so far indicated that in some cases the franchised programs of colleges did not fully comply with the ESG, mainly because they had not had the appropriate control from the institutions abroad. Site- visits from the part of the Agency's officers as well communication with the institution abroad are the only mechanisms for quality control from the part of the Agency. Three applications have been submitted and approved by the Agency.

7. Audit

The Agency is not responsible for the financial audit of the institutions, of student's fees and of the income and earnings of the institutions. Nevertheless, the Agency asks for the feasibility study, which must accompany the applications of all the forms of evaluation. It is also responsible for ensuring that the institutions have the financial power to support their programs in terms of staff hiring, buildings and recourses.

CYQAA is responsible for the academic audit of the institutions. The audits are designed as external quality assurance activities following specific criteria that address the overall internal quality management mechanisms adopted by higher education institutions. Each HEI is legally obliged to appoint an internal quality committee responsible for the implementation of the quality standards, the preparation of self-assessment reports and the delivery of a three-year Report of Internal Quality (Form 500.4.2 <http://www.dipae.ac.cy/index.php/el/axiologisi/entypa>).

For activities 1 - 5, CYQAA sets the standards and indicators for external evaluation-accreditation in accordance to the European Standards and Guidelines (ESG) [**ANNEXES 3 - 5**]. The use of quality standards and indicators aims at finding possible areas of weaknesses and deviations in connection with the academic profile, goals and mission of the institution and the comparability of the results of the Evaluation in relation to the objectives of the current system of higher education in the Republic and the ESG.

The quality standards and indicators for external evaluation are set, by CYQAA, based on the following pillars: 1. Mission and strategy, 2. Strategy and Systems for Quality Assurance, 3. Administration, 4. Design and development of Programs of Study, 5. Research, 6. Hiring, Advancement System and Human Resource Development, 7. Resources.

Recognition of the evaluation decisions and reviews of other bodies

It is noted that CYQAA may recognize External Quality Assurance activities and decisions and /or base its own decisions based on reviews carried out by other bodies when these QA Agencies are full members of ENQA and registered with EQAR.

According to the legislation, the Agency may accept the Evaluation of an institution operating in the Republic by other external bodies or external agencies or overseas evaluation organizations, provided that: (a) The

external evaluation body is entered in the European Quality Assurance Register, irrespective of whether there is a written co-operation agreement between the Agency and the external evaluation body, which provides for the mutual acceptance of decisions of the two bodies, and (b) the institution concerned has obtained the prior consent of the Agency for the selection of the specific external evaluation body for that purpose: Provided that, in such cases and on condition that there is no co-operation agreement between the Agency and the external evaluation body, the Agency may implement additional evaluation, if it is not satisfied with the Evaluation of the overseas body, (c) the use of an external evaluation body, based on the provisions of paragraphs (a) and (b), shall be subject to the following conditions and restrictions: (i) The role of the external body shall be limited to Evaluation and not to Accreditation ; (ii) the possibility of using external bodies shall not concern a private university which is in the initial license period ; and (iii) the cost of the specific Evaluation of the external body shall be paid from the institution's own revenue in the case of a public institution. (7) Subject to the provisions of subsection (6), the first Evaluation of all institutions operating in the Republic shall be conducted by the Agency.

6. Processes and their methodologies

As mentioned in the previous section, CYQAA, subject to the provisions of the Law, has established quality standards and indicators (criteria) implemented for the types of external evaluation the Agency is called upon to carry out. As noted earlier, external evaluation processes and methodologies established are the same for activities 1 – 5. The criteria applied are expressed in corresponding quantitative and qualitative indicators relevant to the quality and effectiveness of research and teaching, of studies and other services provided by HEIs. They are based on and apply the ESG for Quality Assurance and are published on the Agency's website along with the procedure for external evaluation.

6.1 Steps of the Process

External evaluation of institutions, departments and programs of study is conducted periodically and is analyzed in the following stages:

1. The HEI submits the application for programmatic, departmental or institutional evaluation-accreditation on the relevant forms/templates published on CYQAA's website.
2. CYQAA appoints an External Evaluation Committee (EEC)
3. At least one month before the EEC's on-site visit, CYQAA informs the HEI about the members of EEC, the date and the tentative schedule of the visit.
The Agency distributes to the EEC members the information provided in the application for programmatic, departmental or institutional evaluation-accreditation and the criteria set by the Agency.
5. The EEC implements an on-site visit to the institution for the purposes of drafting the External Evaluation Report.
6. The EEC drafts the External Evaluation report the day after the on-site visit and submits it to the Agency both electronically and in print. The External Evaluation Report includes the findings, observations and recommendations of the External Evaluation Committee.
7. The Report is then forwarded to the institution for scrutiny. The institution may submit any comments on the External Evaluation Report within three months.
8. The Council makes its decision and drafts the Final Evaluation Report on the basis of the External Evaluation Report and the HEI's response.

The Final Evaluation Report is forwarded to the HEI and the Minister of Education and Culture for publication to the Gazette, the official newspaper of the Government.

9. If the Council on the Agency, considers that a second evaluation is justified before taking its final decisions and recommendations the carrying out of a second evaluation is planned based on the

specific timeline set by CYQAA, and according to which the first evaluation was conducted, *mutatis mutandis*.

10. Upon completion of the second evaluation, the Council prepares and communicates its final decisions and recommendations in the form of a Final Report to the HEI and the Minister of Education and Culture.

11. The institution may, within one month from the receipt of the Council's Final Report, submit a written objection.

12. Within two months, the Council considers the grounds upon which the objection was submitted and communicates its final decision to the HEI and the Minister of Education and Culture.

No further objections may be submitted for a given program of study.

It is highlighted that, during the time period a program of study is accredited the Council has the right to examine and ascertain that the criteria upon which accreditation was granted still apply. If this is not the case the Council may withdraw the existing accreditation. In such a case the Agency in co-operation with the Ministry ensures the smooth transition from the status of accredited to non - accredited program, department or institution having as its primary guideline to avoid affecting students adversely.

6.2 The Selection Process

Concerning academics, the Agency maintains a registry of experts in various disciplines which is updated regularly. The experts are selected for inclusion to the registry, after rigorous online research, which takes into consideration the following parameters:

- Teaching and research credentials
- Number of publications in international respected journals in their discipline
- Their RG Score (research items, reads, citations)
- International rankings of their university departments
- Administrative experience
- Evaluation experience

It is highlighted that even though the Council is not legally obliged to, prefers to recruit academics at the rank of the Professor or the Associate Professor, only. Additionally, for the programs of study that are offered via distance learning, the Council has taken to recruits an expert on distance learning methodology.

Assessment of their competency to perform their tasks, as members of the EEC, is based on their previous experience in other external evaluation committees or their organizational activities in their home institutions as presented in their CVs.

Further discussion on External Evaluation Committees can be found in chapter 10.4 of the SAR.

6.3 The Role of the External Experts

The role of the external experts, as it has documented in the previous sessions, is crucial and determining for the quality assurance and the accreditation. Their work and evaluation reports determine to a great extent the Council's decisions and the future of the programs and institutions under evaluation.

The provisional schedule of the experts' on-site visit is the following:

9:00 – 13:00

- Meeting with the head/s of the institution and with the head and/or the members of the internal quality assurance committee [40 minutes].

- Examination of the organogram of the Faculty and the programme's position to it [20 minutes].
- Meeting with the head of the department and the coordinator of the program of studies – presentation of the program (distribution of course to semesters, course content per week, teaching methods, teaching material, evaluation, samples of examination papers, entrance requirements etc. [70 minutes]
- Presentation of the feasibility study for the program [10 minutes]
- Discussion on the program as a whole and how it corresponds to the External Evaluation Criteria [60 minutes]
- Presentation of the infrastructure and the equipment which will be utilized for teaching and learning (software, online platforms etc.) [40 minutes]

13.00-14:00 Working Lunch

14:00 – 17:00

- Presentation of the academic personnel for each course [20 minutes]
- Examination of the CVs of the academic personnel and their teaching duties at the institution and any other duties they may have at the institution and other programs of study [20 minutes]
- Meeting with the members of the academic personnel, only [40 minutes]
- Meeting with the students and/or their representatives, only [30 minutes]
- Meeting with the members of the administrative personnel, only [30 minutes]
- On-site visit at the institution's infrastructures (Library, computer labs, research infrastructure etc.) [40 minutes]

The EEC drafts the External Evaluation Report which is published on the Agency's website after the Council makes its final decision.

If there is a need, EEC provides the Council of the Agency with additional feedback, information and/or clarifications upon the submission of the institution's comments on the External Evaluation Report submitted. In some cases, the EEC members are requested to advise the Council on the programmatic changes submitted by the institutions especially concerning the compliance of the changes with the EEC's recommendations.

The Evaluation forms provide space for the experts' reflections on the evaluation criteria and their comments justifying the numerical evaluation. Their recommendations, reflections, and comments are considered by the Agency very important means for feedback and improvement. As a feedback procedure functions also the anonymous questionnaire which is filled in by the experts during their stay in Cyprus.

7. Agency's internal quality assurance

CYQAA's internal quality procedures are fully described in **Chapter 9.6** of the SAR.

The Agency is currently undergoing a process of creating a quality system for the entire organization using the Common Assessment Framework (CAF) quality model.

Simultaneously, the Agency employs external feedback mechanisms of collecting and utilizing HEIs and EECs opinions regarding its performance, external evaluation processes, standards and indicators etc.

In addition, CYQAA personnel follow a code of conduct, which is common to all the civil service in Cyprus.

The Agency's quality policy is published on its website and it is also presented in Chapter 9.1.1 of the SAR.

8. Agency's international activities

As soon as it was established, CYQAA took action for cooperation with international and European organizations of Quality Assurance and Accreditation in higher education.

The CYQAA is:

- (a) Affiliate member of European Association for Quality Assurance (ENQA)
- (b) Full member of International Network for Quality Assurance and Accreditation Higher Education (INQAAHE)
- (c) Affiliate member of European University Association (EUA)

Additionally, the Agency is collaborating with the World Federation for Medical Education (WFME), on the establishment of standards and indicators for the external evaluation of medical and health related programs of study. In June 2016 the Agency organized the conference «Standards and Guidelines for Quality Assurance in Medical and Health Professions Education». The key-note speaker at the conference was the Chair of WFME Prof. David Gordon.

Meanwhile, the President of the Council is regularly invited to participate in international conferences and give presentations on matters of quality assurance in higher education.

The members of the Agency's personnel are encouraged to participate in European and international conferences and workshops on quality assurance and on higher education matters. Members of the Agency's staff attended the following conferences:

- Quality Assurance of Blended and Online Programs, Brussels 21 – 22 September 2017
- IMPEA Project Seminar: Implementation of the European Approach for Quality Assurance of Joint Programs, Brussels 1-2 March 2018
- ENQA Leadership Program (Seminar 1), Brussels 16 – 18 May 2018

CYQAA is one of the Ministry of Education and Culture's main stakeholders toward the implementation of government's strategy for the establishment of Cyprus as a regional higher education center, being the competent authority responsible for national and European policy on quality assurance of higher education.

9. Compliance with European Standards and Guidelines (Part 3)

9.1 ESG Standard 3.1 Activities, policy and processes for quality assurance

Standard: Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

CYQAA Compliance:

CYQAA undertakes external quality assurance activities as defined in **Part 2** of the ESG on a regular basis. These are described in detail in **chapters 5 and 6** of this SAR.

9.1.1 Goals and Objectives:

The CYQAA has clear and explicit goals and objectives which are provided by the legislation governing its establishment and operation. These are made publicly available on its website. On its website, CYQAA states its responsibilities which translate into the daily work of the Agency, evaluation and accreditation:

With the cooperation of HEIs, the Agency contributes towards the effort for the establishment of Cyprus as district center of quality higher education, in accordance to the standards and guidelines provided by the European Association for Quality Assurance (ENQA).

The mission statement included on CYQAA's website is the following:

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education, is responsible to ensure the quality of Higher Education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of higher education institutions and their programs of study.

The Agency's published "Quality Policy Statement" (<http://www.dipae.ac.cy/index.php/en/dipae/dilosi-politikis-poiotitas>) states the following:

The CYQAA formally affirms its commitment to quality, acknowledging that high professional standards and integrity in the Agency's work are indispensable and that quality assurance in the performance of its activities is essential to the credibility of its actions and the trust of its stakeholders, namely higher education institutions, students, political authorities and society at large.

The fundamental elements of CYQAA's quality policy are:

- A clear definition of its mission and objectives, which have been defined in the Law as follows:

(a) The quality assurance and Quality Accreditation of teaching, research, education and other services provided by institutions of higher education in the context of their mission; (b) the accreditation of private universities for their entry in the Register and the granting of initial license to operate and license to operate as well as the continuation of their license to operate as private universities, in accordance with the provisions of the Private Universities (Establishment, Operation and Control) Laws, 2005 to 2011; (c) the Accreditation of private institutions of tertiary education for the purpose of their entry in the Register; (d) the Quality assurance of cross-border education provided by local institutions, as well as of similar activities of local institutions in member states and third countries; (e) the Quality assurance and Quality Accreditation of the education offered by other education centers, offering higher professional education

- Compliance with the European Standards and Guidelines (ESG) and the relevant national legislation;
- Quality management of the evaluation process of programs, departments and institutions of higher education;
- Transparency of all its activities;
- Establishment of accountability mechanisms;
- Adoption of a Code of Ethics for every member of the Agency's personnel;
- Development of a quality culture among its, internal and external, members and collaborators;
- Establishment of monitoring and continuous improvement mechanisms of its activities;
- The periodic external evaluation of the Agency;
- CYQAA's collaboration with ENQA and EQAR.

In order to adhere to its quality policy, CYQAA establishes the following internal quality assurance mechanisms:

- Scheduling of activities (external evaluations) on a six-month basis, systematic progress monitoring, decision making for internal quality assurance via personnel and council meetings, tasks and objectives achievement appraisal feedback;
- Formal and informal hearings of higher education institutions and their representative bodies on the development of legislation, criteria, procedures, and instruments related to external evaluation and accreditation processes;
- Implementation of the Common Assessment Framework (CAF) a total management tool used in the civil service in Cyprus and in Europe.

- Adoption of the “Code of Contact and Ethics of Civil Servants” for the staff of the Agency. The document focuses on:
 - Basic standards and rules governing the behavior of the officers when they come in direct, personal or telephone, contact with the citizens, under the general obligations of decorum, professionalism and honesty.
 - Ethical standards governing the actions of officials with regards to the handling of citizens' affairs (respect for legality, obligation to impartiality, objective judgment, credibility, accountability and transparency, the duty of equal treatment of citizens and good administration);
- Monitoring, review and regular updating of the evaluation and accreditation mechanisms and procedures;
- Meetings of the Agency's Council on a monthly basis - The Council systematically examines comments, analyses and suggestions and, when appropriate, integrates them in the decision-making process;
- Collection and analysis of feedback from the Agency's stakeholders, such as higher education institutions, members of external evaluation committees, student associations, faculty associations, professional associations and ministry of education, regarding the Agency's organization, tools, performance and the evaluation and accreditation procedures.
- Guidance and briefing of the members of external evaluation committees and specialized training of the Agency's staff;
- Development and regular supplementation of an experts' registry, with experienced experts in all disciplines from all over Europe;
- Systematic study of ENQA publications and reports;
- Organization of seminars for institutions of higher education aiming at their updating and guidance on the Agency's policies and its external evaluation procedures;
- Development and systematic updating of forms, questionnaires, documents etc. targeting transparency and equal treatment of higher education institutions;
- Monitoring and assessment of the Agency's procedures and activities by the Council of the Agency and the competent assigned officer;
- Recording and presentation of the Agency's activities and distribution of day-to-day tasks to the members of the personnel via bottom-up procedures.

The Council of CYQAA pledges to ensure the fulfilment of this quality policy and its periodic updating taking into account the development of higher education matters, the Agency's needs and those of its environment. The present quality policy is communicated to all internal and external partners of the Agency and is available on the Agency's Website.

9.1.2 Involvement of stakeholders in governance and work of the Agency:

Article 28 of the legislation provides for the Council's composition and safeguards stakeholder involvement in the Agency's governance. The Council of the Agency is appointed by the Council of Ministers upon the recommendation of the Minister of Education and Culture and consists of eight (8) members at the rank of Professor or Professor Emeritus with experience in the management of universities and on issues of quality assurance in Higher Education, of which:

- Five (5) members shall be Professors or Professors Emeriti of universities operating in the Republic, out of whom three (3) shall come from the public universities of the Republic,
- Three (3) members shall be prominent academics at the rank of Professor or Professor Emeritus coming from two (2) at least different countries, preferably from member states.

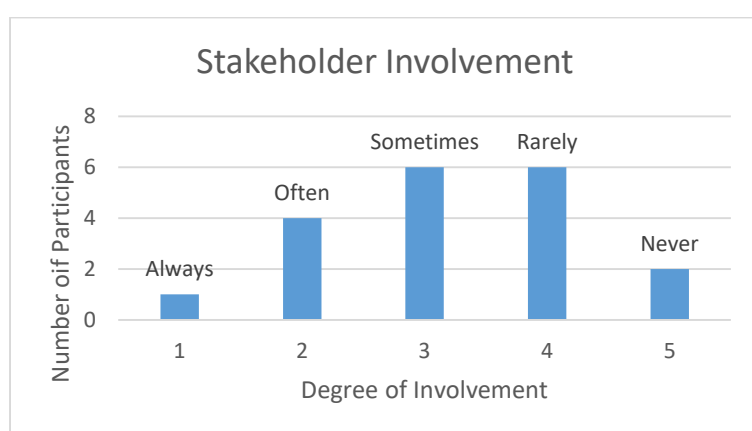
- Two (2) members of professional organizations and bodies;
- One (1) member who shall be an undergraduate student

The legislation also provides that the Minister of Education and Culture shall consult with the Rectors' Conference in the Republic as well as with the relevant competent authorities and authorized professional bodies before making a recommendation to the Council of Ministers.

The Agency performs its activities through transparent procedures reinforcing, thus, the institutions' and the public's trust. In addition to the explicitly stated responsibilities and mission, the Agency has published its external evaluation process on its website. The process defines the nature of interaction between the Agency and relevant stakeholders in higher education, especially HEIs as well as the scope of the Agency's work.

Stakeholder involvement is discussed in more detail in Chapter 11 of this SAR, but it is worth mentioning here that in the survey recently conducted by CYQAA the majority of respondents felt that their involvement in the implementation of CYQAA's mission and objectives occurs often.

Figure 11: Opinions of Stakeholders (HEIs) concerning their degree of involvement in the Agency's work

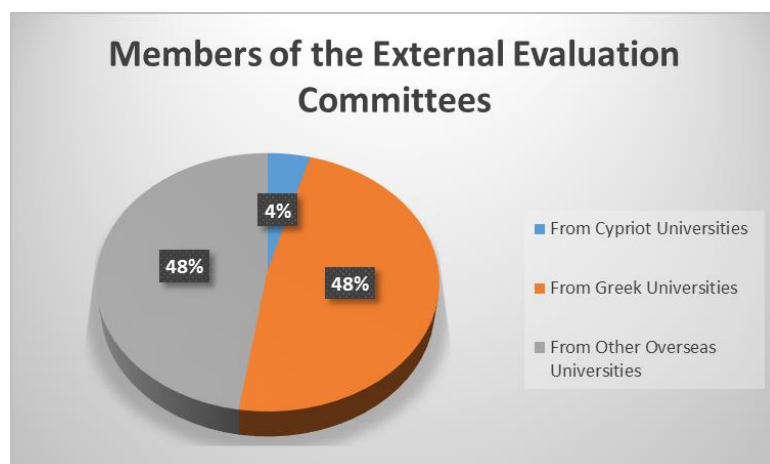


Respondents also indicated that they would like dialogues to be strengthened and their involvement in policy making to be more active.

9.1.3 International Members in the Agency's Committees

The Agency includes international members in its committees increasing, thus, its expertise. As indicated above, at least two (2) members of the Council come from universities overseas. In addition to that, the members of the External Evaluation Committees, appointed by the Council primarily come from overseas universities.

Figure 12: Members of the External Evaluation Committees (2017)



As mentioned above, in section 6.3, the role of the external experts is crucial and the Agency always invites experts from high – ranked European and overseas universities as members of the External Evaluation Committees.

9.2 ESG Standard 3.2 Official status

Standard: Agencies should have an established legal basis and should be formally recognized as quality assurance agencies by competent public authorities.

CYQAA Compliance:

CYQAA was established on the basis of “The Quality Assurance and Accreditation in Higher Education and the Establishment and Operation of an Agency on Related Matters Laws, of 2015 and 2016” [Laws 136(I) of 2015, 47(I) of 2016] and thus, it is formally recognized as the only national quality assurance agency, by the competent public authorities of the Republic of Cyprus.

It is, herewith, clarified that the so-called “Higher Education, Planning, Evaluation, Accreditation and Coordination Council (YODAK) is an illegal body operating under the purported “law” of the so called “Turkish Republic of Northern Cyprus” (“TRNC”) which, according to the relevant United Nations Security Council resolutions and international law, is an illegal entity not recognized by the international community with the sole exception of Turkey.

As such, neither YODAK nor the accreditations it provides may be accepted or recognized by internationally recognized educational organizations or by members of the international community in general. The unilateral declaration of independence of the so-called “TRNC” and the establishment of its “institutions” constitutes a violation of the relevant United Nations Security Council resolutions and of international legality.

9.3 ESG Standard 3.3 Independence

Standard: Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

CYQAA Compliance:

CYQAA is an independent and autonomously acting agency. The Agency has full responsibility for its operations and the outcomes of those operations without third party influence. Its independence is evidenced by the following indicators:

1. CYQAA decisions are not subjected to any approval by other bodies.
2. Its personnel exclusively works for running its operations.
3. It has its own offices
4. CYQAA has separate budget for its operations.

CYQAA decides independently on the implementation of its operations, i.e., the evaluations, methods used, the members of the external evaluation committees, timetables, content of reports and other decisions pertaining to evaluations. Other interested parties, such as HEIs, ministries or stakeholders have no effect on CYQAA’s decisions or evaluation results. CYQAA is an independent agency operating with the financial support of the Ministry of Education and Culture. CYQAA has a separate sub-item in the state budget, which can independently decide how to use.

The Organizational independence of CYQAA is further strengthened by Article 26 (9) of the legislation which states that:

The Agency shall be independent to the extent required to do its work autonomously and to exercise independently its functions so that its conclusions and recommendations contained in the evaluation reports shall not be influenced by third parties concerned such as higher education institutions, ministries or others.

With regards to operational independence, it is noted that, the members of CYQAA's Council are not representatives of their employers (e.g. HEIs), but represent the whole of higher education in Cyprus as independent experts.

Additionally, according to Article 26 (10),

“...no member of the External Evaluation Committee is permitted to have or had in the last three (3) years before being appointed, any academic, research, administrative, financial or personal cooperation relationship with an institution he is called upon to evaluate either at institutional level or at the level of a specific department or program of study and for this purpose he shall sign a solemn declaration.

With regards to the independence of formal outcomes, it is noted that *the final outcomes of the quality assurance processes remain the responsibility of the Agency*. It is stated in the procedure for external evaluation, published on CYQAA's website that the External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of Higher Education (<http://www.dipae.ac.cy/index.php/en/axiologisi/genikes-pliorefories>).

9.4 ESG Standard 3.4 Thematic analysis

Standard: Agencies should regularly publish reports that describe and analyze the general findings of their external quality assurance activities.

CYQAA Compliance:

Article 27 (1) (c), provides for the responsibility of the Council

[...] to prepare the annual report of the Agency's activities for the previous year which shall submit to the Minister and wherein there shall be presented and analyzed the general findings of the evaluations conducted, the conclusions and accreditations:

The Agency has published, in print and on its website, two Annual Reports, one for the year 2016 and one for 2017 (http://www.dipae.ac.cy/archeia/etisia_ekthesi/2016_etisia_ekthesi_dipae.pdf), on the basis of the aforementioned article. The annual reports summarize the work of the Agency during the first years of operation, i.e., the creation of systematic processes for external evaluation, its international activities, stakeholder involvement, details of the external evaluations carried out during the under reference year and their results. It is also a reflective document on the quality of the tertiary education of Cyprus where problems and good practices are pointed out, such as the consequences of the fact that institutions in Cyprus functioned for a long time before the establishment of the Agency without adequate quality standards and internal or external quality assurance, the big number of colleges with very small number of students enrolled, the necessity to rise their standards in order to attract qualitative students; as good practices we refer to some trends and suggestions, such as the unification of small institutions, their specialization to professional programs, the willingness of the universities to pedagogically restructure their e- learning programs, and to proceed to collaborations with universities across Europe.

Additionally, it is provided by Article (28) (12) of the legislation that the Council drafts “The Quality of Higher Education Report.” This report “shall be submitted at the end of each year to the President of the Republic and the Council of Ministers as well to the President of the House of Representatives.”

CYQAA regularly adopts and publishes (www.dipae.ac.cy) other organizations' reports that support institutions to gain a better understanding of European and international best practices and standards

In this context the following have been uploaded:

- Best Practices in Online Course Design and Delivery (<https://inside.sou.edu/assets/cis/distancelearning/SOU%20DEC%20Best%20Practices.pdf>), date: 9/10/2009
- Best Practices in Online Teaching Strategies (<https://www.uwec.edu/AcadAff/resources/edtech/upload/Best-Practices-in-Online-Teaching-Strategies-Membership.pdf>), date: July, 2009
- Standards for Master's Degrees in Medical and Health Professions Education - World Federation for Medical Education (<http://wfme.org/standards/masters/>), date: 2016
- Basic Medical Education – WFME Global Standards for Quality Improvement» - World Federation for Medical Education (<http://wfme.org/publications/wfme-global-standards-for-quality-improvement-bme/?wpdmdl=831>), date: 2015
- Criteria and Quality Indicators for Distance Learning Programs of Study (Number: 2) (<http://www.dipae.ac.cy/index.php/en/enimerosi/anakoinoseis/133-2017-09-13-criteria-quality-indicators-distance-learning-programmes-study>)

Furthermore, the Agency's officers are assigned by the Council to analyze some concepts and issues that need to be better understood by them and the institutions, i.e., the different concepts of practical experience, the e-learning final exams, practices regarding doctoral distance learning studies, condition for enrolment in parallel studies. All the Agency's officers hold MA, MSc, or/and PhD degrees and they know how to conduct a short research on the official documents, reports, publications and surveys of the European organizations and bodies dealing with Higher Education, such as ENQA, EQAR, and EUA. They collect via internet the documents that refer to the concept or issue under investigation and they analyze them using key-words, their definitions and the main arguments around them.

Some examples are provided in **ANNEX 6**.

9.5 ESG Standard 3.5 Resources

Standard: Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

CYQAA Compliance:

CYQAA receives its financial resources from the Ministry of Education and Culture. There are provisions in the legislation with regards to the delivery, on behalf of the Ministry of the "appropriate resources, both human and financial." Specifically, according to Article 33,

The Secretary-General of the Ministry shall, with the approval of the Minister, undertake the task of finding suitable offices for the Agency, its staffing with suitable human resources from the public and educational service, its technical support and coverage of its administrative operating costs.

The financial independence of the Agency is also safeguarded by the legislation, since according to Article 27 (2),

The Council shall have full authority to manage the budget of the Agency and administer and manage its property under the provisions of this Law and the Regulations made thereunder.

Additionally, CYQAA is authorized, by legislation, to propose the implementation of legislative and other measures necessary to achieve the mission, objectives, operation and collection of the necessary revenue for the Agency.

At the time being, on the basis of its above-mentioned endorsement, the Council of the Agency is drafting a bill which will provide for its complete financial independence, especially with regards to the collection of revenue, with the amendment of Article 26 which currently dictates that “(4) The fees collected by the Agency shall be deposited in the Consolidated Fund of the Republic.” When the House of Representatives passes the bill, these fees will be deposited to the Agency’s accounts and will be included in its budget as income.

CYQAA’s personnel currently consist of one (1) Administrative Officer, four (4) Education Officers and two (2) Administrative Assistants. By September 2018 the positions of Education Officers are going to be increased to eight (8).

One member of the staff has previous experience in Higher Education Management sector whereas all the members of the staff have gathered substantial experience from their involvement in over 200 external evaluations which took place over the last two and a half years.

Staff have participated in conferences and seminars organized primarily by European quality assurance bodies. The staff also receives training from the Cyprus Academy of Public Administration for the effective and efficient carrying out of their daily tasks. Staff also attends training seminars at the Cyprus Pedagogical Institute.

There are plans for a more systematic training of the staff in evaluation methods and quality management processes to strengthen the skills and expertise of the Agency as a whole.

The current lack of personnel is a challenge for the Agency, taking into consideration the number of HEIs in Cyprus and the total number of programs of studies which have to be externally evaluated by 2020. It is positive that the Education Officers’ positions are going to be increased by September 2018.

9.6 ESG Standard 3.6 Internal quality assurance and professional conduct

Standard: Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

CYQAA Compliance:

Even though CYQAA is a newly founded quality assurance and accreditation body, it has established processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of its activities. These include the following:

1) Questionnaire for the Members of the External Evaluation Committees (EECs) [ANNEX 7]

The Agency has prepared a questionnaire for feedback from the members of the EECs through which the EEC members evaluate and comment on the Agency’s procedures, criteria, documents, tools etc. The questionnaire is implemented upon a relevant decision of the Council during its 25th summit on 11 and 12 December 2017.

The Agency started collecting feedback from EEC members via the questionnaire when the current period of external evaluations begun in February 2018. The questionnaire is submitted anonymously in print by EEC members. In an attempt to maintain high levels of objective and unbiased comments the questionnaires are dropped into a locked questionnaire box located at the offices of the Agency which is to be opened twice a year. The questionnaires will be processed and analyzed end of July 2018.

2) Code of contact and Ethics for Civil Servants

During its 24th summit on 6 and 7 November 2017 the Council has decided to adopt the “Code of Contact and Ethics of Civil Servants” for the staff of the Agency. The code of conduct has been applied in the Civil Service in Cyprus since 2013.

The document focuses on the following:

- basic standards and rules governing the behavior of the officers when they come in direct, personal or telephone, contact with the citizens, under the general obligations of decorum, professionalism and honesty.
- ethical standards governing the actions of officials with regards to the handling of citizens' affairs (respect for legality, obligation to impartiality, objective judgment, credibility, accountability and transparency, the duty of equal treatment of citizens and good administration)

The Council also decided that the abovementioned document will be amended so that it corresponds to the Agency's procedures, exclusively.

3) Common Assessment Framework (CAF)

During its 25th summit on 11 and 12 December 2017 the Council decided to implement the Common Assessment Framework (CAF) a total management tool used in the civil service in Cyprus and in Europe. The Agency's staff will be receiving the relevant training.

The Agency's quality policy is published on its website (<http://www.dipae.ac.cy/index.php/en/dipae/dilosipolitikis-poiotitas>) and it is also presented in Chapter 9.1.1 of the SAR.

9.7 ESG Standard 3.7 Cyclical external review of agencies

Standard: Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

CYQAA Compliance:

The CYQAA is a newly established agency (November, 2015) and the current ENQA external review is its first external evaluation. Quality Assurance of the Agency is amongst the Council's priorities so it plans to undergo external reviews by ENQA and other European and International quality assurance bodies, periodically as required.

10. Compliance with European Standards and Guidelines (Part 2)

Address each standard individually for each different QA activity of the agency. In case the procedure for cross-border QA differs, please describe it here as well.

A mapping table that indicates the specific numbers of CYQAA standards addressing the standards of the ESG Part 1 is on page 48 of the SAR. The table refers to the first five CYQAA activities.

10.1 ESG Standard 2.1 Consideration of internal quality assurance

Standard: External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

As mentioned previously, CYQAA's primary objective is to act in order to create a quality driven culture. Therefore, external evaluation procedures undertaken by the Agency also focus on the quality system that HEIs develop. Amongst others, EECs examine HEIs established procedures for the safeguarding and further development of their activities.

According to the legislation (Article 12), HEIs shall aim to continuously improve the quality of their teaching and research work and of their internal quality assurance. HEIs are legally obliged to apply the following standards:

- Commitment to cultivate attitudes and behaviors that recognize the importance of quality assurance in the performance of its work*
- Implementation of a policy and associated procedures for quality assurance and standards in relation to the programs of study offered and the higher education qualifications awarded*

- (c) *Operation of formal mechanisms for the approval, monitoring and periodic review and where necessary revision of the programs of study offered and the higher education qualifications awarded*
- (d) *Taking care for the Evaluation of students on the basis of published criteria, regulations and procedures applied consistently*
- (e) *Possession of the necessary qualifications and skills required by the teaching staff in relation to the teaching work it is called upon to perform, and the data documenting the degree of competency of its teaching staff*
- (f) *Adequacy and suitability of learning resources for each program of study offered for purposes of supporting the student's learning process*
- (g) *Collection, analysis and use of all data related to the effectiveness and efficiency in the management of the study programs offered and other educational activities*
- (h) *Disclosure, in printed and electronic form, at regular intervals, of an updated, impartial and objective report regarding the programs of study offered and the other educational activities, as well as the qualifications it confers.*

The implementation of each standard of Part 1, by CYQAA for all external evaluation activities, is presented in the sections that follow.

1.1 POLICY FOR QUALITY ASSURANCE

Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

HEIs in Cyprus are legally obliged to establish a quality assurance policy in relation to their stated mission.

According to the legislation (Article 13), every institution appoints an Internal Quality Committee, with the following composition: (a) The vice-rector, responsible for academic affairs, and if there is no vice-rector, the head of academic subjects, who shall preside, (b) one (1) member of the academic staff of each faculty of the public or private university, as the case may be, or three (3) members of the teaching staff in the case of a tertiary education institution, having significant scientific work and extensive academic experience covering preferably and, where possible, expertise in quality assurance procedures, (c) up to two (2) members specializing in issues of quality assurance, (d) one (1) student representative who is nominated by the 24 competent organ representing the students: Provided that, for an institution with graduate students, the representatives shall be two (2), out of whom, the one is an undergraduate and the other a graduate student, (e) one (1) representative from the administrative staff of the institution.

The *modus operandi* of the Internal Quality Committee, the procedure of appointment of its members, as well as the duration of its term of office, are determined by the competent bodies of the institution, stated in its regulations, and published on their websites.

The Internal Quality committee of an institution shall be responsible for the implementation of the standards mentioned above (Article 12) and co-ordinate the preparation of the self-evaluation reports prior to the External Evaluations taking place, in accordance with CYQAA's evaluation criteria and quality indicators.

Recently (Meeting 33, 2 and 3 July 2018) the Council of the Agency decided the replacement of the Table of self-assessment criteria (in **ANNEX 5**) with a SWOT analysis which is submitted along with the evaluation application. The rationale behind the replacement is to encourage institutions and the Internal Evaluation Committee to have a thoughtful consideration of the program and institution weaknesses and strengths. The Linkert scale assessment that has been replaced proved to be unable to provide any information because of a mechanistic approach employed by the institutions.

Concerning, programmatic evaluation, the standard 1.1 is assessed by experts according to the CYQAA's standards for quality assurance of the programs of study. The evaluation standards for institutions and

departments include reference for the standard 1.1 in the sections “System and quality assurance strategy” and “Ensuring quality for the program of study”. The experts are asked to pay special attention as to whether this policy is a reality in practice and whether it is published.

Table 1 juxtaposes ESG for HEIs’ internal quality assurance with CYQAA’s evaluation standards/indicators for HEIs’ internal quality assurance. CYQAA’s EEC’s rate from a scale of 1 to 5 on the basis of the indicators presented in the table. The numerical scale corresponds to the following:

- 1 = Poor
- 2 = Unsatisfactory
- 3 = Satisfactory
- 4 = Best Practice
- 5 = Excellent

Table 1: Evaluation of internal quality assurance during CYQAA’s evaluation of internal quality assurance of HEIs

Part 1: Standards and guidelines for internal quality assurance	How CYQAA evaluates internal quality assurance of HEIs / CYQAA’s standards and indicators
<p><i>Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.</i></p> <p><i>Such policy supports:</i></p>	
<p>-- the organization of the quality assurance system;</p>	<ul style="list-style-type: none"> • The Institution has formally adopted a mission statement which is available to the public and easily accessible. • The Institution has developed its strategic planning aiming at fulfilling its mission. • The Quality Assurance system promotes a culture of quality. • The committee and the internal quality assurance system work systematically and effectively. • Quality assurance policies are being developed with the active engagement of interested parties. • The quality assurance system adequately covers all the functions and sectors of the institution's activities: <ul style="list-style-type: none"> - teaching and learning - research - connection with society - management and support services. • The quality control system refers to specific indicators and is effective. • The arrangements regarding the program’s quality assurance define clear competences and procedures.

	<ul style="list-style-type: none"> The guide and/or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study
-- departments, schools, faculties and other organizational units as well as those of Institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;	<ul style="list-style-type: none"> The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies. Participation in the processes of the system of quality assurance of the program is ensured for, the members of the academic personnel, the members of the administrative personnel and the students.
-- academic integrity and freedom and is vigilant against academic fraud;	<ul style="list-style-type: none"> The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism. The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.
-- guarding against intolerance of any kind or discrimination against the students or staff;	<ul style="list-style-type: none"> The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.
-- the involvement of external stakeholders in quality assurance.	<p>*</p> <ul style="list-style-type: none"> In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.

*Standards that cover the involvement of the external stakeholders in quality assurance should be included in the Agency's quality standards and indicators.

HEIs are also legally obliged to submit a General Internal Evaluation Report every three years. The report includes chapters on internal quality management mechanisms adopted by the institution and any improvements in those mechanisms that may have been introduced in the period following the submission of the previous report.

CYQAA determines the structure of the General Internal Evaluation Report based on a number of key quality indicators that focus on the work carried out by the institution during the given time period.

HEIs are expected to submit their first "General Internal Evaluation Report" by November, 2018.

1.2 DESIGN AND APPROVAL OF PROGRAMMES

Standard: Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated, and refer 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.

Table 2 provides a presentation of how CYQAA's methodology corresponds to the ESG for design and approval of programs. CYQAA's External Evaluation Committees rate from a scale of 1 to 5 on the basis of the indicators presented in the table.

Table 2: Evaluation of design and approval of programs

Part 1: Standards and guidelines for design and approval of programs	How CYQAA evaluates the design and approval of programs / CYQAA Standards and indicators
<p><i>Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated, and refer 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.</i></p> <p><i>Programs,</i></p>	
<p><i>-- are designed with overall program objectives that are in line with the institutional strategy and have explicit intended learning outcomes;</i></p>	<ul style="list-style-type: none"> • The offered programs of study align with the aims and objectives of the Institution's development. • The institution provides an effective system for designing, approving, monitoring and revising programs of study. • The purpose and the objectives of the program of study are formulated in terms of the expected learning outcomes. • The learning process is properly designed to achieve the expected learning outcomes. • The purpose and objectives of the program of study are consistent with the mission and the strategy of the institution. • The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance. • The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes.

	<ul style="list-style-type: none"> • The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes. • The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program. • The higher education qualification awarded, the learning outcomes and the content of the program are consistent. • The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes in regard to the knowledge, skills, and abilities which should be acquired by students. • The number and the content of the program's courses are sufficient for the achievement of learning outcomes. • It is ensured that learning outcomes may be achieved within the specified timeframe. • The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.
<i>-- are designed by involving students and other stakeholders in the work;</i>	<ul style="list-style-type: none"> • An effective mechanism for evaluating programs of study is ensured by the students and the academic staff of the Institution. • The results from student assessments are used to improve the programs of Study. • The pedagogical team analyses the students' evaluation reports and provides feedback.
<i>-- benefit from external expertise and reference points;</i>	<ul style="list-style-type: none"> • The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally. • The program attracts Visiting professors of recognized academic standing.
<i>-- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);</i>	<p>*</p> <ul style="list-style-type: none"> • The Programs of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable. • The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies. • The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.

-- are designed so that they enable smooth student progression;	<ul style="list-style-type: none"> • The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts. • Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.
-- define the expected student workload, e.g. in ECTS;	<ul style="list-style-type: none"> • The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.
-- include well-structured placement opportunities where appropriate;	<p>**</p> <ul style="list-style-type: none"> • The Institution ensures that its Programs of Study integrate effectively theory and practice.
-- are subject to a formal institutional approval process.	<ul style="list-style-type: none"> • The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study. • The responsibility for decision-making and monitoring and implementation of the programs of study offered by the Institution lies with the academic personnel. • Effective management of the program of study in regard to its design, its approval, its monitoring and its review, is in place. • It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.

* There needs to be further elaboration of the four purposes of higher education of the Council of Europe in the quality standards and indicators set by the CYQAA. Even though there are specific criteria which involve the graduates' entry to the labor market (**preparation for sustainable employment**), and the philosophy of higher education in Cyprus corresponds to the **development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base**, there aren't specific evaluation criteria regarding **preparation for life as active citizens in democratic societies** and **personal development**.

** It should be highlighted, that in the case of programs of study that contain practical training, CYQAA requires the submission of a "Guide for Practical Training" which includes all technical issues and procedures, together with the selection of appropriate placement to ensure the quality and achievement of the program's objectives and learning outcomes. For the new programs of study submitted for external evaluation the "Guide for Practical Training" is an integral part of the HEI's application.

1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Standard: *Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.*

Students must be at the center of the learning process and the institutions' curricula should stimulate their interest and encourage their participation. Taking this into account, CYQAA examines to what extent these are valid and implemented through specific criteria in the External Evaluation Report:

Table 3 provides a presentation of how CYQAA's criteria for external evaluation correspond to the ESG with regards to student centered learning, teaching and assessment. CYQAA's External Evaluation Committees rate from a scale of 1 to 5 on the basis of the indicators presented in the table.

Table 3: Student centered learning, teaching and assessment.

Part 1: Standards and guidelines for student centered learning, teaching and assessment	How CYQAA evaluates student centered learning, teaching and assessment / CYQAA Standards and indicators
<p><i>Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</i></p> <p><i>The implementation of student centered learning and teaching,</i></p>	
<p>-- respects and attends to the diversity of students and their needs, enabling flexible learning paths;</p> <p>-- considers and uses different modes of delivery, where appropriate;</p> <p>-- flexibly uses a variety of pedagogical methods;</p> <p>-- regularly evaluates and adjusts the modes of delivery and pedagogical methods;</p>	<ul style="list-style-type: none"> • Support mechanisms for students with problematic academic performance are effective. • Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided. • Educational activities which encourage students' active participation in the learning process, are implemented. • The organization of the educational process safeguards the quality implementation of the programs purpose and objectives and achievement of the learning outcomes, taking into consideration the following: <ul style="list-style-type: none"> - The procedures for the conduct and the format of the examinations and for the student assessment - The timely and effective diffusion of all kinds of information to the students. • The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules. • The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.

<p>-- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;</p> <p>-- promotes mutual respect within the learner-teacher relationship;</p>	<ul style="list-style-type: none"> • A policy for regular and effective communication, between the teaching personnel and the students, is applied. • Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective. • The teaching staff of the Institution has regular and effective communication with their students. • The Pedagogical Team of the program and the Institution, supporting the learning methodology is appropriate.
<p>-- has appropriate procedures for dealing with students' complaints.</p>	<ul style="list-style-type: none"> • The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.
<p>-- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;</p>	<p>*</p>
<p>--The criteria for and method of assessment as well as criteria for marking are published in advance;</p>	<ul style="list-style-type: none"> • Information relating to the program of study are posted publicly and include the format and the procedures for student assessment.
<p>-- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;</p>	<ul style="list-style-type: none"> • The teaching personnel, for each course, provide timely and effective feedback to the students. • Continuous-formative assessment and feedback are provided to the students regularly.
<p>-- Where possible, assessment is carried out by more than one examiner;</p>	<p>*</p>
<p>-- The regulations for assessment take into account mitigating circumstances;</p>	<p>*</p>
<p>-- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;</p>	<ul style="list-style-type: none"> • The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.
<p>-- A formal procedure for student appeals is in place.</p>	<ul style="list-style-type: none"> • The Institutionalized procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.

* The three ESG above should be incorporated in the Agency's quality standards and indicators (criteria).

1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

CYQAA, via external evaluation and the standards and quality indicators that it implements, ascertains that institutions have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems through access policies, admission processes and criteria, that are implemented consistently and in a transparent manner. CYQAA's External Evaluation Committees rate from a scale of 1 to 5 the following:

- 1) The Institution has a clear and consistent policy on the admission criteria for students in the various programs of studies offered.
- 2) Information relating to the program of study are posted publicly and include:
 - The provisions regarding credit units
 - The expected learning outcomes
 - The methodology
 - Course descriptions
 - The program's structure
 - The admission requirements
 - The format and the procedures for student assessment
- 3) The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.
- 4) The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is conferred by the institution which awards the higher education qualification and that are in line with European standards and/or international practices.

Furthermore, CYQAA's EECs, in order to examine the degree HEIs' policies and procedures are in place and transparent, rate from a scale of 1 to 5 whether:

- The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:
 - The implementation of a specific academic calendar and its timely publication.
 - The disclosure of the program's curricula to the students, and their implementation by the teaching personnel
 - The course web-pages, updated with the relevant supplementary material
 - The procedures for the fulfilment of undergraduate and postgraduate assignments / practical training
 - The procedures for the conduct and the format of the examinations and for student assessment

With regards to the processes and tools to collect, monitor and act on information on student progression that HEIs have established, CYQAA examines and rates through the external evaluation procedure, the following:

- The institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.
- Statutory administrative mechanisms for monitoring and supporting students are sufficient.
- Student performance monitoring mechanisms are satisfactory.

The Lisbon Convention:

Government policy for higher education in Cyprus is aligned with the strategic objectives of the Lisbon Convention. Thus, institutional practice for recognition is in line with Lisbon's principles. The following are implemented by HEIs on the basis of the relevant legislation and are audited by CYQAA:

1. Implementation of ECTS
2. Issuing the Diploma Supplement
3. Practices for the enhancement of student mobility
4. Provision of open and/or blended learning opportunities

Cooperation with other institutions:

CYQAA's EECs, in order to examine the degree to which HEIs policies and procedures enhance cooperation with other institutions, rate from a scale of 1 to 5 the following:

- The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.
- The program attracts Visiting professors of recognized academic standing.
- Students participate in exchange programs.
- The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.

Furthermore, Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS) is one of CYQAA's stakeholders and acts as the Education National Information Centre. KYSATS is a member of the NARIC (National Academic Recognition Information Centers), ENIC (European Network of National Information Centers on academic recognition and mobility) and MERIC (Mediterranean Recognition Information Centers) networks.

1.5 TEACHING STAFF

Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

CYQAA's standards and quality indicators and the external evaluation procedures applied, also examine whether HEIs themselves strive for teacher excellence and that they apply fair and transparent processes for the recruitment and development of their staff.

Table 4 provides a presentation of how CYQAA's standards and quality indicators for external evaluation correspond to the ESG with regards to teacher excellence. CYQAA's External Evaluation Committees rate from a scale of 1 to 5 on the basis of the indicators presented in the table.

Table 4: Teacher Excellence

Part 1: Standards and guidelines for teacher excellence	How CYQAA evaluates teacher excellence / CYQAA Standards and indicators
<i>Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</i>	
<i>Such and environment,</i>	
<i>-- sets up and follows clear, transparent and fair processes for staff recruitment</i>	<ul style="list-style-type: none">• Effective procedures and measures are in place to attract and select academic staff to ensure that they possess the

<p><i>and conditions of employment that recognize the importance of teaching;</i></p>	<p>formal and substantive skills to teach, research and effectively carry out their work.</p> <ul style="list-style-type: none"> • Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan. • The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following: <ul style="list-style-type: none"> - Subject specialization, preferably with a doctorate, in the discipline - Publications within the discipline. • The number of academic staff – full time and exclusive work – and the subject area of the staff sufficiently support the programs of study. • The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. • The specializations of Visiting Professors adequately support the programs of study. • The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programs of study. • The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education. • The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations. • The ratio of special teaching staff and the members of the academic personnel is satisfactory. • The ratio of the number of subjects of the Program of study taught by academic staff working fulltime and exclusively to the number of subjects taught by part-time academic staff ensures the quality of the Program of Study. • The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Program of Study.
<p><i>-- offers opportunities for and promotes the professional development of teaching staff;</i></p>	<ul style="list-style-type: none"> • The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.

	<ul style="list-style-type: none"> • The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel. • Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning. • The Pedagogical Team uses the appropriate training program and mechanisms for the support of the e-learning staff.
<i>-- encourages scholarly activity to strengthen the link between education and research;</i>	<ul style="list-style-type: none"> • It is ensured that teaching and learning have been adequately enlightened by research. • New research results are embodied in the content of the program of study. • The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector. • Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students. • The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc. • External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad. • Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad. • The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory. • The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory. • The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.
<i>-- encourages innovation in teaching methods and the use of new technologies.</i>	<ul style="list-style-type: none"> • The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.

Moreover, the Council informed HEIs of their obligation to regularly provide the Agency with information regarding their academic staff for each program of study, both permanent and part-time, their position, the employment status and curriculum vitae for each member of the academic staff.

1.6 LEARNING RESOURCES AND STUDENT SUPPORT

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

CYQAA's standards and quality indicators and the external evaluation procedures applied also examine whether HEIs ensure adequate and readily accessible learning resources and student support.

Table 5 provides a presentation of how CYQAA's standards and quality indicators for external evaluation correspond to the ESG with regards to the above. CYQAA's External Evaluation Committees rate from a scale of 1 to 5 on the basis of the indicators presented in the table.

Table 5: Learning Resources and Student Support

Part 1: Standards and guidelines for the provision of learning resources and student support	How CYQAA evaluates the provision of learning resources and student support / CYQAA's standards and indicators
<i>Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</i>	
<i>-- For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.</i>	<ul style="list-style-type: none"> • The Institution ensures adequate and appropriate learning resources, in line with the European and international standards and/or international practices, particularly: <ul style="list-style-type: none"> - Building facilities - Library - Rooms for theoretical, practical and laboratory lessons - Technological Infrastructure - Support structures for students with special needs and learning difficulties - Student welfare services - Academic support and academic mentoring
<i>-- The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.</i>	<ul style="list-style-type: none"> • Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided. • Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel. • Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning. • There is a supportive internal communication platform. • The facilities are adequate in number and size.

	<ul style="list-style-type: none"> • The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate. • Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students. • The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework. <p>(Table 3 presents the CYQAA's criteria on student centered learning in more detail.)</p>
-- Support activities and facilities may be organized in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.	<ul style="list-style-type: none"> • Participation in the processes of the system of quality assurance of the program, is ensured for <ul style="list-style-type: none"> - the members of the academic personnel - the members of the administrative personnel - the students. • The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.
-- In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.	<ul style="list-style-type: none"> • The members of the administrative staff participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Institution. • Statutory administrative mechanisms for monitoring and supporting students are sufficient. • The efficiency of these mechanisms is assessed on the basis of specific criteria.

1.7 INFORMATION MANAGEMENT

Standard: Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities.

CYQAA's standards and quality indicators and the external evaluation procedures applied also examine HEIs' information management.

Table 6 provides a presentation of how CYQAA's standards and quality indicators for external evaluation correspond to the ESG with regards to the above.

Table 6: Information Management

Part 1: Standards and guidelines for information management	How CYQAA evaluates HEIs' information management / CYQAA's standards and indicators
<i>Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities.</i>	

<p><i>Effective processes to collect and analyze information about study programs and other activities feed into the internal quality assurance system.</i></p>	<ul style="list-style-type: none"> • The mechanism for collecting and analyzing data and indicators needed to effectively design the Institution's academic development is adequate and effective. • The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.
<p><i>The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:</i></p> <p><i>-- Key performance indicators;</i></p> <p><i>-- Profile of the student population;</i></p> <p><i>-- Student progression, success and drop-out rates;</i></p> <p><i>-- Students' satisfaction with their programs;</i></p> <p><i>-- Learning resources and student support available;</i></p> <p><i>-- Career paths of graduates.</i></p>	<ul style="list-style-type: none"> • The following are requested within the external evaluation procedure <ul style="list-style-type: none"> - Percentage of students taking part in examinations - Success exam rates of students - Average grade of degree, percentage score breakdown - Average duration of studies to obtain a degree - Work assessments and percentage score/results analysis - Percentage analysis of performance in Practice Exercise - the ratio of students/teachers per subject, in theoretical and practical subjects • Student performance monitoring mechanisms are satisfactory. • Feedback processes for teaching personnel in regard to the evaluation of their teaching work, by the students, are satisfactory. • There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties. • The Institution has an effective communication mechanism with its graduates. • The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective. • According to the feasibility study, indicators for the employability of graduates are satisfactory.
<p><i>It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.</i></p>	<ul style="list-style-type: none"> • The members of the academic staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Institution.

Moreover, HEIs gather information concerning students' records through their Students' Services, alumni, and other networks. The Agency evaluates the services and their provisions during the external evaluation processes by the participation in the external evaluation Committee of one expert of Students' Services.

1.8 PUBLIC INFORMATION

Standard: Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

CYQAA requires that HEIs provide sufficient information to the public about their activities and offered programs of study. This is evident by the standards and indicators used during the external evaluation procedure.

In particular, the information relating to the program of study should be posted publicly and include:

- The provisions regarding credit units
- The expected learning outcomes
- The methodology
- Course descriptions
- The program's structure
- The admission requirements
- The format and the procedures for student assessment
- The academic calendar

Additionally, the course web-pages, are expected to be updated with the relevant supplementary material.

The following are, also, CYQAA's criteria for institutional evaluation, relevant to the standards and guidelines for public information.

- The Institution has formally adopted a mission statement which is available to the public and easily accessible.
- The Institution provides sufficient information to the public about its activities and offered Programs of Study.
- The Institution publishes information related to the programs of Study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of academic and teaching staff.

HEIs are also obliged publish, in print and electronically, an updated, impartial and objective report regarding the programs of study offered and any other educational activities, as well as the qualifications it confers.

1.9 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

Standard: Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

CYQAA's standards and quality indicators and the external evaluation procedures applied, also examine HEIs' monitoring processes and periodic review of their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society.

Table 7 provides a presentation of how CYQAA's standards and quality indicators for external evaluation correspond to the ESG with regards to the above.

Table 7: Ongoing Monitoring and Periodic Review of Programs

Part 1: Standards and guidelines ongoing monitoring and periodic review of programs	How CYQAA evaluates HEIs' ongoing monitoring and periodic review of programs / CYQAA's standards and indicators
<p><i>Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.</i></p> <p><i>They include the evaluation of,</i></p>	<ul style="list-style-type: none"> • The Institution's Strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted. • The Institution provides an effective system for designing, approving, monitoring and revising programs of study. • An effective mechanism for evaluating programs of study is ensured by the students and the academic staff of the Institution.
<p><i>-- The content of the program in the light of the latest research in the given discipline thus ensuring that the program is up to date;</i></p>	<ul style="list-style-type: none"> • The recognition and transfer of credit units from previous studies is regulated by procedures which ensure that the majority of credit units is awarded by the institution which offers the higher education qualification. • New research results are embodied in the content of the program of study. • Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.
<p><i>-- The changing needs of society;</i></p>	<ul style="list-style-type: none"> • According to the feasibility study, indicators for the employability of graduates are satisfactory. • Benefits, for the society, deriving from the program are significant.
<p><i>-- The students' workload, progression and completion;</i></p>	<ul style="list-style-type: none"> • Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.
<p><i>-- The effectiveness of procedures for assessment of students;</i></p>	<ul style="list-style-type: none"> • Control mechanisms for student performance are effective.
<p><i>-- The student expectations, needs and satisfaction in relation to the program;</i></p>	<ul style="list-style-type: none"> • Effective management of the program of study in regard to its design, its approval, its monitoring and its review, is in place. • The effectiveness of the program's evaluation mechanism, by the students, is ensured. • Feedback processes for teaching personnel in regard to the evaluation of their teaching work, by the students, are satisfactory.
<p><i>-- The learning environment and support services and their fitness for purpose for the program</i></p>	<ul style="list-style-type: none"> • Statutory administrative mechanisms for monitoring and supporting students are sufficient. • The procedures for systematic control and improvement of the supportive services are regular and effective.

1.10 CYCLICAL EXTERNAL QUALITY ASSURANCE

Standard: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

The legislative framework provides that External Evaluation of institutions, departments and study programs shall be conducted on a regular and periodic basis, provided that the duration of the repetition cycle and the duration of the evaluation procedure are clearly prescribed and published in accordance with the provisions of the law.

The effectiveness of the internal quality assurance mechanisms of the institution is evaluated by CYQAA via external evaluation, taking into account the data and the reports of the Internal Quality Committee.

The evaluation consists of the systematic, documented and detailed evaluation, acknowledging and recording the work of the higher education institution with the use of objective criteria and critical analysis and detecting any existing weaknesses and deviations from the HEI's academic profile, goals and mission. Based on the results of the Evaluation, the institution concerned shall take measures to ensure continuous improvement of the quality of the work it performs in the context of its mission to provide higher education of high quality. The External Evaluation and Accreditation shall be repeated every five (5) years.

Table 8: ESG Part 1 compared to the CYQAA's Quality Standards

ESG	Institutional Evaluation	Departmental Evaluation	Program Evaluation*
1.1 Policy for quality assurance	1.1.1, 1.1.2, 1.1.5, 1.1.6, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.3, 2.2.5, 3.1.8, 6.1.5	1.1.1, 1.1.2, 1.1.5, 1.1.6, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.3, 2.2.5, 3.1.8	2.3.1, 2.3.2, 2.3.3, 2.3.4
1.2 Design and approval of programs	1.1.4, 2.2.1, 2.2.4, 4.1.1, 4.1.2, 4.1.3, 4.1.4	1.1.4, 2.2.1, 2.2.4, 4.1.1, 4.1.2, 4.1.3, 4.1.4	1.1.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.9, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.5.2, 5.3
1.3 Student-centered learning, teaching and assessment	2.2.2, 2.2.6, 4.2.4, 4.2.5	2.2.2, 2.2.6, 4.2.4, 4.2.5	1.1.2, 1.1.3.5, 1.1.3.6, 1.1.5, 1.1.6, 1.1.7, 1.1.9, 1.1.12, 1.2.1, 1.2.3, 1.2.4, 1.2.5, 2.2.9, 2.4.5.7, 5.1
1.4 Student admission, progression, recognition and certification	2.2.8, 2.2.10, 4.2.2	2.2.8, 2.2.10, 4.2.2	1.1.1, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.3.5, 2.4.5, 2.4.6, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 4.1.2, 5.7
1.5 Teaching staff	1.3.1, 1.3.3, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7, 6.1.3, 6.1.6, 6.1.7, 6.1.9, 6.1.10	1.3.1, 1.3.2, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7, 6.1.3, 6.1.5, 6.1.6, 6.1.8, 6.1.9	1.2.6, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9, 1.3.10, 1.3.11, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 4.2.7, 4.3.1, 5.2, 5.5, 6.4
1.6 Learning resources and student support	2.2.11, 3.1.2	2.2.11, 3.1.2	1.1.4, 1.2.6, 2.2.9, 2.3.2, 2.3.3, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 5.17
1.7 Information management	1.1.7, 1.2.4, 2.2.10, 3.1.2	1.1.7, 1.2.4, 2.2.10, 3.1.2	2.6.1, 2.6.2, 4.1.1, 5.4, 5.7
1.8 Public information	1.1.1, 1.2.2, 2.2.7	1.1.1, 1.2.2, 2.2.7	2.4.5
1.9 On-going monitoring and periodic review of programs	1.1.3, 4.1.1, 4.1.2	1.1.3, 4.1.1, 4.1.2	1.1.8, 1.1.10, 1.2.7, 2.2.8, 2.4.1, 2.4.7, 2.6.2, 2.6.3, 3.1.2, 4.1.2, 4.2.6, 5.4, 5.15
1.10 Cyclical external quality assurance	The external evaluation of institutions, departments and programs of study shall be repeated every five years.		

*For the evaluation of joint programs and cross border education, offered by local institutions in member states or in third party countries, the same criteria apply as for program evaluation.

10.2 ESG Standard 2.2 Designing methodologies fit for purpose

Standard: External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

According to the law “quality assurance” is the systematic confirmation of the continuous assurance and improvement of the quality level of an educational institution on the basis of the criteria set by CYQAA. In fact, external quality assurance signifies the effort for the continuous enhancement of the work of HEIs toward this direction. It requires the implementation of a uniform system (including annual reports and an Internal Evaluation Report), which will allow institutions of higher education to continuously assess and improve their performance.

As a central part of this system, external evaluation is viewed as a regular, objective and independent assessment carried out periodically by experienced external auditors. The purpose of this external assessment is to define whether the diverse actions of a given institution of higher education and the ensuing results are consistent with its predefined plan; whether this plan is appropriate for the accomplishment of the institution's objectives; finally, whether the plan is effectively implemented, thus ensuring the accomplishment of the institution's goals and the improvement of its quality.

The first decisions of the newly appointed Council of the Agency referred to the construction of the evaluation criteria and to the participatory methodologies that better served their compliance with the ESG and at the same time could facilitate their acceptance by the stakeholders. The framework shaping the development of methodology consisted of two pillars: First the CYQAA legislation and second the European Standards and Guidelines. Other factors also should be taken into account without restricting the implementation of the legal framework and the European standards. These factors dealt with the real situation of Cyprus Higher Education, before the Agency's establishment, which was characterized by a very loose quality assurance and control; they dealt also with the peculiarities of the different status of profit and non-profit institutions, colleges with short and MA programs, public and private universities, and research centers.

Therefore, the agency developed a tentative form of internal and external evaluation dimensions and criteria, which were expressed with short statements and assessed in a Linkert scale, from 1 to 5 including comments for each of the statement that justified the numerical evaluation. The tentative form was sent to all institutions for feedback, and their concerns were discussed in two face to face meetings with the Internal Quality Assurance Committees of the Institutions. The form posted also on the Agency's webpage, and it is subject to continuous improvements deriving from the agency's oral and written communication with the institutions and the members of the External Evaluation Committees.

The institutions' responses to the first EEA evaluation reports, during the first six months, indicated that some requirements and criteria were not fully and in the same way understood by the members of the Internal Evaluation Committees and by the coordinators of the programs, as for example the importance of the staff expertise and qualifications, of the up to date books and teaching material, of students' admission and evaluation criteria. Thus, the reports and the institutions' questions functioned as incentives for changes. Seminars addressed to the stakeholders and to the internal evaluation committees, meetings with the Council of the agency and the agency's officers, announcements in the web page, simultaneously sent to all institutions via emails, constitute some of the responsive reflections of the Agency to the institutions' concerns, questions and misunderstandings.

The Agency acknowledges that evaluation aims at capturing the whole picture of quality and when it is necessary at changing attitudes and behavior; thus it must serve the formative and the summative evaluation. Formative is continuous, based on the Agency's feedback to the institutions questions and needs. The accreditation is based on the summative assessment provided through the External Evaluation Committees' report and the institutions' ability to positively respond to its comments and recommendations. The high standards and qualifications of the members of the Committees, their expertise and international experience safeguard the quality of the evaluation. For succeeding in that the Agency has constructed an inclusive and

analytical expert file in all the subject matters, which guarantee the evaluation's accuracy, reliability and trustfulness.

The Agency is also aware of the necessity to provide for the members of the Evaluation Committees a core of dimensions that support the collection of information about the programs', institutions' and departments' quality, and it is always open to suggestions from the part of the experts and the institutions and to reciprocal exchange of knowledge concerning, e.g.: aims and expected outcomes, the institutions' vision, teaching and learning, staff number and qualifications, infrastructure, teaching material and library, students' admission and assessment criteria. The collection tools of the necessary information are multi-sourced: a detailed application with all the necessary information which is sent to the members of the Evaluation Committee before their arrival in Cyprus, site-visits to the institution, observations, interviews with staff and students, rating scales and check lists, panel discussions, study and review of material and CVs.

It is important to say that the Agency's mid-term vision is to cultivate the self-regulation skills and attitudes of the institutions, through productive communication, helpful guidance, and clear orientation to the ESG.

10.3 ESG Standard 2.3 Implementing processes

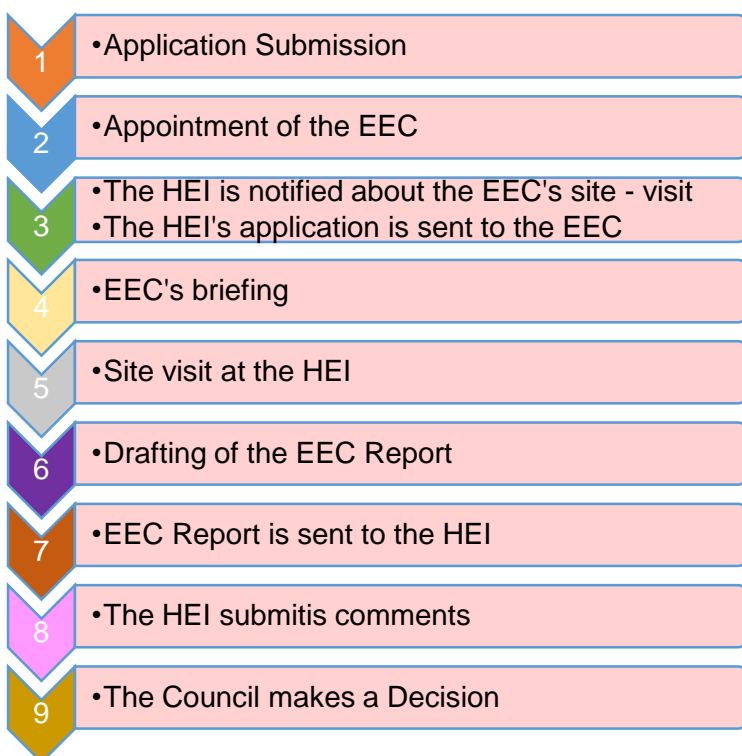
Standard: External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include: a self-assessment or equivalent; an external assessment normally including a site visit; a report resulting from the external assessment; a consistent follow-up.

External quality assurance is carried out by the CYQAA in a professional, consistent and transparent manner, ensuring thus, its acceptance and impact.

The external evaluation procedure, the standards and quality indicators as well as the relevant forms / templates are published on the Agency's website, safeguarding, thus, that they are known and transparent.

The above mentioned forms include the template for the HEIs application for external evaluation, which contains the template for self-assessment. The application for external evaluation along with the self-assessment and other required supporting documents are submitted to the Agency's secretariat within the timeframe set and announced, by the Council.

Figure 13: The external evaluation procedure



The EEC for a given program of study under evaluation is appointed by the Council (Please see section 2.4).

The site visit is an integral part of the external evaluation process. It is organized by CYQAA in close collaboration with the EEC members and the given program's coordinator. During the visit, the latter is responsible for coordinating meetings and administrative issues requested by the EEC. The duration of the visit depends on the size of the institution, if it is the case of institutional evaluation, the size of the department, if it is the case of departmental evaluation, the number of programs under evaluation, if it is the case of program evaluation (conventional, joint or cross-border), as well as the gravity of issues that must be looked into.

The purpose of the visit is to assess the accuracy of information and findings included in the application submitted by the institution of higher education, which includes the self-assessment report. Furthermore, to explore issues which were identified by the members of the EEC in the text of the application and/or during the visit as needing further clarification and/or additional information.

After the site visit, the EEC composes the draft External Evaluation Report on the basis of observations and notes recorded during the site visit.

The draft is approved and signed by all EEC members, and submitted to CYQAA. It is then forwarded by CYQAA to the institution, for eventual comments on possible factual errors or misconceptions. If there are recommendations for action or the subsequent preparation of an action plan is required, the relevant follow-up procedure for the monitoring and re-evaluation of the institution is stated in the text of the external evaluation report and is consistently applied by CYQAA and the institution under evaluation. CYQAA within three months from sending the external evaluation committee report to the institution prepares its own evaluation report, after receiving any observations of the institution, which it communicates both to the institution and to the Minister of Education.

A follow up mechanism is provided for, by the legislation, which sanctions the Agency to conduct audits in order to ascertain that the criteria upon which accreditation was granted are still fulfilled.

Follow up may also be achieved through the "General Internal Quality Report" which is submitted by the institutions every 3 years.

10.4 ESG Standard 2.4 Peer-review experts

Standard: External quality assurance should be carried out by groups of external experts that include (a) student member(s).

External quality assurance is carried out by groups of external experts (External Evaluation Committees – EECs). The EEC members are selected from a pool of experts that the Agency keeps in a registry which is updated regularly. The Council, even though it is not legally obliged to, prefers recruiting academics at the rank of the Professor or the Associate Professor, only. For the programs of study that are offered via distance learning, even though there is no legal obligation, the Council recruits an expert on distance learning.

Prior to the site-visit, CYQAA informs the members of the EEC about the national educational system and the evaluation procedures. The members of EEC go over the guidelines submitted, the application of the institution/program being evaluated and the criteria about external evaluation. Following that, EEC members participate in the site visit, may request additional information, and discuss their findings. They contribute to the formulation of the report under the guidance of the Chair of the EEC and share collectively the overall responsibility for the external evaluation report.

The EEC composition differs for each external evaluation activity and it is elaborated in detail in Chapter 5 (p. 13-16) of this SAR for institutional, departmental, program, joint program, and cross-border from Cyprus HEIs. For cross-border from overseas HEIs and Audit no EEC is appointed.

Registry of Experts:

Concerning programmatic and departmental evaluations there are three categories of experts: academic, professional and student experts. As for institutional evaluation four categories of experts are used: academic, student welfare, building and technological infrastructure and student experts.

Every year, professional associations of regulated professions provide the Agency with a list of their members who are able to participate in the EECs. The same applies to student members who participate in EECs. In particular, the public universities in Cyprus provide the Agency with a list of excellent students from various disciplines. The list for student welfare experts and experts for building and technological infrastructure is given to the Agency from public universities and Technical Chamber of Cyprus, respectively.

It is noted that an important selection criterion for EEC members who participate in institutional evaluations is their experience in academic administration.

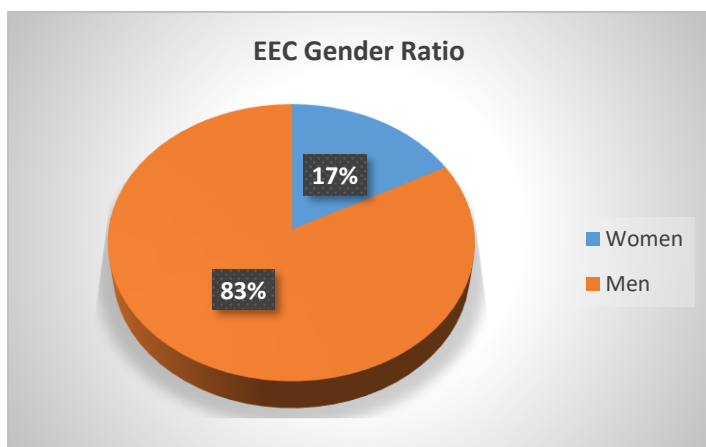
In accordance with the legislation the Agency recruits academics holding the rank of Professor or who are Professors Emeriti for institutional and departmental evaluations.

Assessment of their competency to perform their tasks, as members of the EEC, is based on their previous experience in other external evaluation committees or their organizational activities in their home institutions as presented in their CVs.

In the future, and in the interests of transparency, the profile of the experts should be published in the website at the end of the evaluation campaign (a single publication for all evaluations).

Great effort is put into addressing the gender balance issue given the low participation of women academics in CYQAA's EECs.

Figure 14: Distribution of EEC members by gender



The gender ratio in the EECs indicates imbalance between men and women which reflects the imbalance between men and women in the high academic positions at the European universities. Efforts are made to increase the number of women participating in the external evaluation committees

The EEC members are supported through written guidelines. More specifically, the document “Guidelines for the Members of External Evaluation Committees” is sent to them prior to their arrival to Cyprus [**ANNEX 8**].

Face-to-face orientation and briefing takes place upon the EEC’s arrival to Cyprus and before the on-site visit to the HEI under evaluation. The topics covered during the briefing are the following:

- Short presentation of the Agency and its competencies within the legal framework.
- Information on the legislative framework (the types of external evaluation, the duration of accreditation, its obligatory nature etc.)

- Presentation of the steps in the external evaluation process leading to the Council's decision.
- Explanation of the numerical scale in each subcategory of the criteria – what each grade corresponds to.
- Presentation of the additional criteria which are applied for DL programs
- Questions / answers

The discussion of the evaluation criteria is an integrated part of the briefing and comments and observations from the part of the experts are taken into account for the improvement of the evaluation forms. During the discussion the experts are informed that they are free to make recommendations in their Report that comply with the ESG, even if those are not explicitly stated in the evaluation form. The Agency doesn't provide any additional training to experts. It is highlighted, however, that the evaluations are managed and monitor by CYQAA's experienced staff; they facilitate experts' work and provide them with close support and clarifications. Particularly, an Agency's officer is assigned to each EEC for the onsite visits in case clarifications are needed. It should also be mentioned that the experts are also selected on the basis of their previous experience in external evaluations.

CYQAA ensures the independence of the experts through the signing, on their behalf, of the "Statutory Declaration Confirming the Absence of Conflict of Interest of the Members of the External Evaluation Committees" [ANNEX 9].

10.5 ESG Standard 2.5 Criteria for outcomes

Standard: Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

All CYQAA's decisions are based on clear criteria published on its website. Criteria were presented juxtaposed with the ESG in Chapter 9 of the SAR. EECs employ these criteria during the external evaluation process and grade each criterion according to the 1-5 numerical scale.

CYQAA strives to establish that the criteria are understood in the same way by experts and they are applied consistently by applying the following:

- The criteria are sent a month prior to the visit in case they need clarifications
- The number of experts in the EEC works for an objective and consistent application of the criteria
- During the briefing the numerical scale for each subcategory of criteria is explained
- For each criterion, the EEC members are expected to provide supporting evidence for the grade given.

It is also worth saying that the External Evaluation Committees' feedback to the agent, through personal communication or/and written comments, functions as mechanism of change and of common understanding of the implementation of the criteria between the agency and the EEA members. The discrepancy between the comments and the numerical assessment of the criteria was one of the main problems of some of the External Evaluation Committees' Reports, at the beginning of the criteria implementation. The extended elaboration on the criteria, before each site - visit to the institution under evaluation, continues to support the common understanding of the criteria implementation between the agency and the members of the committee. Moreover, very well informed and trained officers of the Agency, who always accompany the External Committees, reply to their queries, and report to the president and to the Council, possible difficulties and misunderstandings that need written and oral clarification. The members of the Agency's Council meet regularly once a month for two consecutive days and they dedicate a long time for the discussion of the EEC findings and the institution's report having always as a framework of their decisions the Agency's Law and

the ESG with which their decisions must comply. Gradually they have developed a common view and their discussion and decisions are well documented.

The EEC's evaluation is based on the information provided in the application, the criteria set by CYQAA, included on the template Quality Standards and Indicators for External Evaluation [ANNEXES 3 - 5].

10.6 ESG Standard 2.6 Reporting

Standard: Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

For purposes of transparency, the final External Evaluation Report as well as the final decision of CYQAA (Final Report), are made public by CYQAA on its website

(<http://www.dipae.ac.cy/index.php/el/axiologisi/pistopoiimena-programmata>)

The following comments apply for EEC reports for institutional, departmental, program, joint program, and cross-border from Cyprus HEIs offered overseas. For cross-border from overseas HEIs and Audit no EEC is appointed and no EEC Report is drafted.

1. The EEC's report is drafted on specific templates ensuring clarity and consistency.
2. The EEC's report includes an analysis of the positive and negative points identified and offers recommendations for improvement of negative aspects and for further development of positive practices. The EEC formulates its assessment in a concrete and clear way, presenting the institution's educational and research objectives as compared with modern universally accepted trends in the program's scientific area.
3. EEC members indicate their findings, justify the answers they have provided and note the additional comments they may have on each standard/ indicator.
4. They note their final conclusions and suggestions for the program of study and/or regarding particular aspects of the program.
5. Vague comments and generalities are avoided; positive and negative practices are clearly defined.
6. Positive and negative aspects which are discussed in the main part of the EEC report appear in the conclusions.
7. Specific recommendations are made for remedying the negative aspects.
8. The EEC specifically comments on the HEI's ability to deal with new challenges, threats and opportunities.
9. A full working day in a meeting room in Cyprus is given for the drafting of the report. The Chair of the EEC is charged with the role of the coordinator for the drafting of the report and he/she is instructed to involve all experts in the discussion.
10. HEIs have the opportunity to comment, within three months from the date they receive the report, on the EEC reports for institutional, departmental, program, joint program, and cross-border from Cyprus HEIs offered overseas and to give evidence that they follow the recommendations or to support different views
11. The Council examines the EEC report and the institution's response and takes its decisions. If the Agency, based on the recommendations of the External Evaluation Committee and any observations of the institution, considers that a second evaluation is justified before taking its final

decisions and recommendations, plans the conduct of a second evaluation based on the specific timeline set by the Agency, *mutatis mutandis*, based on the timeline according to which the first Evaluation was conducted.

12. The institution has the legal right, within one (1) month from the receipt of the final Report of the Agency, to raise an objection requesting its review by the Evaluation Agency, stating the grounds which, in its opinion, justify the withdrawal and the review of the Evaluation Report.

The Council of the Agency, prompted by the experts' and the institutions' reports, regularly reflects on the effectiveness of the above approach, which in general lines proved to be effective. A discrepancy between the institution's numerical self - assessment report and the experts' assessment occurred in a number of cases indicating difficulty from the part of the institutions to sincerely apply the standards on their own practices. The agency's communication with the institutions' Internal Evaluation Committee revealed that the institutions hesitate to point out negative aspects that could prejudice EEA against their quality. Whereas self-evaluation is a valuable tool for setting goals and planning procedures for their fulfilment, it seems that it cannot become a reflective and responsive document because of the cautiousness that may negatively affect the members of the external evaluation committees. Therefore, the Council prioritizes the cultivation of a self – evaluation culture aiming at enhancing the advantages of self- assessment as a process of reflection, improvement and growth and not as a damning document. In contrary to that attitude, the great majority of the institutions reflect positively to the visits and reports of the EEC and admit that the EEC advises and recommendations are very useful.

10.7 ESG Standard 2.7 Complaints and Appeals

Standard: Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

According to the Agency's Law there is an objection procedure in place as follows:

The institution states its dissatisfaction about the CYQAA decision, because of wrong processes and inadequate synthesis of the EEC, or because of disagreement with the findings (which is the usual reason of objections), in writing. The written statement of complaint on behalf of the institution is addressed to the Chair of the Council or the Board of CYQAA and it is sent to the Board for examination and decision. CYQAA replies within one month whether it accepts or rejects the objection.

Concerning appeals procedure, the relevant legislation states:

(i) The institution may, within one (1) month from the receipt of the final Report of the Agency, raise an objection requesting its review by the Evaluation Agency, stating the grounds which, in its opinion, justify the withdrawal and the review of the Evaluation Report.

(ii) The Agency shall, within two (2) months from the submission of the objection, consider the grounds of the objection submitted on the part of the institution and decide whether the withdrawal of the Evaluation and its review are justified, communicating its decision to the institution and to the Minister.

(iii) If the Agency accepts the objection submitted on the part of the institution, the review shall be carried out by the Agency based on the data contained in the evaluation file of the institution and the grounds set out in the objection in order to issue a relevant decision.

(iv) With the completion of the review following the submission of an objection, in accordance with subparagraphs (i), (ii) and (iii), the institution has no right to file a new objection.

The Agency is in the process of making amendments to the legislation, so that that the examination of appeals is done by independent *Ad Hoc* Committees.

11. Information and opinions of stakeholders

CYQAA is accessible to dialogue with stakeholders in order to achieve its mission and upgrade the services it provides for national, external evaluation needs.

Stakeholders are those actors, who have either a financial or non-monetary interest in the organization's activities. CYQAA has a permanent, collaborative relationship with the following partners, which produces added value to all parties.

Decision Making stakeholders:

- Ministry of Education and Culture (MOEC)
- Education Committee of the Parliament

In collaboration with the abovementioned partners the CYQAA implements the government's strategic objective to establish Cyprus as a quality regional educational and research center.

Together with these stakeholders, CYQAA makes sure that sufficient financial resources are secured for its operation in general and its external evaluation activities in particular.

Tactical Partners:

- External Evaluation Committees (EECs)
- Higher Education Institutions (HEIs)
- Rectors' Conference of Cypriot Universities
- Cyprus Association of Private Tertiary Education Institutions
- Cyprus Association of Recognized Private Institutions of Higher Education
- Pancyprian Student Union
- Professional Bodies/ Associations / Councils (regulated professions)

Opinions of Stakeholders

CYQAA safeguards that there are open channels of communication with stakeholders in higher education through the following:

- Organization of Conferences
- Meetings with the representatives of organized higher education bodies
- Meetings with the representatives of HEIs
- Request for opinions and feedback in writing (i.e. regarding proposed legislation, regulations, and policies)
- Participation of representatives from professional bodies and associations in EECs according to the legislation
- Creation and distribution of a questionnaire to the members of the External Evaluation Committees (the questionnaire is anonymous and will be accessed every six months to safeguard anonymity)
- Creation and distribution of a questionnaire to HEIs (the questionnaire is anonymous)
- Invitation of selected stakeholders to the Council's summits

Since May 2015, CYQAA organized meetings with its tactical partners as follows:

Conference on 17 May 2016

The purpose of the conference was to inform stakeholders about the new legislative framework and quality assurance procedures.

Conference on 25 April 2017

The conference was addressed to the administrative officers and program coordinators and its purpose was to provide training on the correct completion of the application documents and provide clarifications of the policy decisions of the Council

Conference on 2 June 2017 “Standards and Guidelines for Quality Assurance in Medical and Health Professions Education”

During the abovementioned conference, the key note speaker was Prof. David Gordon, President of the World Federation for Medical Education (WFME). The Conference focused on the following:

Key points:

- The Medical Program Evaluation Experience: Typical Weaknesses and Strengths of the Medical programs
- What should be carefully examined during the Evaluation procedure – the hidden weaknesses
- Self – evaluation criteria of a Medical and Health profession program
- The difficulties of maintaining accurate data on medical schools, including even verification of the existence of some new medical schools
- The need for the standards for medical education used in the medical program to be practical, comprehensive and relevant to the local context

Roundtable Discussion on 14 February 2018 “Distance Learning Programs”

The roundtable discussion took place within the framework of CYQAA’s policy for active stakeholder involvement on issues of quality assurance and accreditation in higher education as provided by the European Standards and Guidelines (ESG).

Rectors and Vice-Rectors of universities, as well as Directors and other representatives of institutions of higher education which offer distance learning programs, attended the event. Through the presentations of the President and the Vice President of the Council, attendees were informed on the external evaluation criteria, quality indicators, requirements and procedures.

Roundtable Discussions on 16 and 17 April 2018 “Regulations”

The roundtable discussions were held so that Rectors and Vice-Rectors of universities, as well as Directors and other representatives of institutions exchange of views and ideas on the draft of Regulations for Quality Assurance and CYQAA’s Operations.

Meetings:

Additionally, the Chair of the Council held separate meetings with the representatives of organized higher education bodies and all the heads of the institutions upon their request, to discuss their individual needs, demands and appeals.

The collaboration with the Ministry of Education and Culture is ongoing and occurs on a daily basis.

Opinions of Stakeholders (HEIs):

In addition to the above, the Council decided to use a more systematic way to collect and analyze Stakeholders’ opinions. For this reason, a qualitative and quantitative survey was performed by the Agency via a questionnaire to collect the opinions of HEIs **[ANNEX 2]**.

The questionnaire, sent out on 6 March 2018, was developed within the framework of CYQAA's effort to actively involve HEIs in the process of continuous upgrading of quality assurance and accreditation of higher education in general, and the Agency's internal quality in particular.

The questionnaire asked participants in the survey to indicate their degree of satisfaction with CYQAA's external evaluation processes and methodology, the criteria utilized, the degree of satisfaction with their involvement in quality assurance. The questionnaire also examined HEIs trust in the new system of quality assurance and its implementation by CYQAA with regards to its objectivity, reliability, transparency, consistency etc. Out of a total of 53 HEIs, 19 responded. The survey shed new light on the effectiveness and fitness-for-purpose of CYQAA's processes.

Quality Standards and Indicators utilized by the Agency:

In the survey, recently contacted by the Agency, HEIs responded with regards to the criteria and quality standards set by the Agency. In particular, the questionnaire required that they score their degree of satisfaction with the criteria. The majority of respondents noted an overall satisfaction with the criteria set by the Agency.

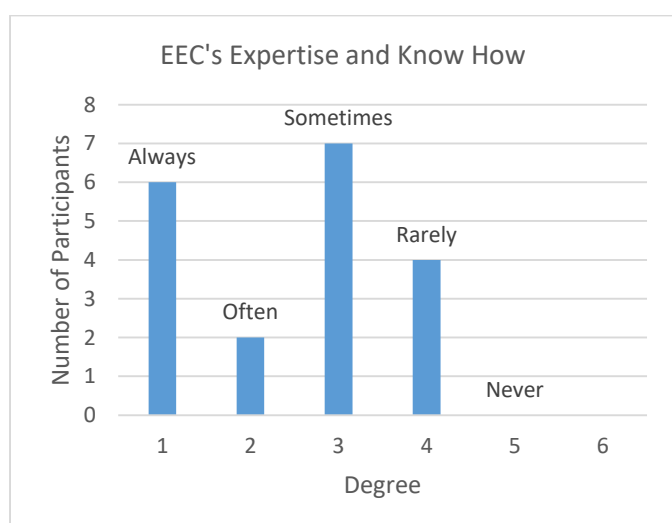
Some respondents commented that the criteria and the quality standards set are 'too strict' especially with regards to the vocational programs of study. Some noted that they wished to see some diversification between the criteria set for the external evaluation of universities and that of HEIs of non-university level.

The president of the Council has regular meetings with the rectors and directors of the institutions as well as with members of their internal evaluation committees and she met with representatives of all the 53 institutions of higher education. During these meetings she listens to their concerns and explains the diversification for professional certificates and diplomas, which is secured by the Law.

External Evaluation Committees:

In the survey contacted by the Agency, respondents were asked to express their opinion as to which degree EEC members provide expertise and know-how from Cyprus and from overseas. HEIs' opinions are recorded in the following graph:

Figure 15: Participant responses with regards to the degree EEC members provide expertise



Respondents also reported the following:

1. It would be useful if the members of the EEC's were more fully knowledgeable of the higher education landscape in Cyprus.
2. Some EEC members made unfruitful criticism and biased and arrogant comments.

Additionally, respondents suggested that,

1. Feedback and advice from EECs is categorized as follows: suggestions, recommendations and conditions
2. The Agency has a more transparent procedure as to how the members of the EEC are chosen
3. Evaluators should be evaluated by HEIs after the site-visit

HEIs also praised the Council's decision to target potential members of the EEC's from universities in the UK and other Universities in Europe instead of merely attracting EEC members from Universities in Greece.

Trust Building:

In the survey conducted by the Agency, respondents were asked to score from a scale from 1 to 5 (never – always) to which degree the Agency and its procedures are objective and reliable. The majority of respondents noted that they found the Agency and its operations objective and reliable “often”.

Questionnaire respondents also noted the following:

1. All types of institutions should be represented in the Agency's council.
2. They have no clear indication how the EECs are formed and that there are no clear criteria for the selection of the EEC member on behalf of the council. These, they noted, should become more transparent.

An important challenge that lies ahead is that of building trust via a more active involvement of the stakeholders.

12. SWOT analysis Analyze the agency's strengths, weaknesses, opportunities and threats

Table 9: SWOT Analysis

STRENGTHS	<ul style="list-style-type: none">• Official legal status• Financial support from the MOEC• Transparent procedures and accountability provided by the legal framework• Established, common to all and published external evaluation process• Availability of supportive material, easily accessible• Compliance with international and European standards in the field of quality assurance and accreditation• Qualifications, experience, and competence of the staff• Expertise of the President, Vice-President and Members of the Council• New infrastructure (office space and equipment) provided by the MOEC• Synthesis of the Council and of the EECs
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WEAKNESSES	<ul style="list-style-type: none"> • Delays by government services to cater to the Agency's needs in human resources • Lack of clear organizational structure due to under-subsistence. • Absence of an online platform for submitting and managing applications for external evaluation and other day-to-day tasks
OPPORTUNITIES	<ul style="list-style-type: none"> • Government strategy to promote Cyprus to a regional higher education center • Government policies aligned with the Bologna Process • The readiness of the vast majority of HEIs to adapt to the new framework for quality assurance • The active participation of the Agency in international organizations such as ENQA, INQAAHE, EUA
THREATS	<ul style="list-style-type: none"> • External expectations to speed up the process of external evaluation • Large number of external evaluations expected by CYQAA before 2020 (law).

The first two and a half years of CYQAA's operations have proved that it needs to be supported by the government in terms of staffing, infrastructures, and complete financial independence so that it can effectively support the quality development of higher education in Cyprus. The SWOT analysis can be used as the basis for the Agency's strategy for the future to come.

13. Current challenges and areas for future development

The development of quality assurance has been one of the major areas of higher education reform in Cyprus. It is recognized by all stakeholders and the society in general, as a crucial area of dynamic evolution. Even though major steps have been taken over the two and a half years, starting with the establishment of the first national quality assurance agency—CYQAA—there are challenges ahead.

CYQAA current challenges and areas for future development focus on Three Strategic Areas: CYQAA:

- Focusing on learning and competence
- Sustainable development of higher educational system
- Supporting education providers in quality management and in strengthening quality culture and Increasing CYQAA reliability and trust

Learning and Competence: Beyond the formal European commitments concerning ECTS, levels of Education, External and Internal Evaluation processes, Legislative framework based on the ESG, and Diploma supplement, emphasis must be given on teaching and learning and the comparable results – achievements of graduates of different institutions enrolled in programs with the same title.

One area where there is always room for progress is in involving students as equal partners in quality assurance activities. Even though there is a legal obligation for students to be involved in quality assurance procedures, and they are involved with their participation in EECs and in the Agency's council, efforts should be made to ensure that students' experiences during the evaluation process will focus on internal features of the program such as learning and values and competences development.

There also needs to be further elaboration of the four purposes of higher education of the Council of Europe in the quality standards and indicators set by the CYQAA.

- Preparation for sustainable employment
- Development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base
- Preparation for life as active citizens in democratic societies
- Personal development

Sustainable development of higher educational system: Colleges and Universities provide for three educational cycles along with short cycles, fact that may result to non- harmonized policies, legal framework and results. Harmonization of the Cyprus higher educational institutions with the European Standards and Guidelines and development of competitive policies that support cross border collaboration and collaboration between institutions in Cyprus is one of the CYQAA' s aim.

CYQAA is capable of performing its tasks provided for by the legislation, but it will remain a challenge to combine the handling of large numbers of institutions and applications with additional tasks and policy oriented activities. The challenge lies not only with regards to planning day-to-day activities, but also combining these activities with more complex content-rich activities, such as strategy and the design of innovative QA frameworks.

Supporting education providers in quality management and in strengthening quality culture and Increasing CYQAA reliability and trust:

Trust in the system of quality assurance and accreditation is of primary importance. CYQAA has already developed effective methodologies and tools toward this direction (EEC members coming from overseas, training and briefing) but it is understood that it is important to develop these even further in the future to come.

It is imperative that trust in the system and the quality assurance mechanisms of CYQAA is further strengthened by enhancing, even more, stakeholder involvement in policy making and QA assurance procedures in general. From this point of view, seminars, conferences and round table discussions are considered effective paths for promoting collaboration and participatory development.

If the national quality assurance system in Cyprus will gradually move from a regulatory nature to a more improvement oriented and quality culture building model, trust and collaboration should continue to increase, and the requirement for higher education institutions to develop and publish quality assurance strategies and evaluation reports should become established as the norm. The CYQAA application to become ENQA and EQAR full member is a sound and promising beginning to this end.

Glossary of Terms and Abbreviations:

CYQAA = Cyprus Agency of Quality Assurance and Accreditation of Higher Education
ECPU = Evaluation Committee for Private Universities
ECTS = European Credit Transfer and Accumulation System
EHEA = European Higher Education Area
ENQA = European Association for Quality Assurance in Higher Education
EQAR = European Quality Assurance Register for Higher Education
EQF = European Qualifications Framework
ESG = European Standards and Guidelines for Quality Assurance in the European Higher Education Area
HEIs = Higher Education Institutions
Minister = Minister of Education and Culture
MOEC = Ministry of Education and Culture
QA = Quality Assurance
SAR = Self-Assessment Report
SEKAP = Symvoulio Ekpaideftikis Axiologisis Pistopiisis – Council of Educational Evaluation Accreditation
SETE = Symvouleftiki Epitropi Tritovathmias Ekpaidefsis – Advisory Committee for Higher Education

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**THE QUALITY ASSURANCE AND ACCREDITATION OF HIGHER EDUCATION
AND THE ESTABLISHMENT AND OPERATION OF AN AGENCY ON RELATED
MATTERS LAW OF 2015**

[Unofficial Translation]

The House of Representatives enacts as follows:

Short title. 1. This Law may be cited as the Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Law of 2015.

FIRST PART
PRELIMINARY PROVISIONS

Interpretation. 2. In this Law unless the context otherwise requires-

"Recognized higher education institution" means a higher education institution operating in the Republic or overseas and recognized as such by the competent authorities of the Republic or the competent authorities of the country in which it operates;

"Higher Education" means education provided by universities or other educational institutions operating in the Republic or overseas as higher and tertiary education institutions;

"Higher Vocational Education" means education provided by universities or other educational institutions operating in the Republic or overseas as higher and tertiary education institutions, aiming at the acquisition of vocational qualifications;

109 (I) of 2005
197 (I) of 2007
90 (I) of 2008
75 (I) of 2010
115 (I) of 2010
74 (I) of 2011

"initial license to operate " means a license to operate granted in accordance with sections 15 and 18 of the Private Universities (Establishment, Operation and Control) Laws 2005 to 2011;

" license to operate" means the license to operate granted in accordance with section 22 of the Private Universities (Establishment, Operation and Control) Laws 2005 to 2011;

"Republic" means the Republic of Cyprus;

"Public University" means:

144 of 1989
137 of 1990
53 (I) of 1994
77 (I) of 1994
24 (I) of 1995
59 (I) of 1997
90 (I) of 1998
127 (I) of 1999
84 (I) of 2000
44 (I) of 2001
90 (I) of 2002
151 (I) of 2002
44 (I) of 2003
199 (I) of 2003
46 (I) of 2006
152 (I) of 2006
83 (I) of 2007
89 (I) of 2011
56 (I) of 2012
116 (I) of 2013.

234 (I) of 2002
35 (I) of 2010.

198 (I) 2003
74 (I) 2005
79 (I) 2007
105 (I) 2007
133 (I) 2007
105 (I) 2008
108 (I) 2008
114 (I) 2008
6 (I) of 2010
105 (I) 2010
51 (I) 2011
111 (I) 2012
117 (I) 2013
118 (I) 2014.

(a) the University of Cyprus, established and operating in accordance with the provisions of the University of Cyprus Laws 1989 to 2013,

(b) The Open University of Cyprus, established and operating in accordance with the provisions of the Open University of Cyprus Laws 2002 and 2010,

(c) the Cyprus University of Technology, established and operating in accordance with the provisions of the Cyprus University of Technology Laws 2003 to 2014, and

d) any other university, the responsibility for the establishment, operation and maintenance of which belongs to the Republic

67 (I) of 1996
15 (I) of 1997
67 (I) of 1997
10 (I) of 1999
193 (I) of 2002
45 (I) of 2003
25 (I) of 2004

"public institution" means the institution provided for in section 2 of the Institutions of Tertiary Education Laws 1996 to 2013;

221 (I) of 2004
198 (I) of 2007
89 (I) of 2008
88 (I) of 2009
1 (I) of 2010
53 (I) of 2013.

“Inter-university programme of study” means the programme of study organized and offered jointly by two (2) at least universities;

"Cross-border education" means the educational arrangements provided for in section 7;

"Cross-border cooperation" means the educational arrangements provided for in section 8;

"Cross-border programme of study” means the programme of study evaluated and accredited in accordance with the provisions of section 25;

"Quality assurance" means the systematic confirmation of the continuous assurance and improvement of the quality level of an educational institution on the basis of the criteria prescribed by the Agency;

"Educational Evaluation" means the prescribed by the provisions of section 3 systematic, documented and detailed evaluation and recording of the educational work with the use of objective criteria and critical analysis and finding any existing weaknesses and deviations in connection with the character, objectives and mission of the institution, the faculties and programmes of study;

"Professional organisation" means the organization or body which is competent under the relevant law of the Republic for the entry in a Register of people who practice a profession, which requires the possession an academic qualification;

"Evaluation Committee for Private Universities" or " ECPU " means the Evaluation Committee provided for in section 10 of the Private Universities (Establishment, Operation and Control) Laws 2005-2011;

"External Evaluation Committee" means the Committee provided for in section 17;

"European Standards and Guidelines for Quality Assurance" means the standards and guidelines set by the European Network for Quality Assurance in Higher Education (ENQA)

“European Quality Assurance Register” means the competent

European body for the accreditation of quality assurance agencies which meet the European Standards and Guidelines and their entry in the relevant list;

"European Higher Education Area" means the European area established in March 2010 by the European Ministers of Education and aims to ensure more comparable, compatible and coherent systems of higher education in Europe.

"private higher education institution" means an institution which is registered in the Republic and offers education, for which a natural or legal person of private law is responsible for matters of administration, operation and maintenance;

"private university" means a university for which a private legal person, registered in the Republic in accordance with the provisions of the Private Universities (Establishment, Operation and Control) Laws 2005 to 2011, is responsible for matters of administration, operation and maintenance ;

"private institution" means the institution provided for by section 2 of the Institutions of Tertiary Education Laws 1996 to 2013;

"higher education institution or institution" means a tertiary education institution, university or university branch;

"Regulations" means the regulations made under section 35;

"member state" means a member state of the European Union and includes the contracting parties to the Agreement on the European Economic Area and Switzerland;

"Learning outcomes" means what the learner knows, understands and is able to implement after the completion of a learning process;

"Franchise method" means the agreement between two higher education institutions, which provides that institution A shall grant higher education qualifications on behalf of institution B and under which institution A shall be responsible for the development of the academic content and the quality assurance of the higher education qualification, while students complete their studies at institution B and receive a higher education qualification from institution A, provided that they have successfully completed their studies.

"accreditation method" means the agreement between two higher education institutions, which provides that institution A shall accredit the higher education qualification granted by institution B, which shall be responsible for the development of academic

content and the quality assurance of the of the higher education qualification, and under which institution A lends its name to institution B and grants the higher education qualification, while students receive their higher education qualification from institution A, provided that they have successfully completed their studies, even if the institution responsible for the development of the academic content and the quality assurance of the higher education qualification is Institution B.

"Parent institution" means a higher education institution, which is legally registered in a country and which has established at least one branch;

"Register" has the meaning assigned to it by section 40 of the Private Universities (Establishment, Operation and Control) Laws 2005 to 2011 in the case of a private university registration, and by the provisions of section 2 of the Institutions of Tertiary Education Laws 1996 to 2013 in the case of registration of a private school of tertiary education;

"Overseas higher education institution or overseas institution" means a higher education institution established and operating in a European Union member state or a third country;

"Emeritus Professor or Emeritus" means the honorary title that may be awarded to a university professor who retires from active service in the higher academic grade;

"University" means a higher education institution, which is recognised as such by the competent authorities of the Republic or by the competent authority of the country where it operates;

"Diploma Supplement- DS" means the accompanying explanatory document of the higher education qualification granted in accordance with the decisions for the creation of the European Higher Education Area;

"university branch " means an educational institution which operates in another geographical area in the same country or in another country different from the seat of the university;

"Quality accreditation " means the statutory recognition of an institution or a department or programme of study on the basis of specific, predetermined by the Agency and published in advance criteria and indicators, hereinafter called the "Accreditation" ;

"programmes of study" means the educational programs offered by institutions of higher education through regular schooling or through distance learning or other methods of cross-border supply of education;

"regulated profession" means a profession, the terms of exercise of which are laid down by the provisions of the relevant legislation for each profession;

"Advisory Committee of Tertiary Education" or "ACTE" means the Advisory Committee provided for by the provisions of section 2 and established in accordance with section 3 of the Institutions of Tertiary Education Laws 1996 to 2013;

"Council of Educational Evaluation-Accreditation" or "CEEAA" means the Council provided for by the provisions of section 2 of the Institutions of Tertiary Education Laws 1996 to 2013 and appointed in accordance with section 32 of the Law;

"Council of the Agency of Quality Assurance and Accreditation in Higher Education" or "Council" means the Council appointed in accordance with the provisions of section 28 and exercising the powers provided for in sections 27 and 32;

“ credit accumulation and transfer system (ECTS) » means the learning system based on credit units for measuring the workload on students and the learning outcomes;

"accumulation and transfer of credits system for vocational training (ECVET)» means the learning system based on credit units to measure the workload of vocational education and training of students and the learning outcomes;

" institution of tertiary education" means the education institution provided for in section 2 of the Institutions of Tertiary Education Laws 1996 to 2013 which was established and operates in accordance with the provisions thereof and includes a public institution and a private institution

"Faculty" means a faculty of public university or private university;

"evaluation fees" means the total expenditure required which corresponds to the total expenses for the procedure of educational Evaluation and Accreditation or the Re-evaluation and Accreditation of a programme of study or department of higher education institution, according to the provisions of this Law;

"local institution of higher education or local institution" means an institution of higher education which is established and operates in the Republic;

"third country" means a country which is not included among the member states;

"Ministry" means the Ministry of Education and Culture ·

"Minister" means the Minister of Education and Culture;

"Agency" means the Agency of Quality Assurance and Accreditation in Higher Education, which is established and operates under the provisions of Part Six.

PART TWO

EVALUATION OBJECTIVES AND FORMS OF QUALITY EVALUATION AND ACCREDITATION, CRITERIA AND QUALITY INDICATORS

Objectives of
Educational
Evaluation.

3. The objectives of Educational Evaluation, to be referred to as the "Evaluation" are the following:

- (a) The quality assurance and Quality accreditation of teaching, research, education and other services provided by institutions of higher education as part of their mission;
- (b) The accreditation of private universities for their entry in the Register and the granting of initial license to operate and license to operate as well as the continuation of their license to operate as private universities, under the provisions of the Private Universities (Establishment, Operation and Control) Laws 2005 to 2011;
- (c) the accreditation of private institutions of tertiary education for the purpose of their entry in the Register;
- (d) the Quality assurance of cross-border education provided by local institutions, as well as of similar activities of local institutions in member states and third countries;
- (e) the Quality assurance and Quality Accreditation of the education offered by other education centers, which offer higher professional education.

Forms of Evaluation
and Accreditation.

4. Without excluding other forms of Evaluation and Accreditation, the Quality Assurance and Accreditation of Higher Education Agency established under the provisions of Part Six, to be referred to as the "Agency", implements and requires the implementation of the following forms of Evaluation and Accreditation:

- (a) Internal Evaluation, which is conducted by the institution itself, and includes everything needed for the systematic collection of administrative data, the completion of questionnaires by students and graduates and the conducting of interviews with

teaching staff and students for the purpose of preparing an Internal Evaluation Report, that will collectively and objectively reflect the image of the institution with the sole motive and aim to improve the quality of education offered by it:

Provided that the said Internal Evaluation Report shall be a key element of the External Quality Evaluation provided under paragraph (b):

Provided further that, depending on the institution under evaluation, the Internal Evaluation may include other elements which the institution itself considers necessary.

(b) External Evaluation, which involves collecting data and information regarding a higher education institution when it is called Institutional Evaluation, or regarding a department of the institution, when it is called Departmental Evaluation or regarding a programme of study of the institution, when it is called Programmatic Evaluation, with a view to making a judgment on the quality of education offered and which comprises the individual stages set out in section 20;

(c) Quality Accreditation, which follows the External Evaluation with which the Agency decides on the quality of private higher education institution in its entirety or for a particular department or program of study, with the aim of granting accreditation that the institution or department or program of this institution meets certain predetermined and published in advance minimum criteria or standards:

Provided that the above Accreditation applies for the period provided for by the provisions of this Law and is repeated every five (5) years and that the procedure begins following the submission of an application by the institution at least sixteen (16) months before the expiry of the validity of the previous accreditation:

Provided further that if for any reason and due to a fault of the Agency it becomes impossible to complete the Evaluation and Accreditation within the above period of sixteen (16) months, then the previous Evaluation and Accreditation shall continue to be in force until completion of the relevant procedure:

Provided still further that the Quality Accreditation may be described, as appropriate, as Institutional Accreditation, Departmental Accreditation or Programmatic Accreditation.

Content of Evaluation 5 .- (1) The evaluation consists of the systematic, documented and

detailed evaluation, making known and recording the work of the higher education institution with the use of objective criteria and critical analysis and finding any existing weaknesses and deviations from its academic profile, goals and mission.

(2) Based on the results of the Evaluation, the institution concerned shall take measures to ensure continuous improvement of the quality of the work it performs in the context of its mission to provide higher education of high quality.

(3) (a) If the evaluation of a private institution, department or program of study leads to the withdrawal of the existing Accreditation, this entails the termination of the recognition of the institution, department or program of study offered by the institution and in such a case the Ministry in cooperation with the Agency shall ensure the smooth transition from the status of a recognised institution, department or program of studies of higher education, to the status of non-recognition, having as its primary guideline to avoid affecting students adversely.

(b) The transition process of the institution, department or program to the status of non-recognition shall be governed by Regulations to be prepared by the Agency and issued pursuant to the provisions of section 35.

(4) The results of the Evaluation and the measures taken to ensure the quality of the work performed are published through the website of the Agency, in order to ensure maximum transparency in the functioning of the higher education system in the Republic.

(5) The Evaluation and Accreditation, under the provisions of this Law, cannot be replaced by other forms of Quality Evaluation and Accreditation not covered by the provisions of this Law:

Provided that in the event of adverse observations arising from the inspection of a private institution, under the provisions of section 30 of the Institutions of Tertiary Education Laws 1996 to 2013, the observations are forwarded to the Agency, which shall immediately check whether the adverse observations may lead to the withdrawal of the Institutional and Programmatic Evaluation and Accreditation:

Provided further that, the relevant decision of the Agency shall be notified to the Minister and if the decision of the Agency envisages the withdrawal of the Evaluation and Accreditation, then the provisions of section 22 of the Institutions of Tertiary Education Laws 1996 to 2013 shall apply.

(6) The Agency may accept the Evaluation of an institution operating in the Republic by other external bodies or external

agencies or overseas evaluation organizations, provided that:

- (a) The external evaluation body is entered in the European Quality Assurance Register, notwithstanding if there is a written cooperation agreement between the Agency and the external evaluation body, which provides for the mutual acceptance of decisions of the two bodies, and
- (b) the institution concerned has obtained the prior consent of the Agency for the selection of the specific external evaluation body for that purpose:

Provided that in such cases, and with the proviso that there is no cooperation agreement between the Agency and the external evaluation body, the Agency may implement additional evaluation, if it is not satisfied with the Evaluation of the overseas body;

- (c) the use of an external evaluation body, based on the provisions of paragraphs (a) and (b), shall be subject to the following conditions and restrictions:
 - (i) The role of the external body shall be limited to Evaluation and not to Accreditation ;
 - (ii) the possibility of using external bodies shall not concern a private university which is in the initial license period ; and
 - (iii) the cost of the specific Evaluation of the external body shall be paid from the institution's own revenue in the case of a public institution.

(7) Subject to the provisions of subsection (6), the first Evaluation of all institutions operating in the Republic shall be conducted by the Agency.

Criteria and quality indicators.

6.- (1) The criteria applied are expressed in corresponding quantitative and qualitative indicators and concern the Evaluation of the quality and effectiveness of research and teaching, of studies and other services provided by an institution of higher education.

(2) The use of criteria is aimed at finding possible areas of weaknesses and deviations in connection with the academic profile, goals and mission of the institution and the comparability of the results of the Evaluation in relation to the objectives of the current system of higher education in the Republic and the European Standards and Guidelines.

(3) The criteria and indicators referred to in subsection (1), depending on the type of Evaluation are related to the following elements of educational work:

- (a) the effectiveness of the teaching work and the resources available for this purpose;
- (b) the programs and formal qualifications in relation to the scientific and business objectives of each program or institution;
- (c) the research work and its synergy with teaching;
- (d) the administrative services, student welfare and support of teaching work:

Provided that the criteria and Evaluation indicators are standardized, supplemented and further specified by the Agency based on the guidelines and standards it issues, depending on the discipline.

Provided further that the criteria and indicators are periodically evaluated by the Agency, if this is deemed necessary, and are made public on its website.

Cross-border education.

7 .- (1) Cross-border education covers all types and forms of offering higher education programs of study or departments that produce such programs or educational services including those involving distance learning when students are in a country other than that of the institution awarding the higher education qualifications.

(2) The above study programs may belong to the education system of a state other than the state in which the institution conferring the higher education qualifications operates.

Cross-border cooperation.

8. Cross-border offer of study programs is implemented through educational arrangements leading to agreements and actions, under which cross-border programs or parts of programs or educational services of the awarding institution are offered or made available either directly from the awarding institution or another institution with the methods of franchise and accreditation.

Forms of cross-border education.

9. The forms of cross-border education which may be offered or made available by an overseas higher education institution operating in the Republic or by a local higher education institution, operating both inside and outside the Republic, shall be determined and posted on the Agency's website.

Evaluation of cross-border education.

10 .- (1) The Agency shall be the competent authority in the Republic for the Evaluation of cross-border education offered in member states or third countries by local institutions and concerns-

(a) the Accreditation of higher education study programs or departments offering such programs or educational services offered or made available through cross-border education by local institutions;

(b) the Quality Evaluation of branches of local institutions operating in member states or third countries and the provision of information to the competent authorities of the countries where these branches operate on the content of these evaluations.

(2) For the exercise of the Agency's functions, under the provisions of subsection (1), the criteria applied in the respective cases of Evaluation and Accreditation of Higher Education in the Republic shall apply, mutatis mutandis,

Conditions for the provision of cross-border education.

11 .- (1) Every higher education institution may award itself higher education qualifications of educational institutions of member States with the method of Accreditation or give the opportunity to educational institutions of member states to award their own qualifications in the Republic with the method of franchise, provided that the following conditions, which are checked by the Agency, are fulfilled:

(a) The educational institution of a member state is recognized in its country and duly authorized and accredited to provide courses and grant higher education qualifications with the method they are offered.

(b) the programme of study leading to the award of the higher education qualification in the Republic has been officially accredited by the authorized and accredited Agency domiciled in the member state of origin of the higher education qualification.

(c) the higher education qualification issued is the same as that which would have been awarded if the education had taken place entirely in the member state of origin of the higher education qualification.

(d) the higher education qualification, in case it certifies a vocational qualification, confers the same vocational rights in the territory of the member state of the origin of the higher education qualification ; and

(e) the higher education qualification issued in the Republic confers the same rights as those applicable in the territory of the member state of the origin of the higher education qualification.

(2) Before the commencement of the offer of the program of studies ending in the award of a higher education qualification, in accordance with the provisions of subsection (1), the higher

education institution informs in depth and in detail the Agency submitting to it-

- (a) All relevant reports and evaluations made by the education institution the higher education qualification of which will be awarded.
 - (b) full details of the educational facilities and services that will be offered by the institution as well as those offered by the institution the higher education qualification of which will be awarded.
 - (c) full details of the admission criteria, Evaluation and graduation, to be applied by the educational institution, as well as those applicable to the educational institution the qualification of which will be awarded.
 - (d) the list of names of members of the teaching staff and their relationship with the institution and the certificates of the academic and professional qualifications of the teaching staff which will be used for the provision of the program by the institution, as well as the corresponding particulars of the staff used in the educational institution the higher education qualifications of which will be awarded.
 - (e) the relevant agreements between the institutions.
- (3) The Agency may disclose the information and data provided in subsection (2) to -
- (a) The institution the higher education qualification of which is awarded.
 - (b) the competent authorities and evaluation bodies of the member state to which this educational institution is subject for purposes of evaluation and control and
 - (c) the Cyprus Council of Educational Evaluation- Accreditation for the purposes of recognition of the higher education qualification

PART THREE

INTERNAL QUALITY ASSURANCE PROCEDURE

Standards of internal quality assurance.

12. Every institution of higher education shall aim to continuously improve the quality of its teaching and research work and other activities and to act for internal quality assurance and is expected to apply the following standards:

- (a) Commitment to cultivate attitudes and behaviours that recognize the importance of quality assurance in the performance

of its work;

(b) implementation of a policy and associated procedures for quality assurance and standards in relation to the programmes of study offered and the higher education qualifications awarded;

(c) operation of formal mechanisms for the approval, monitoring and periodic review and where necessary revision of the programmes of study offered and the higher education qualifications awarded;

(d) taking care for the Evaluation of students on the basis of published criteria, regulations and procedures applied consistently;

(e) possession of the necessary qualifications and skills required by the teaching staff in relation to the teaching work it is called upon to perform, and the data documenting the degree of competency of its teaching staff;

f) adequacy and suitability of learning resources for each programme of study offered for purposes of supporting the student's learning process;

(g) collection, analysis and use of all data related to the effectiveness and efficiency in the management of the study programs offered and other educational activities;

(h) disclosure, in a printed and electronic form, at regular intervals, of an updated, impartial and objective report regarding the programmes of study offered and the other educational activities, as well as the qualifications it confers.

Internal Quality Committee.

13 .- (1) Every higher education institution shall appoint an Internal Quality Committee, with the following composition:

(a) the vice rector responsible for academic affairs, and if there is no vice rector, the head of academic subjects, who shall preside,

(b) one (1) member of the academic staff of each faculty of the public or private university, as the case may be, or three (3) members of the teaching staff in the case of a tertiary education institution, who have significant scientific work and extensive academic experience covering preferably and where possible expertise in quality assurance procedures,

(c) up to two (2) members specializing in issues of quality assurance,

(d) one (1) student representative who is nominated by the competent organ representing the students:

Provided that for an institution with graduate students, the representatives shall be two (2), the one of whom is an undergraduate and the other a graduate student,

(e) one (1) representative from the administrative staff of the institution.

(2) The operation of the Internal Quality Committee, the procedure of appointment of its members, and its term of office shall be determined by the competent bodies of the institution and be recorded, as appropriate, in the charter of the private university or the rules of the public university or the internal regulations of the tertiary education institution and published in their websites.

Functions of the Internal Quality Committee.

14 .- (1) The Internal Quality Committee of the Institution shall be responsible for the implementation of the standards provided for in section 12 for internal quality assurance purposes.

(2) The Internal Quality Committee shall coordinate the preparation of the special self-evaluation reports in relation to the External Evaluations regarding the institution, in accordance with the standards applicable to these reports, which are prescribed and issued by the Agency based on the criteria and quality indicators envisaged in the provisions of section 6 and in accordance with the provisions of this Law concerning external evaluations.

(3) The Internal Quality Committee shall be responsible for drawing up the institution's general evaluation reports for submission to the Agency, which shall concern the institution in its entirety and include particulars on a number of core quality indicators issued by Agency.

(4) The general Internal Evaluation reports should make reference to the internal quality management mechanisms adopted by the institution and any improvements in those mechanisms that may have been introduced in the period following the submission of the previous General Internal Evaluation Report.

General Internal Evaluation Report

15 .- (1) The institution shall submit a General Internal Evaluation Report every three (3) years.

(2) If the institution has been warned by the Agency, in accordance with the provisions of paragraph (f) of subsection (3) of section 17, the Agency may request from it a General Internal Evaluation Report on a yearly basis.

(3) The Agency shall determine the structure of the General Internal Evaluation of a higher education institution, which should be based on a number of key quality indicators that focus on the

work carried out by the institution during the given period.

(4) During the External Evaluation and Quality Assurance of the institution, the non-submission by the institution of the General Internal Evaluation Report within the time period provided for in section (1) shall be a negative criterion.

PART FOUR
TYPES AND PROCEDURES OF EXTERNAL
EVALUATION OF QUALITY AND QUALITY
ASSURANCE

Standards and
procedures for
External Evaluation of
Quality and Quality
Assurance

16 .- (1) The Agency for the purposes of implementation of the External Evaluation of Quality of a higher education institution, in accordance with the provisions of this Law, shall take into account and apply the European Standards and Guidelines for Quality Assurance applicable from time to time.

(2) For purposes of carrying out the Evaluation procedure provided for in subsection (1) the following shall apply:

(a) The effectiveness of the internal quality assurance mechanisms of the institution being evaluated by the Agency, taking into account the data and the reports of the Internal Evaluation Committee.

(b) the purpose and the procedure of External Quality Evaluation shall be prescribed by the Agency in advance on the basis of objective criteria and be made public by a relevant notification of the Minister, published in the Official Gazette of the Republic and posted on the Agency's website;

(c) the decisions taken as a result of the implementation of the External Quality Evaluation procedure shall be based on criteria and standards pre-established by the Agency, which are made public by notification of the Minister published in the Official Gazette and posted on the Agency website;

(d) the procedure and the criteria prescribed in accordance with paragraphs (b) and (c) shall be appropriate for the category of the institution to which the External Quality Evaluation concerns;

(e) (i) The External Evaluation Report drawn up following the completion of the External Evaluation shall be stated with clarity, made public on the Agency's website and be readily accessible to stakeholders and the public;

(ii) any decisions, recommendations or suggestions contained in the External Evaluation report shall be easily readable and comprehensible for the reader;

(iii) the External Evaluation Report may contain references concerning personal academic information;

(f) if there are recommendations for action or the subsequent preparation of an action plan is required, the relevant procedure for the monitoring and re-evaluation of the institution shall be stated in the text of the External Evaluation Report and shall be consistently applied by the Agency and the institution under evaluation;

(g) the External Evaluation of institutions, departments and study programs shall be conducted on a regular and periodic basis, provided that the duration of the repetition cycle and the duration of the evaluation procedures are clearly prescribed and published in accordance with the provisions of section 17.

External Evaluation
Types, procedures and
composition of the
External Evaluation
Committees.

17. The Agency shall implement the types of External Evaluation and Accreditation, which constitute the "External Evaluation", on the basis of the procedures and timelines set out in this section and shall appoint for this purpose the Committee for each type of External Evaluation, hereinafter to be referred to as the " External Evaluation Committee ", as follows:

(1) (a) Programmatic Evaluation for the programmes of study of a private tertiary education school under establishment and for the programmes of study of a private university which applied for entry in the Register and the issuance of an initial license according to the provisions of the Private Universities (Establishment, Operation and Control) laws 2005-2011.

(b) Programmatic Accreditation leading to the type of External Evaluation provided for in paragraph (a) .

(c) Programmatic Evaluation, which leads to the Accreditation of programmes of study of a private tertiary education institution and any new programmes introduced by a private university after the granting of the initial license.

(d) For the purposes of this subsection-

(i) the application for Evaluation –Accreditation of a new programme of study of a private tertiary education institution or a private university operating under an initial license shall be submitted once per calendar year by the end of September each year, with the aim for each program approved to start operating during the next academic year ;

(ii) the External Evaluation -accreditation of an already accredited programme of study of a private tertiary

education institution shall be repeated every five (5) years .

(iii) the External Evaluation of programmes of study of a licensed public or private university conducted in accordance with the provisions of this subsection shall be repeated every five (5) years:

Provided that the new programmes of study introduced by licensed public universities or private universities shall be evaluated in the form decided by the Agency;

(iv) the Agency shall appoint an External Evaluation Committee for each programme of study as provided for in this subsection, which shall consist of three (3) at least academics, one of whom shall come from an overseas university, with specializations relevant to the discipline of the program, one (1) university student, and if the subject of the programme of study concerns a regulated profession, one member of the Professional Agency which grants the license to exercise the particular profession:

Provided that the members of the External Evaluation Committee shall submit a written statement that they do not have or did not have during the last three (3) years any academic, research, administrative, financial or personal cooperation relationship with the institution under evaluation.

(2) (a) Departmental Evaluation of an academic department of a public or private university which includes elements of the Programmatic Evaluation.

(b) Departmental Accreditation of an academic department of a private university operating under an initial license resulting from the External Evaluation provided for in paragraph (a).

(c) For the purposes of this subsection-

(i) the Agency for each academic department of a public or private university for Evaluation purposes, in accordance with the provisions of this subsection, shall appoint an External Evaluation Committee which shall consist of three (3) at least academics, one of whom shall come from an overseas university, holding the rank of Professor or are Professors Emeriti with specialties relevant to the discipline of the department, one (1) student, and if the subject of the department involves a regulated profession, one member of the Professional Agency which grants the license to exercise the specific profession:

Provided that the members of the External Evaluation

Committee shall submit a written statement that they do not have or did not have during the last three (3) years any academic, research, administrative, financial or personal cooperation relationship with the institution under evaluation.

(ii) The duration of the Departmental Evaluation procedure ranges from six (6) to twelve (12) months.

(iii) The External Evaluation of a department of a private or public university, in accordance with the provisions of this subsection shall be repeated every five (5) years.

(3) (a) Institutional Evaluation of private and public universities and tertiary education institutions, which shall be repeated every five (5) years following the submission of an application sixteen (16) months before the expiry of the Institutional Evaluation.

(b) Institutional Accreditation for private universities operating with an initial license and private tertiary education institutions, to which the type of External Evaluation provided for in paragraph (a) ends up.

(c) For the purposes of this subsection, the Agency shall appoint for each institution provided for in this subsection, an External Evaluation Committee consisting of three (3) at least academics, of whom one shall come from an overseas university, holding the rank of Professor or are Professors Emeriti with extensive experience in academia administration, one expert in student welfare issues, one expert in matters of building and technological infrastructure and one university student:

Provided that in the External Evaluation Committee for the Institutional Evaluation of a private university there shall be no participation of Professors of Professors Emeriti from another private university:

Provided further that the members of the External Evaluation Committee shall submit a written statement that they do not have or did not have during the last three (3) years any academic, research, administrative, financial or personal cooperation relationship with the institution under evaluation.

(d) (i) The External Evaluation of an institution, which is conducted in accordance with the provisions of this section in one of the prescribed types of Evaluation, arrives in findings and the External Evaluation Committee makes recommendations for improvements.

(ii) If the External Evaluation makes recommendations for the implementation of concrete actions, it is followed by a

re-evaluation within the time period specified therein, which shall not be less than two (2) years or more than three (3) years from the specific evaluation, with a view to examining the implementation of the recommendations and actions and the outcome of specific actions.

(iii) The External Evaluation Report together with any recommendations of the External Evaluation Committee shall be communicated to the Agency by the Committee and the Agency, as appropriate, shall invite the Committee to undertake a re-evaluation, after the observations of the institutions on the External Evaluation Report are submitted in writing.

- (e) The External Evaluation procedure shall be completed within twelve (12) months.
- (f) The External Institutional Evaluation procedure for a private higher education institution may end up in granting or not granting the first time the Institutional Accreditation or to give notice to the institution of the possible withdrawal of the Institutional Accreditation which it already holds, when necessarily a new External Evaluation of the Institution ensues concerning the points which the institution must meet for accreditation purposes, within the period specified in the notice:

Provided that from the findings of the new External Evaluation, the Agency shall take a final decision to grant a new Institutional Accreditation or withdraw the Institutional Accreditation already granted.

- (g) During the period of validity of the positive Accreditation decision, the Council of the Agency acting on its own initiative or upon the recommendation of the Minister, may examine whether the Accreditation criteria continue to be met and if they are not met, then the Council of the Agency shall revoke the Accreditation decision and immediately inform the institution concerned and the Minister.

External Evaluation Committee for a vocational programme of study.

18. To evaluate a purely vocational programme of study specified as such in the application for evaluation of a higher education institution, qualified professionals in the field of the programme of study may be included among the members of the External Evaluation Committee.

Evaluation – Accreditation of an Inter-university programme

19. The Agency for Evaluation and Accreditation purposes of any Inter-university programme of study introduced by a private university-

- of a private university
- (a) shall apply mutatis mutandis the Programmatic Evaluation and Accreditation procedure provided for in paragraphs (a) and (b) of subsection (1) of section 17 in respect of a university programme;
 - (b) may apply additional criteria and quality indicators that are consistent with the forms of cross-border education;
 - (c) shall apply the provisions of best practice codes of recognized bodies of the European Union or other international organizations relating to the offer of inter-university and cross-border forms of education and adopted by networks of agencies in which the Agency participates;
 - (d) shall seek cooperation with the respective agencies in other the countries in which the partner universities operate in the framework of the inter-university program evaluation ·
 - (e) requires for programmatic accreditation purposes that such a program shall receive also Accreditation from the competent agencies of the country where each partner university operates.

Stages of the Internal Evaluation procedure leading to accreditation.

- 20 .- (1) The Agency in the External Evaluation shall apply the procedure, criteria, standards and External Evaluation procedures prescribed and published pursuant to the provisions of section 16.
- (2) Every External Evaluation procedure leading to Programmatic, Institutional or Departmental Accreditation is analyzed in the following stages:
- (a) (i) The institution shall inform in advance the Agency both of the first and of the subsequent external evaluations and when it intends to submit the relevant Special Self-Evaluation Report;
 - (ii) The Agency subsequently shall notify the institution within two (2) months from the receipt of the application, about the time of the site visit of the External Evaluation Committee.
 - (b) (i) The institution shall prepare the Self-Evaluation Report, based on the structure and the relevant forms that the Agency shall adopt and publish on its website;
 - (ii) the structure of the Self-Evaluation Report shall be decided by the Agency, based on the criteria and the quantity and quality indicators issued by it as to the manner of preparing the self-evaluation reports on the basis of the discipline, in the case of Departmental or Programmatic Evaluation;

(iii) the Self-Evaluation Report must be documented and objective and, among other must state the vision, the character and mission of the institution or department, depending on the subject of evaluation or the purpose and goals of the programme, in the case of Programmatic Evaluation;

(iv) the general structure of the Self-Evaluation Report must be based on critical analysis and presentation of what, in the opinion of the institution, are the strengths and weaknesses of the institution or department or program of study, as well as the opportunities, challenges and risks presented by the external environment in the Republic and beyond.

(c) The Agency one (1) month at least before the visit shall communicate to institution the program of the forthcoming visit of the External Evaluation Committee.

(d) The External Evaluation Committee shall make a site visit to the institution for purposes of preparing its Report of Findings:

Provided that in the case of Institutional Evaluation, a second site visit of the External Evaluation Committee may be carried out.

(e) (i) The External Evaluation Committee shall submit the External Evaluation Report to the Agency, within one (1) month from the completion of the site visit.

(ii) The External Evaluation Report shall include the findings, observations and recommendations of the External Evaluation Committee.

(iii) The Agency shall notify the above report to the institution which was evaluated within two (2) weeks from its receipt from the External Evaluation Committee and the said institution within three (3) months from this notification may deposit in writing to the Agency its observations on the Report:

Provided that, in cases where this is deemed necessary, a new site visit may be made to the institution under Evaluation by the External Evaluation Committee.

(f) (i) The Agency within three (3) months from sending the External Evaluation Committee Report to the institution shall prepare its own Evaluation Report, after receiving any observations of the institution, which it notifies both to the

institution and to the Minister.

(ii) If the Agency, based on the recommendations of the External Evaluation Committee and any observations of the institution, considers that a second evaluation is justified before taking its final decisions and recommendations, plans the conduct of a second evaluation based on the specific timeline set by the Agency, *mutatis mutandis* based on the timeline according to which the first evaluation was conducted.

(iii) On completion of the second Evaluation, the Agency shall prepare and notify its final decisions and recommendations in the form of a final report to the institution and the Minister.

(g) (i) The institution may, within one (1) month from the receipt of the final Report of the Agency, raise an objection requesting its review by the Evaluation Agency, giving the grounds which in its opinion justify its withdrawal and the review of the Evaluation Report.

(ii) The Agency within two (2) months from the submission of the objection, shall consider the grounds of the objection submitted on the part of the institution and decide whether the withdrawal of the Evaluation and its review are justified, notifying its decision to the institution and to the Minister.

(iii) If the Agency accepts the objection submitted on the part of the institution, the review is carried out by the Agency based on the data contained in the evaluation file of the institution and the grounds set out in the objection in order to issue a relevant decision.

(iv) With the completion of the review, following the submission of the objection, in accordance with subparagraphs (i), (ii) and (iii), the institution has no right to file a new objection.

(h) For purposes of transparency, the final External Evaluation Report and the final decision of the Agency, issued after the raising of the objection, are drawn in in Greek and English and published by the Agency on its website in both languages for the information of all concerned.

(i) (i) If the institution shall fail to submit a Self-Evaluation application for either the initial External Evaluation or for the Re-evaluation, then the Agency shall send a notice to it to comply within six (6) months with the obligations arising from the provisions of this section.

(i) (ii) Non-compliance of the institution with the content of the above notice, shall entail its non-Institutional, Departmental or Programming Accreditation and if this concerns an already accredited institution, this failure may cause withdrawal of the Accreditation of the institution or the department or the program and its removal from the register, as appropriate.

(3) Every private higher education institution operating in the Republic must hold Institutional Accreditation, which is valid for five (5) years, and is followed by re-evaluation and accreditation:

Provided that a private university which is entered in the Register in accordance with the provisions of the Private Universities (Establishment, Operation and Control) Laws 2005-2011, shall be deemed to hold an Institutional Accreditation at the date this Law comes into force:

Provided further that private tertiary education institutions which are entered in the Register, in accordance with the provisions of the Tertiary Education Institutions Laws 1996 - 2013 shall within five (5) years from the date of entry into force of this Law cause activation of the procedure of securing Institutional Accreditation:

Provided still further that, within the period of five (5) years, in accordance with the above, it is possible to enroll new students in these institutions.

(4) Subject to the provisions of the third proviso to subsection (3), the enrolment of a student in a programme of study of a higher education institution, which has not been accredited according to the procedures laid down by the provisions of this Law, shall not be allowed.

(5) For purposes of securing the first of Institutional, Departmental or Programmatic Accreditation, it is necessary to submit a relevant application to the Agency and to implement the provisions, depending on the type of the requesting institution, of the Private Universities (Establishment, Operation and Control) Laws 2005-2011 and the Private Tertiary Education Schools Laws 1996 to 2013.

(6) The Agency, after completion of the Evaluation procedures, shall submit to the Minister its final decisions which are promoted, pursuant to the provisions of the Laws referred to in subsection (5), govern every higher education institution and concern the operation and entry of the requesting institution in the corresponding Register.

Annex. 7) The institution together with the application for Institutional, Departmental or Programmatic Evaluation shall pay all the fees provided for in the Annex on the basis of the envisaged, depending on the type of the institution, procedures in the Private Universities (Establishment, Operation and Control) Laws 2005-2011 or in the Private Tertiary Education Institutions Law 1996-2013.

Procedure for the establishment and operation of a private Higher Education Institution 21 .- (1) (a) For the establishment and operation of a private Higher Education Institution it is necessary to submit an application to the Minister, in accordance with the procedures provided for in the private universities (Establishment, Operation and Control) Laws 2005-2011 and the Private Tertiary Education Institution Laws 1996 to 2013, depending on the type of institution to be established.

Annex.

(b) With the submission of the application the fees provided for in the Annex shall be paid.

(2) The application together with a copy of the receipt of the payment of fees shall be forwarded to the Agency:

Provided that if any of the above procedures is regulated otherwise than as provided in this Law, then the procedure laid down by the provisions of this Law shall apply.

(3) Where a person applies to establish and operate a private university, on the basis of which it requests that a programme of study operating in a specific private tertiary education institution be transferred to the private university under establishment, the request may be accepted if the requirements of the conditions laid down in the provisions of the Private Universities (Establishment, Operation and Control) Laws 2005-2011 are met:

Provided that the above programme of study is not abolished immediately, but shall continue to operate at the same time both at the private tertiary education institution and at the private university until the students already studying at the time of entry of the private university in the Register, complete their studies, on the basis of the internal rule of operation of the private tertiary education institution, provided for in paragraph (f) of subsection (1) of section 15 of the Private Tertiary Education Institutions Laws of 1996 to 2013:

Provided further that it is not allowed to admit and transfer students in a programme of study of a private tertiary education institution from the day of entry of the private university in the Register and the transfer to it of the specific programme of study.

PART FIVE
QUALITY EVALUATION OF CROSS -BORDER AND
INTER- INSTITUTIONAL EDUCATION

Implementation of the provisions of good practice codes and basic principles	22. The Agency shall implement the provisions of the codes of best practice and the basic principles for cross-border education adopted by the EU recognised bodies and international networks of the corresponding agencies to which it is a member, and which shall be prescribed and posted at regular intervals on the Agency's website.
Inter-institutional cooperation within the Republic.	<p>23 .- (1) The development of inter-university programs between universities, which are established and operate in the Republic in accordance with the provisions of the Private Universities (Establishment, Operation and Control) Laws 2005 to 2011 in force from time to time, shall be allowed.</p> <p>(2) The inter-institutional cooperation of higher education institutions, which are established and operate in the Republic under the provisions of the of Tertiary Education Institutions Laws 1996 to2013 in force from time to time, shall be allowed.</p> <p>(3) The teaching by a private university of part or all of a one-year, two-year or three-year programme of study which belongs to a private tertiary education institution and the award of higher education qualifications by the private tertiary education institution shall be prohibited.</p>
Branch of a local institution in a member state or in a third country and in the Republic.	<p>24. A local higher education institution of the Republic may establish and operate a branch in a member state or third country, provided that-</p> <p>(a) (i) the Republic shall apply mutatis mutandis and where appropriate, either the procedure for the establishment and operation of private universities or the procedure for the establishment and operation of a private tertiary education institution and for that purpose the Agency may request the cooperation of the relevant bodies of the host country;</p> <p>(ii) it is licensed by the Republic, is recognised and belongs to the Higher Education System of the Republic.</p> <p>(b) the license to establish and operate a branch of a local institution in the Republic includes also the approval of programmes of study offered and the methods by which the education is provided, which may be of conventional type, distance education or a combination of both methods and only such approved programs shall</p>

be recognized.

- (c) A branch of a local higher education institution, which is established and operates in accordance with paragraphs (a) and (b) shall be subject to periodic Evaluations by the Agency, in accordance, mutatis mutandis, with what applies to local higher education institutions and in accordance with the provisions of this Law:

Provided that for the Evaluation of an overseas branch of a local institution, the Agency may cooperate with the corresponding agencies of the host country.

Quality Evaluation of a cross-border programme of studies.

25.1 A cross-border programme of studies which is offered by a local higher education institution shall be Evaluated and Accredited mutatis mutandis in the manner of Evaluation and Accreditation of a non-cross-border programme of a local institution, under the provisions of this Law:

Provided that the cross-borders programme of studies shall be recognized also by the competent authorities of the countries where the partner institution operates.

(2) With regard to a cross-borders programme of studies, which is offered through distance learning by a local institution which is not of an open university type but of a conventional type, the Agency shall include in the evaluation criteria, the following requirements that the relevant institution must fulfill -

(a) the obligation to have the requisite educational infrastructure for distance teaching;

(b) the obligation to provide the necessary support to students ;

(c) the obligation to ensure that the students' evaluation procedure is reliable.

PART SIX

ESTABLISHMENT, FUNCTIONS AND OPERATION OF THE AGENCY

Agency of Quality Assurance and Accreditation in Higher Education.

26 .- (1) An independent Agency of Quality Assurance and Accreditation in Higher Education is established under the name "Agency of Quality Assurance and Accreditation in Higher Education", to be referred to 'the Agency'.

(2) The Agency shall assume the responsibilities of the Council of Educational Evaluation-Accreditation or CEEA, the Advisory

Committee on Higher Education or ACTE and the Evaluation Committee for Private Universities or ECPU and any other responsibilities arising from the provisions of this Law or assigned to the Agency by the provisions of any other law.

(3) The Agency shall charge fees for conducting Institutional, Departmental or Programmatic Evaluation and Accreditation.

(4) The fees collected by the Agency shall be deposited in the Consolidated Fund of the Republic.

(5) The seat of the Agency shall be in Nicosia.

(6) (a) The Agency shall undergo an Evaluation of its effectiveness on the basis of external evaluation procedures, in order to ensure the quality of its work and this Evaluation shall be an integral part of its broader self-awareness and accountability.

(b) The external evaluation of the Agency shall be conducted by an appropriate committee of experts to be established by the Minister, in accordance with the provisions and requirements set by the European Quality Assurance Register.

(7) The Agency shall have sufficient financial resources and staff to exercise its powers and functions.

(8) The mission, goals and objectives of the Agency shall be clearly expressed in a public statement posted on its website.

(9) The Agency shall be independent to the extent required to do its work autonomously and to exercise independently its functions so that its conclusions and recommendations contained in the evaluation reports shall not be influenced by third parties such as higher education institutions, ministries or others.

(10) To achieve the provisions referred to in subsection (9), a member of the External Evaluation Committee shall not have or had in the last three (3) years before being appointed, any academic, research, administrative, financial or personal cooperation relationship with an institution he is called upon to evaluate either at institutional level or at the level of a specific department or programme of study and to this end he shall sign a solemn declaration.

(11) Non-disclosure of this relationship in the solemn declaration submitted, under the provisions of subsection (10), shall constitute conduct unbecoming to members of the External Evaluation Committee, shall entail the loss of this capacity and be punishable

with an administrative fine not exceeding five thousand euros (€5000).

Council for the management of the Agency

27. (1) The administration of the Agency shall be assigned to a Council which is responsible for the implementation of the powers and functions of the Agency under the provisions of this Law and any other law in force, and shall be referred to as "the Council".

(2) The Council shall have full authority to manage the budget of the Agency, to administer and manage its property under the provisions of this Law and the Regulations to be issued thereunder.

(3) The Council shall have the following functions:

- (a) To represent the Agency by its President or any other member duly authorized by the President before the courts and other public authorities;
- (b) to propose the taking of legislative and other measures necessary to achieve the mission, objectives, operation and collection of the necessary revenues of the Agency;
- (c) to prepare the annual report of the Agency for the previous year, presenting and analyzing the general findings of the evaluations conducted, the conclusions and accreditations, and submit it to the Minister,;

Provided that the annual report of the Agency's activities shall be published on the Agency website;

(d) to advise the Minister on any matter falling within the competence of the Agency.

(4) The Council may appoint subcommittees composed of its members and authorize them to perform its functions, and the composition and the method of operation of the subcommittees shall be governed by internal regulations to be issued by the Agency;

Provided that any decision or recommendation of a subcommittee shall be put before the Council for the purpose of taking a final decision.

Appointment and composition of the Council of the Agency.

28 .- (1) The Council of the Agency shall be appointed by the Council of Ministers, upon the recommendation of the Minister, and shall consist of -

- (a) eight (8) members at the rank of Professor or Professor Emeritus with experience in the management of universities and as far as possible on issues of quality

assurance in Higher Education, of which :

- (i) five (5) members shall be Professors or Professors Emeriti of universities operating in the Republic, of whom three (3) shall come from the public universities of the Republic,
- (ii) three (3) members shall be prominent academics at the rank of Professor or Professor Emeritus coming from two (2) at least different countries, preferably from member states.

(b) Two (2) members of professional organizations and colleges

(c) One (1) member who shall be an undergraduate student who preferably has participated in a quality assurance body of his institution and who is proposed by the Pancyprrian Federation of Student Unions (POFEN):

Provided that, persons finally convicted of moral turpitude or an offence involving dishonesty cannot be appointed members of the Council of the Agency.

2) For the appointment of the members of the team of persons as provided in paragraph (a) of subsection (1), the Minister shall consult with the Rectors Conference in the Republic so that the members of this team may adequately cover the various scientific fields.

(3) For the appointing of the members of the team of persons as provided in paragraph (b) of subsection (1), the Minister shall consult with the relevant competent authorities and authorized bodies, as appropriate.

(4) The members of the Council of the Agency shall elect from among the members of the team of persons referred to in paragraph (a) of subsection (1), one (1) member as President and one (1) member as Vice-President.

(5) The President of the Council shall have overall responsibility for the operation of the Agency and in particular-

(a) shall coordinate and direct its services;

(b) shall prepare the agenda, convene and conduct the meetings and attend and supervise the implementation of decisions, directives and any other acts of the Agency;

(c) shall be the head of the administrative and scientific staff of the Agency.

(6) The President of the Council may authorize members of the Council or persons from the administrative and scientific staff of the Agency to sign on behalf of and for the President, documents or other acts of Agency and to this end the Council prepares an organizational chart, taking into account the powers and functions of the Agency, in accordance with the provisions of this or any other law.

(7) In case of temporary incapacity or absence of the President, the Vice President replaces the President in the exercise of his powers and functions..

(8) Every member of the Council shall operate independently and objectively having as a basic guideline the enhancement of the quality of Higher Education in the Republic and shall refrain from promoting, in any direct or indirect way, the interests of the institution, body or service he comes from / or any other organization or Agency or service.

(9) The term of the President, the Vice President and the members of the Agency shall be five years and any of them may be reappointed for a further term, consecutive or not:

Provided that a candidate for appointment as the student representative in the Council, shall be going through the two (2) last years of his studies and may be appointed for a single term of up to two (2) years, provided that he still has the student status.

(10) During the term of the Council, the retirement or the loss of the position of a member not due to a criminal or disciplinary offense, in which he was appointed member of the Council, does not entail loss of his status as a Council member.

(11) Council decisions shall be communicated to the Minister.

(12) The Quality of Higher Education Report shall be submitted at the end of each year to the President of the Republic and the Council of Ministers as well to the President of the House of Representatives.

(13) For purposes of registering the Agency in the European Quality Assurance Register, the Council shall put itself through the Minister to evaluation, for the purpose of its possible activation outside the Republic.

(14) The Council may assign a qualified agency for that purpose, which is included in the European Quality Assurance Register, to conduct the specific quality evaluation procedure, assigning to this Agency the role of the External Evaluation Committee, as provided

for in section 17.

Quorum, procedural matters and supplementary provisions.

29 .- (1) Seven (7) members of the Council including the President and, in his absence, the Vice President and at least four (4) members, who come from the team of persons referred to in paragraph (a) of subsection (1) of section 23 shall constitute a quorum.

(2) The decisions of the Council are taken by simple majority of the members present and in case of a tie the President or the person chairing the meeting shall have the casting vote.

(3) The Council may invite to its meetings Agency's officers or other persons who do not work in the Agency in order to assist it in its work, but these persons shall leave during the consultation and voting.

(4) (a) The Council shall meet regularly at least once every two (2) months and its meetings shall be convened by the President, and if he is unable to attend, by the Vice President.

(b) At the initiative of the President or at the written request of three (3) at least members of the Council extraordinary meetings shall be convened.

(c) The President or the Vice President of the Council, as appropriate, shall establish the agenda and chair the meeting.

(5) Minutes shall be kept for the work of each Council meeting, which are confirmed by the Council and signed by the President or the Vice President who chaired the meeting.

(6) The Council of Ministers, upon the recommendation of the Minister, may revoke the appointment of any member of the Council before the end of his term, due to prolonged illness, absenteeism or behaviour which is improper and contrary or incompatible with the mission, goals and objectives of the Agency.

(7) Any vacancy in the Council shall not affect its legal constitution or the validity of its decisions:

Provided that the Council of Ministers shall appoint, without delay, alternate members to replace the members who were dismissed or left and the term of office of the new members shall be until the end of the term of the members who left.

(8) Subject to the provisions of this Law, the Council may regulate by internal regulations the manner of convening its meetings, the

procedures to be followed and generally all matters relating to the execution of the duties and functions of the Agency.

Declaration of interest by a Council member.

30 .- (1) Every member of the Council shall declare before the start of any meeting, any personal, direct or indirect interest he may have on the outcome of the matter under discussion and to exclude himself from the discussion of the matter.

(2) Failure to comply with the above obligation shall constitute conduct incompatible with the mission, goals and objectives of the Agency, as well as sufficient reason for termination of the appointment of the member of Council by the Council of Ministers.

Honorarium and expenses.

31 .- (1) The President and the members of the Agency shall be paid an annual honorarium, accommodation costs, maintenance and travelling allowances and any other expenses that are necessary for carrying out their functions.

(2) The members of the External Evaluation Committees shall be compensated for the work to which they are appointed by the Agency, accommodation costs, maintenance and travelling allowance and / or other expenses which may be necessary for the conduct of their work.

(3) The amount of the honorarium, compensation and the expenses provided for in subsections (1) and (2) shall be determined by the Council of Ministers, upon the recommendation of the Minister.

Aims and functions of the Agency.

32 .- (1) Subject to the provisions of this Law, the Agency shall be responsible for the Evaluation and Accreditation of the Quality of Higher Education.

(2) The local Higher Education Institutions are classified in the following categories:

(a) State University ·

(b) Private university;

(c) Public Tertiary Education institution;·

(d) Private Tertiary Education institution;

(e) Branch of a local Higher Education institution, which is provided for in paragraphs (a), (b) (c) and (d) operates outside the seat of the institution in the Republic and/or overseas;

(f) Branch of an overseas Higher Education institution which operates in the Republic.

(3) From the entry into force of this Law, the Agency shall assume the powers and functions, and duties responsibilities of the following bodies:

(a) The Evaluation Committee of Private Universities (ECPU) concerning the establishment, operation and control of private universities ·

(b) The Advisory Committee on Higher Education (ACTE) concerning the establishment of tertiary education institutions and the approval of new programmes of study in private tertiary education institutions;

(c) The Council of Educational Evaluation- Accreditation (CEEAP), with respect to the external evaluation and accreditation of programmes of study of private tertiary education institutions.

(4) The Agency shall be the competent authority for-

(a) The periodic Institutional and Departmental Evaluation of licensed public universities and private universities;

(b) The periodic Institutional and Departmental Evaluation and Accreditation of private universities operating with an initial license and the Evaluation and Accreditation of new programmes of study of these institutions;

(c) The periodic Institutional and Programmatic Evaluation and Accreditation of private tertiary education institutions;·

(d) The periodic Institutional and Programmatic Evaluation and Accreditation of public tertiary education institutions;

(e) The Evaluation and Accreditation of cross- border forms of education, offered by local institutions in member states or third countries.

(5) In case of withdrawal of the accreditation of a programme of studies of a private tertiary education institution or private university by the Agency;

(a) the admission or transfer of new students in the program shall be terminated;

(b) the recognition of the higher education qualifications of students already enrolled in the program shall not be affected;

(c) the institution shall maintain the required levels of education and take all necessary measures to ensure that all students already studying in the program may complete their studies with educational adequacy.

(6) The Agency shall make publicly available the list of accredited higher education institutions in the Republic and the category of each institution in accordance with the provisions of subsection (2).

Housing and other infrastructure of the Agency.

33. The Permanent Secretary of the Ministry, with the approval of the Minister, undertakes the task of finding suitable offices for Agency, its staffing with suitable human resources from the public and educational service, its technical support and coverage of administrative operating costs.

Budget of the Agency.

34. The Council shall establish the budget of the Agency, which is part of the Ministry's budget and submit it to the Minister.

PART SEVEN

FINAL AND TRANSITIONAL PROVISIONS

Regulations.

35 .- (1) The Council shall prepare and submit through the Minister to Council of Ministers for approval Regulations for the better implementation of the provisions of this Law and generally for the regulation of any matter concerning the Agency, its establishment, operation, powers, criteria, methods and procedures for the exercise of its powers and functions, which are submitted to the House of Representatives for approval.

Payment of fees.
Annex.

36. With the submission of an application for Evaluation the Agency shall be paid all the fees, as appropriate, and as defined in the Annex.

ECTS and ECVET Systems and the Annex

37. A local higher education institution shall apply the provisions of the Credit Transfer and Accumulation System (ECTS) and the Credit System for Vocational Education and Training (ECVET) for both the transfer and the accumulation of credits and grants the Diploma Supplement according to the statements of the Councils of Ministers responsible for Higher Education issues within the European Higher Education Area.

Transitional

38 .- (1) Notwithstanding the provisions of any other laws and

provisions.

subject to the provisions of subsection (3) of section 32, the bodies referred to in paragraphs (a) to (c) thereof, shall be immediately abolished from the date on which the Council of Ministers appoints the Council of the Agency and furthermore on that date the term of its members shall be terminated with a decision of the Council of Ministers.

(2) A programme of studies of a private tertiary education institution which is not Evaluated –Accredited on the date of appointment of the Council shall be evaluated within the first five (5) years from the appointment of the Council:

Provided that a programme of studies which is not evaluated-accredited within this period shall be removed from the Register which is kept by the Ministry:

Provided further that a private tertiary education institution that does not achieve the accreditation of even one programme of studies within the period of five (5) years, shall be removed from the above mentioned Register.

(3) An Evaluation Procedure, which is in progress on the date of the appointment of the Council, by any of the bodies which are abolished under the provisions of subsection (1), the powers and functions of which are undertaken by the Agency, under subsection (3) of section 32, shall be continued and completed by the Agency.

(4) (a) A programme of study of a private tertiary education institution, which on the date this Law comes into force holds Evaluation-Accreditation with validity of more than five (5) years from the date of entry into force of this Law, the said institution shall submit immediately at the end of this period the relevant programme of study for re-evaluation and Accreditation under the provisions of this Law.

(b) Failure of a private tertiary education institution to comply with the obligation referred to in paragraph (a) shall entail the removal of the program from the Register at the end of its current Evaluation – Accreditation.

Conflict in provisions.

39. In case of conflict between the provisions of this Law with provisions of ;

(a) the Private Universities (Establishment, Operation and Control) Laws 2005 to 2011 ·

(b) the University of Cyprus Laws 1989 to 2013;·

(c) the Open University of Cyprus Laws 2002 to

2010,

(d) the Cyprus University of Technology Laws 2003 to 2014 and

(e) the Schools of Tertiary Education Laws 1996 to 2013

the provisions of this Law shall prevail.

Entry into force of this Law. 40. This Law shall come into force on the date determined by the Council of Ministers by a decision published in the Official Gazette of the Republic:

Provided that the Council of Ministers may determine different dates for entry into force of various provisions of this Law.

ANNEX

FEES FOR INSTITUTIONAL, DEPARTMENTAL, PROGRAMMATIC EVALUATION-ACCREDITATION OF HIGHER EDUCATION

(Sections 21 and 36)

1. For programs of study lasting one (1) academic year full-time study or equivalent part-time at Certificate level, € 1.800.
2. For programs of study lasting two (2) academic years full-time study or equivalent part-time study at Diploma level, € 2,500.
3. For programs of study lasting three (3) academic years full-time study or equivalent part-time study at Higher Diploma level, € 4.000.
4. For programs of study lasting four (4) academic years full-time study or equivalent part-time study at Degree level (Bachelors), € 5.500.
5. For postgraduate Masters level programs, € 7.000.
6. For postgraduate programmes of study at Ph.D. level, € 8.500.
7. Institutional Evaluation of universities € 17.000 per the Department.
8. Departmental Evaluation of Universities € 13.500 per Department.
9. Institutional Evaluation of other higher education institutions, € 10.000.
10. Evaluation –Accreditation of a programme of study of a Higher Education Institution (Bachelors) degree, offered by the franchise method at an educational establishment of another state € 8,000.
11. Evaluation-Accreditation of a programme of study at Master's level which is offered through the franchise method in an educational establishment in another member state € 10.000.
12. Evaluation-Accreditation of a programme of study offered by a Higher Education Institution at Doctorate level, through the franchise method in an educational establishment in another member state € 12,000.



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



HIGHER EDUCATION INSTITUTIONS FEEDBACK - QUESTIONNAIRE

This questionnaire has been developed within the framework of CYQAA's effort to actively involve Higher Education Institutions (HEIs) in the process of continuous upgrading of quality assurance and accreditation of higher education.

Instructions:

- Please dully complete the following questionnaire.
- The questionnaire is to be duly completed by the HEI's Internal Evaluation Committee.
- The questionnaire is submitted anonymously.
- Please send it by post to CYQAA's offices at: Lemessos Avenue Num. 5, 2112 Aglantzia, Nicosia

General Information:

Public University ☐ Public Institution of Higher Education ☐
Private University ☐ Private Institution of Higher Education ☐

1. Indicate how satisfied or dissatisfied you are with CYQAA's external evaluation process:

Very dissatisfied 1	Dissatisfied 2	Somehow satisfied 3	Satisfied 4	Very satisfied 5
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	1	2	3	4	5
Form for the external evaluation of a programme of study (Num. 200.1)					
Criteria and quality standards set by CYQAA					
Communication between your HEI and the CYQAA before and after the on-site visit					
Duration of the on-site visit					
Schedule of the on-site-visit					
Members of the External Evaluation Committee (EEC)					
Chronological duration of the external evaluation process					
Information on the results of the external evaluation process					

2. Please justify the answers you have provided and note any additional comments you may have on the process of external evaluation:

3. Indicate to which degree the following apply with regards to the results of the external evaluation:

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
------------	-------------	----------------	------------	-------------

	1	2	3	4	5
They help improve the programme of study					
They provide expertise and know how from Cyprus and overseas					
They provide specific feedback					
Suggestions are useful					
Suggestions are implemented					

4. Please justify the answers you have provided and note any additional comments you may have on the results of the external evaluation process:

5. Which stages in the external evaluation process do you consider most important?

6. Which stages in the external evaluation process do you consider need improvement?

7. Grade on a scale of 1 to 5 the degree to which the following apply in the case of CYQAA.

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
------------	-------------	----------------	------------	-------------

	1	2	3	4	5
CYQAA involves its social partners in the implementation of its mission/objectives					
There is cooperation with the CYQAA					
Procedures for the effective communication of institutions with CYQAA are in place					

8. Please justify the answers you have provided and note any additional comments you may have regarding CYQAA's operations:

9. Grade on a scale of 1 to 5 the degree to which the following apply:

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
------------	-------------	----------------	------------	-------------

	1	2	3	4	5
Objectivity					
Reliability					
Transparency					
Consistency					
Professionalism					

10. Please let us know on any other comments, suggestions and/or concerns.

APPLICATION FOR INSTITUTIONAL EVALUATION

Institution:.....

District:

Faculties and Departments:

FACULTIES	DEPARTMENTS

Institution's status (check ☐ where applicable):

- New Institution:
- Existing Institution:
 - Registered but not evaluated-accredited
 - It was evaluated and received accreditation:
 - State the accrediting body:
 - Date of commencement of the accreditation:
 - It was evaluated but did not receive accreditation
 - State the evaluating body:

Institution's category (check ☐ where applicable):

- Public University
- Private University
- Public School of Higher Education
- Private School of Higher Education

APPLICATION SUBMISSION CHECKLIST

For the effective processing of your application, it is confirmed that the following have been delivered/sent to the offices of CY.Q.A.A (check ✓ where applicable):

1. Cover Letter
2. Copy of the receipt for the payment of the fees
3. Application in English and Greek in print (1 copy)
4. Application in English and Greek
in digital form (1CD)
5. ATTACHMENT (For the issuing of a Certificate
of Inspection for Public and Public Use Buildings)

Chief Person in Charge of the Institution According to the Law (the chief person's CV is included in the application with the CVs of the academic personnel).

Name: **Signature:**

Tel.: **E-Mail:**

Date of Application Submission:

This document is submitted on the basis of Article (17) of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” for Institutional Evaluation.

It is noted that:

1. The Higher Education Institution prepares and submits the application, both in Greek and English.
2. The application (in five original copies), and the cover letter must be submitted in both print and electronic form, with the signature of the highest ranking person responsible for the Institution as indicated by the Law.
3. The Institution has the responsibility to ensure that the application includes all required information and that the information is true and accurate.
4. The application must include all information required by the present document, as well any other additional information pertinent to the Criteria set by the Agency, in relation to Institutional Evaluation.

ANNEX 3

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GENERAL GUIDELINES FOR COMPLETING THE APPLICATION FORM

- 1. As it is not possible to predict the necessary space to enter the required information in the form, interested parties are requested to copy this form on their computers, along with the instructions included herewith, allowing the necessary space for every entry.**
- 2. A separate application should be submitted for the main campus of the institution and for the branches of the institution.**
- 3. As this application, when accepted, will be evaluated by an External Evaluation Committee, it should be submitted in five print copies and an electronic one.**
- 4. Complete all that applies or note “Not applicable” and explain the Institution’s relevant policy on the particular criterion.**
- 5. For the completion of this form, see Part “M” entitled “SPECIFIC GUIDELINES FOR THE COMPLETION OF THE APPLICATION FORM” as well as ANNEX 14 entitled “CRITERIA AND QUALITY INDICATORS”.**

Notes:

In order for this application to be valid, a copy of the receipt for the payment of the required fees based on Laws N. 136(I)/2015 and 47(I)/2016, should be submitted with the application.

If the application refers to a new Institution, separate applications are submitted for the evaluation and accreditation of the programmes of Study to be offered.

A. INFORMATION ABOUT THE INSTITUTION

1. Name of Institution (see <i>D. Specific Guidelines</i>)
2. Main Campus or Branch that the present application refers to
3. Legal status of the Institution (<i>M. Specific Guidelines</i>)
4. Institution's operation licenses (<i>M. Specific Guidelines</i>)
5. Institution's Structure (<i>M. Specific Guidelines</i>)
6 Institution's officials (<i>M. Specific Guidelines</i>)
7. Council and Senate (Table 1)
8. Institution's Charter (ANNEX 1)
9. Institution's Internal Regulations (ANNEX 2)
10. Institution's Rules (ANNEX 3)
11. Prospectus (ANNEX 4)

B. BUILDING FACILITIES

1. Site Map, Size, Area and Spatial Plan showing the building facilities, parking spaces (For students, teachers visitors, disabled persons), sport grounds and free outdoor area. (ANNEX 5)
<p>2. 1 Licences from the competent government authorities (ANNEX 6.1)</p> <p>A) Operating Licences from the Local Authorities</p> <p>B) Building License</p> <p>2.2 Certificates for operation, duly completed (ANNEX 6.2)</p> <p>α) Visual Inspection Form E.O.E. 102 (ATTACHMENT)</p> <p>β) Seismic Efficiency Form E.O.E.Σ.E.K 103 (ATTACHMENT)</p> <p>γ) Audit Certificate Form 104 (ATTACHMENT)</p> <p>δ) Fire Safety Certificate from the Cyprus Fire Service</p> <p>ε) Certificate of Electrical and Mechanical Installation Control by the Electromechanical Service Department.</p>
3. Teaching rooms' Classrooms' number, size, capacity, percentage of daily use usage (Table 2)
4. Academic personnel's offices number, size, capacity (Table 3)
5. Laboratories' number, size, capacity (Table 4)
6. Administration rooms'/offices' number, size, capacity (Table 5)
7. Administrative Services rooms/offices' number, size, capacity (Table 6)
<p>8. Student parking space (<i>M. Specific Guidelines</i>)</p> <p>Number:</p>
<p>9. Academic and teaching staff parking space (<i>M. Specific Guidelines</i>)</p> <p>Number:</p>

C. STUDENT WELFARE SERVICES

1. Special access for students with disabilities (PWD) (ANNEX 7) (<i>M. Specific Guidelines</i>)
2. Recreation areas (ANNEX 8) (<i>M. Specific Guidelines</i>)
3. Policy and statutes for academic student support (<i>M. Specific Guidelines</i>)
4. Policy and statutes for financial student support (<i>M. Specific Guidelines</i>)
5. Counseling services (<i>M. Specific Guidelines</i>)
6. Career office (<i>M. Specific Guidelines</i>)
7. Service linking the institution with businesses (<i>M. Specific Guidelines</i>)
8. Mobility office (<i>M. Specific Guidelines</i>)
9. Student clubs/orgnisations/associations (<i>D. Specific Guidelines</i>) (Table 7)
10. Other services (<i>M. Specific Guidelines</i>)

D. INFRASTRUCTURE

1. Library (ANNEX 9) (<i>M. Specific Guidelines</i>)
2. Computers available for use by the students (<i>M. Specific Guidelines</i>)
3. Technological support (<i>M. Specific Guidelines</i>)
4. Technical support (<i>M. Specific Guidelines</i>)

E. ACADEMIC PROFILE AND ORIENTATION OF THE INSTITUTION

1. Institution's mission statement (<i>M. Specific Guidelines</i>)
2. Institution's strategic planning (<i>M. Specific Guidelines</i>)
3. Faculties and Departments (Table 8)
4. Programmes of Study (<i>M. Specific Guidelines</i>) (Table 9)
5. Institution's social contribution
6. Printed and electronic means of providing information to the public
7. Recruitment and selection process for academic staff (<i>M. Specific Guidelines</i>)
8. Recruitment and career advancement planning for academic staff (<i>M. Specific Guidelines</i>)
9. Strategy for student recruitment (<i>M. Specific Guidelines</i>)
10. Student profile for each programme and year of study (Table 10)

F. QUALITY ASSURANCE

1. Quality assurance policy (<i>M. Specific Guidelines</i>)
2. Internal Evaluation Committee (Table 11)
3. Quality assurance system (<i>M. Specific Guidelines</i>)
4. System and evaluation criteria of students
5. Quality indicators for Programmes of Studies and their monitoring (<i>M. Specific Guidelines</i>)
6. Policy and process of preventing and dealing with plagiarism
7. Student grievance procedures
8. Criteria and student admission process
9. Quality assurance in relation to learning resources (<i>M. Specific Guidelines</i>)
10. Quality assurance and control of the learning process
11. Quality assurance and sufficiency of student resources (ANNEX 10)

G. ADMINISTRATION

1. Ensuring transparency in decision making by the Institution's bodies, and the dissemination of the relevant decisions
2. Meetings of the Institution's bodies (<i>M. Specific Guidelines</i>)
3. Administrative services of the institution (<i>M. Specific Guidelines</i>)
4. Administrative Staff (Table 12)

H. LEARNING AND TEACHING

1. Policy and process of risk assessment and sustainability of programmes of study
2. Process of introducing new programmes of study (<i>M. Specific Guidelines</i>)
3. Process of monitoring, evaluating and revising programmes of study (<i>M. Specific Guidelines</i>)
4. Compliance with a national and European frameworks of professional qualifications and regulated professions
5. Criteria and processes for the recognition of previous studies and credit transfers
6. Policy for the use of teaching rooms/labs and lecture rooms (<i>M. Specific Guidelines</i>)
7. Teacher-student communication and student feedback.

I. ACADEMIC AND TEACHING STAFF

1. Academic Staff (Qualifications, expertise, distribution of time in teaching/research/administration for each Department (Table 13)
2. Visiting Professors for each Department (Table 14)
3. Special Teaching Staff and Special Academic Personnel for each Department (Table 15)
4. Documentation of the competence of academic and other teaching staff to support the Programmes of Study
5. Recognition and awards of academic staff

J. RESEARCH

1. Research policy (<i>M. Specific Guidelines</i>)
2. Regulations and procedures of research work (ANNEX 11)
3. Research facilities and equipment (<i>M. Specific Guidelines</i>)
4. Copyright and Intellectual Property Policy (<i>M. Specific Guidelines</i>)
5. Compliance mechanisms with International research ethics (<i>M. Specific Guidelines</i>)
6. Internal research funding policy (<i>M. Specific Guidelines</i>)
7. Linking research activity to teaching (<i>M. Specific Guidelines</i>)
8. Linking research activity to research policy (<i>M. Specific Guidelines</i>)
9. Policy for transferring know-how to society and to the production sector (<i>M. Specific Guidelines</i>)

K. RESOURCES

1. Institution's Budget, based on the mission and strategic planning (ANNEX 12)
2. Budget management to support the Institution's operations and its development (<i>M. Specific Guidelines</i>)
3. Policy for external audit and ensuring transparency of financial management (<i>M. Specific Guidelines</i>)
4. Two-year growth budget and funding processes (ANNEX 13)
5. Funding procedures for the operation of the Institution (<i>M. Specific Guidelines</i>)

L. APPLICATION INFORMATION

Payment of fees:

Receipt Number:

.....

Date of receipt:

Chief Person in charge of the Institution in accordance with the law:

.....

Signature of the Chief Person in charge of the Institution in accordance with the law:

.....

Representative of the Institution (in the case of a company):

.....

Signature of the Institution's Representative (in the case of a company):

.....

Date of application form submission:

M. SPECIFIC GUIDELINES FOR COMPLETING THE APPLICATION FORM

A.1 Name of Institution:

[Instructions: Provide the full name of the Institution for which the present application for Institutional evaluation is for, as approved on the basis of the previous legislative framework. If it is a new Institution, provide the full proposed name].

A.3 Legal status of the Institution

[Instructions: State whether the Institution is a private university, a public university, a private Institution, etc. If it is a new Institution, state the proposed status].

A.4 :Operation license of the Institution

[Instructions: Provide the relevant Legislation under which an Operation License was granted to the Institution, as well as the relevant Ministerial Council Decision, Ministerial Disclosure, etc.].

A.5 The structure of the Institution:

[Instructions: Provide a complete structure of the Institution, which includes academic and administrative bodies, faculties, departments, etc.).

A.6 Chief persons:

[Instructions: State the names of Chief persons of the Institution, e.g. President of the Council, Rector]

B.8 Parking space for students:

[Instructions: State the address, the size (square meters and number of spaces) and submit a site plan showing the parking spaces in relation to the rest of the Institution and the special spaces for persons with disabilities (PWD)].

B.9 Parking Space for Academic and Teaching staff:

[Instructions: same as B.8].

C.1 Special access for students with disabilities

[Instructions: Provide a description of the mechanisms, processes, infrastructures (building and other), welfare, etc. offered for satisfactory access for students with disabilities – PWD. At the same time, submit as Annex 7 the relevant building infrastructure plan approved by the competent authorities of the Republic of Cyprus].

C.2 Recreation areas

[Instructions: Provide the number and detailed description of the recreation areas and submit, as Annex 8, the relevant Infrastructure Plan as Annex 8 approved by the competent authorities of the Republic of Cyprus].

C.3 Policy and institutions of Academic Student Support

[Instructions: Provide a detailed description of statutes, mechanisms and processes of academic support for students in terms of communication with teaching staff, student feedback from mentors, mentoring etc.].

C.4 Policy and Statutes for Financial Student Support

[Instructions: Give a detailed description of the policy and institutions for financial support to students such as scholarships for excellence, scholarship plans on the basis of socio-economic criteria, etc., as well as the sums corresponding to these plans for each academic year].

C.5 Counseling Service

[Instructions: Provide information on the number of persons employed, their qualifications, etc.].

C.6 Careers Office

[Instructions: Provide information on the number of persons employed, their qualifications, etc.].

C.7 Service linking the institution with businesses

[Instructions: Provide information on the number of persons employed, their qualifications, etc. Also, indicate the partnerships that have been implemented/are planned with companies /organisations and a brief description of each cooperation].

C.8 Mobility Office

[Instructions: Provide information on the number of persons employed, their qualifications, etc. Also, indicate the student exchange programmes which have been implemented / are planned as well as the number of students/academics who have participated in exchange programmes in the last two(2) academic years].

C.9 Student clubs/organisations/associations

[Instructions: Provide information in Table 7 on number, type, group participants in student clubs/organisations/associations and their degree of independence].

C.10 Other services

[Instructions: Provide information about other services of the Institution that help achieve the Institution's mission and about the number of persons employed, their qualifications, etc.].

D.1 Library

[Instructions: Submit the Library's site plan as ANNEX 9. Also provide details of library infrastructures in terms of size, capacity, number of employees and their qualifications and hours of operation. Provide additional data on the electronic library, infrastructures, databases etc.].

D.2 Computers available for use by the students

[Instructions: Give details of access infrastructures on shared computers including the number, the sites where they are located etc.].

D.3 Technological support

[Instructions: provide details on the structure of the Competent Service for Technological Support, the number of people employed, their qualifications, etc.].

D.4 Technical support

[Instructions: Provide details on the structure of the competent Technical Support Service, the number of people employed, their qualifications, etc.].

E.1 The Institution's mission statement

[Instructions: Provide the Institution's mission as it is recorded in the Institution's Strategic Planning and also the link to the website where it is posted].

E.2 The Institution's strategic plan

[Instructions: Provide a brief summary, (2 pages max), of the Institution's Strategic Plan. At the same time, submit the methodology and the process adopted for the design of the strategic plan, the academic and administrative bodies involved in the process, as well as other interested parties i.e. students, academic staff, etc. Also, record the process of monitoring the implementation of the Strategic Plan and state the Institution's competent body for this purpose].

E.4 Programmes of Study

[Instructions: In the case of operating Programmes of Study, state whether they have been evaluated – accredited and approved to operate by previous bodies. Record the relevant evaluation - accreditation date, and the bodies from which it came from. In the case of new Programmes of Study, submit a separate application form on the relevant form of the Agency (No. 200.1) in accordance with the relevant procedure.]

E.7 Recruitment and Selection Process for Academic Staff

[Instructions: Describe the strategy and incentives provided to attract quality academic staff, as well as the selection process].

E.8 Recruitment and career advancement planning for academic staff

[Instructions: Record the planning of staffing and career advancement for academic staff taking into account future retirements, expected recruitment and academic staff development in order to ensure the smooth implementation of the Programmes of Study offered over a five-year period].

E.9 Strategy for student recruitment

[Instructions: Describe the strategy and incentives provided to attract quality students from both Cyprus and abroad].

F.1 Quality Assurance Policy

[Instructions: Record, in not more than two pages, the Institution's quality assurance policy in relation to its registered mission].

F.3 Quality Assurance system

[Instructions: Record, in not more than two pages, the Institution's quality assurance system and the Institution's functions/sectors it covers].

F.5 Quality Indicators for Programmes of Study and their monitoring

[Instructions: Record briefly the quality indicators taken into account for the internal evaluation of the Programmes of Study offered by the Institution and indicate the competent body/party responsible for monitoring them].

F.9 Quality Assurance in relation to learning resources

[Instructions: Record the policy and process followed to ensure quality in relation to learning resources].

G.2 Meetings of the Institution's Council/Senate

[Instructions: Record the number of meetings of the Institution's Council/Senate per academic year and the procedure followed].

G.3 The Institution's Administrative services

[Instructions: Provide a plan of the whole structure of the Institution].

H.2 Process of introducing New Programmes of Study

[Instructions: Record briefly the stages of introducing new Programmes of Study i.e. market research, feasibility study, etc. and the decision-making process].

H.3 Process for monitoring, evaluating and revising Programmes of Study

[Instructions: Submit the methodology and the process of monitoring, evaluation and revision of programmes, academic and administrative bodies and other stakeholders involved in the process, e.g. students, academic staff, etc.]

H.6 Policy for the use of classrooms, laboratories and lecture rooms

[Instructions: Describe briefly the policy of using the above infrastructure in relation to the number of students using them, e.g. students per lab, etc.].

I.1 Research policy

[Instructions: Record, in not more than one page, the Institution's research policy in relation to the Institution's recorded mission statement].

I.3 Research facilities and equipment

[Instructions: Give details of the infrastructures used to carry out research work in terms of space, capacity, number of employees and qualifications, hours of operation etc.].

I.4 Policy for Intellectual Property Protection and Use

[Instructions: Record, in no more than one page, the Institution's policy for Intellectual property and use].

I.5 Mechanisms of Compliance with International rules of research ethics

[Instructions: List the institutionalised mechanisms of compliance with International rules of research ethics].

I.6 Policy for Internal research funding

[Instructions: Record, in not more than one page, the Institution's internal research funding policy].

I.7 Connecting research work with teaching

[Instructions: In not more than one page, show how the Institution uses the results of research in teaching].

I.8 Connecting research work with the research policy

[Instructions: In not more than one page, document the link between the research activity taking place in the Institution and the established research policy of the Institution].

I.9 Policy for transferring know-how to society and the production sector

ANNEX 3

[Instructions: In not more than one page, record the Institution's policy on the methods and procedures used to transfer know-how to society and the production sector].

J.2 Budget management to support the Institution's operations and development

[Instructions: In not more than one page, record the Institution's budget management process to support its operations and development and name the services and academic body involved].

J.3 Policy for external audit and ensuring transparency of financial management

[Instructions: In not more than one page, record the policy for external audit and ensuring transparency in the financial management of the Institution].

J.5 Funding procedures for the operation of the Institution

[Instructions: In not more than one page, describe the funding procedures for the operation of the Institution].

ANNEX 14 – QUALITY STANDARDS AND INDICATORS

GUIDELINES:

This ANNEX must be completed by the Institution's Internal Evaluation Committee. The ANNEX comprises an integral part of the Institutional Evaluation application.

Quality Standards and Indicators

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 and 2016" [N. 136 (I)/2015 και N. 47(I)/2016].

The document describes the quality standards and indicators applied for institutional evaluation.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is highlighted that, in the case of standards and indicators that cannot be applied due to the status of the institution, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

TABLE 11: INTERNAL EVALUATION COMMITTEE

NAME	TITLE

1. INSTITUTION'S ACADEMIC PROFILE AND ORIENTATION						
1.1	Mission and Strategic planning	1	2	3	4	5
1.1.1	The Institution has formally adopted a mission statement which is available to the public and easily accessible.					
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.					
1.1.3	The Institution's Strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.					
1.1.4	The offered Programmes of Study align with the aims and objectives of the Institution's development.					
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.					
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.					
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						

ANNEX 3

		1	2	3	4	5
1.2	Connecting with society					
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.					
1.2.2	The Institution provides sufficient information to the public about its activities and offered Programmes of Study.					
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.					
1.2.4	The Institution has an effective communication mechanism with its graduates.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						
1.3	Development processes	1	2	3	4	5
1.3.1	Effective procedures and measures are in place to attract and select academic staff to ensure that they possess the formal and substantive skills to teach, research and effectively carry out their work.					
1.3.2	The institution has a two-year growth budget that is consistent with its strategic planning.					
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.					
1.3.4	The Institution applies an effective strategy of attracting students / high-level students from Cyprus.					
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.					

ANNEX 3

1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its Programmes of Study are adequate and transparent.					
<p>Justify the numerical evaluation and write additional comments that you may have for this criterion.</p> <p>Additionally, write:</p> <ul style="list-style-type: none"> - Expected number of Cypriot and foreign students. - Countries of origin of foreign students and number from each country. 						

ANNEX 3

2. QUALITY ASSURANCE						
2.1	System and quality assurance strategy	1	2	3	4	5
2.1.1	The committee and the internal quality assurance system work systematically and effectively.					
2.1.2	Quality assurance policies are being developed with the active engagement of interested parties.					
2.1.3	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:					
	2.1.3.1 The teaching and learning					
	2.1.3.2 Research					
	2.1.3.3 The connection with society					
	2.1.3.4 Management and support services					
2.1.4	The Quality Assurance system promotes a culture of quality.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						
2.2	Ensuring Quality for the Programmes of Study	1	2	3	4	5
2.2.1	The responsibility for decision-making and monitoring the implementation of the Programmes of Study offered by the Institution lies with the academic personnel.					
2.2.2	The system and criteria for assessing students' performance in the subjects of the Programmes of Studies offered by the Institution are clear, sufficient and known to the students.					
2.2.3	The quality control system refers to specific indicators and is effective.					

ANNEX 3

2.2.4	The results from student assessments are used to improve the programmes of Study.					
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.					
2.2.6	The Institutionalised procedures for examining students' objections / disagreements on issues of student evaluation or academic ethics are effective.					
2.2.7	The Institution publishes information related to the programmes of Study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of academic and teaching staff.					
2.2.8	The Institution has a clear and consistent policy on the admission criteria for students in the various programmes of Studies offered.					
2.2.9	The Institution ensures that effective methodology is applied in the learning process.					
2.2.10	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.					
2.2.11	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:					
	2.2.11.1 Building facilities					
	2.2.11.2 Library					
	2.2.11.3 Rooms for theoretical, practical and laboratory lessons					
	2.2.11.4 Technological Infrastructure					
	2.2.11.5 Support structures for students with special needs and learning difficulties					
	2.2.11.6 Academic Support					
	2.2.11.7 Student Welfare Services					

Justify the numerical evaluation and write additional comments that you may have for this criterion.

Also, write the following:

- Percentage of students taking part in examinations
- Success exam rates of students
- Average grade of degree, percentage score breakdown
- Average duration of studies to obtain a degree
- Work assessments and percentage score/results analysis
- Percentage analysis of performance in Practice Exercise
- the ratio of students/teachers per subject, in theoretical and practical subjects

3. ADMINISTRATION						
3.1	Administration	1	2	3	4	5
3.1.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.					
3.1.2	The members of the academic and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Institution.					
3.1.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.					
3.1.4	The Institution applies effective procedures to ensure transparency in the decision-making process.					
3.1.5	The Boards of Departments and Schools, as well as the institutionalised Committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the Constitution and / or the Internal Regulations of the Institution.					
3.1.6	The Council and the Senate operate systematically and autonomously and exercise the full powers provided for by the Statute and / or the Constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.					
3.1.7	The manner in which the Council and the Senate operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.					
3.1.8	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						

ANNEX 3

4. LEARNING AND TEACHING						
4.1	PLANNING THE PROGRAMMES OF STUDY	1	2	3	4	5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and revising Programmes of Study.					
4.1.2	An effective mechanism for evaluating programmes of Study is ensured by the students and the academic staff of the Institution.					
4.1.3	The Programmes of Study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.					
4.1.4	The Institution ensures that its Programmes of Study integrate effectively theory and practice.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						
4.2	ORGANISATION OF TEACHING	1	2	3	4	5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.					
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.					
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.					
4.2.4	The teaching staff of the Institution have regular and effective communication with their students..					
4.2.5	The teaching staff of the Institution provide timely and effective feedback to their students.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						

ANNEX 3

5. ACADEMIC AND TEACHING STAFF						
5.1	Suitability of Teaching staff qualifications	1	2	3	4	5
5.1.1	The number of academic staff - full-time and exclusive work - and the subject area of the staff sufficiently support the Programmes of Study.					
5.1.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.					
5.1.3	The Visiting Professors' subject areas adequately support the Institution's Programmes of Study.					
5.1.4	The Special Teaching Staff and Special Scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of Programmes of Study.					
5.1.5	The ratio of Special Reaching Staff and the members of the Academic Personnel is satisfactory.					
5.1.6	The ratio of the number of subjects of the Programme of study taught by academic staff working fulltime and exclusively to the number of subjects taught by part-time academic staff ensures the quality of the Programme of Study.					
5.1.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						
Write: <ul style="list-style-type: none">- Number of academic staff working full-time and having exclusive work- Number of Special teaching staff working full-time and having exclusive work- Number of Visiting Professors- Number of Special Scientists on lease services						

ANNEX 3

6. RESEARCH						
6.1	Research	1	2	3	4	5
6.1.1	The Institution has a research policy formulated in line with its mission.					
6.1.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.					
6.1.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.					
6.1.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.					
6.1.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.					
6.1.6	The results of the academic staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.					
6.1.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.					
6.1.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.					
6.1.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.					

ANNEX 3

6.1.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.					
6.1.11	The Programmes of Study implement the Institution's recorded research policy.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						

ANNEX 3

7. RESOURCES						
7.1	RESOURCES	1	2	3	4	5
7.1.1	The Institution has sufficient financial resources to support its functions, managed by the Council/Senate. Το ίδρυμα διαθέτει επαρκείς χρηματοοικονομικούς πόρους για τη στήριξη των λειτουργιών του, τη διαχείριση των οποίων έχουν τα θεσμικά του όργανα.					
7.1.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.					
7.1.3	The Institution's profits and donations are used for its development and for the benefit of the university community.					
7.1.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.					
7.1.5	The Institution carries out an assessment of the risks and sustainability of the Programmes of Study and adequately provides feedback on their operation.					
7.1.6	The Institution's external audit and the transparent management of its finances are ensured.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						

CONCLUDING REMARKS – SUGGESTIONS

Write any comments and / or suggestions for the Institution as a whole or for individual components and criteria within the present evaluation.

Names and Signatures of the Chair and Members of the Internal Evaluation Committee:

Name:	Signature:

Date:

Institutional Evaluation_application form140917.docx/Erl

Document: 200.3

APPLICATION FOR DEPARTMENTAL EVALUATION

Institution:.....

District:

Faculty:.....

Department and Programmes of study:

DEPARTMENT	PROGRAMMES OF STUDY	ACCREDITED PROGRAMMES BY CYQAA (Check ✓)

Department's Status (Check ✓ where applicable):

- New Department:
- Existing Department:
 - Registered but not evaluated - accredited

Institution's category to which the Department belongs: (Check ✓ where applicable):

- Public University: For the establishment of a Department prior consultation with the Ministry of Finance is required
- Private University

APPLICATION SUBMISSION CHECKLIST

For the effective processing of your application, it is confirmed that the following have been delivered/sent to the offices of CYQAA (check ✓ where applicable):

1. Cover Letter
2. Copy of the receipt for the payment of the fees
3. Application in English and Greek in print (1 copy for each language)
4. Application in English and Greek in digital form (1CD)

Department's Chairperson/Head

Name: **Signature:**

Rank:

Tel. No.: **Email:**

Highest Ranking Legal Representative of the Institution

Name: **Signature:**

Rank/Capacity:

Tel. No.: **Email:**

Date of Application Submission:

This document is submitted on the basis of Article 17 of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 και του 2016” for Departmental Evaluation.

It is noted that:

1. The Department of the Higher Education Institution prepares and submits the application, both in Greek and English.
2. The application (in English and in Greek) and the cover letter must be submitted in both print and electronic form, with the signature of the Chairperson of the Department and of the highest ranking person responsible for the Institution as indicated by the Law.
3. The Department has the responsibility to ensure that the application includes all required information and that the information is true and accurate
4. The application must include all information required by the present document, as well any other additional information pertinent to the Criteria set by the Agency, relevant to Departmental Evaluation.

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GENERAL GUIDELINES FOR COMPLETING THE APPLICATION FORM

1. As it is not possible to predict the necessary space to enter the required information in the form, interested parties are requested to copy this form on their computers, along with the instructions included herewith, allowing the necessary space for every entry. The removal of any part of this form is forbidden. Whatever is not applicable should be marked with the phrase “non-applicable”.
2. A separate application should be submitted for the main campus of the institution and for the branches of the institution.
3. As this application, when accepted, will be evaluated by an External Evaluation Committee, printed copies for every Committee member during the on-site visit should be available.
4. Complete all that applies or note “Not applicable” and explain the Institution’s relevant policy on the particular criterion.
5. For the completion of this form, see Part “L” entitled “SPECIFIC GUIDELINES FOR THE COMPLETION OF THE APPLICATION FORM” as well as ANNEX 7 entitled “CRITERIA AND QUALITY INDICATORS”.

Notes:

In order for this application to be valid, a copy of the receipt for the payment of the required fees according to Laws 136(I)/2015 and N. 47(I)/2016, should be submitted with the application.

This application refers to a Department and does not substitute separate applications that should be submitted for evaluation and accreditation of the currently offered Programmes of study or those that will be offered by the Department.

A. INFORMATION ABOUT THE DEPARTMENT

1. Name of the Department (See <i>L. Specific Guidelines – A.1</i>)
2. Name of the Faculty to which the Department belongs to
3. Main Campus or Branch that the present application refers to
4. Legal status of the Institution to which the Department belongs to (See <i>L. Specific Guidelines – A.4</i>)
5. Faculty and Departments (TABLE 1) (<i>L. Specific Guidelines – A.5</i>)
6. Department's structure (<i>L. Specific Guidelines – A.6</i>)
7. Department's Officials (<i>L. Specific Guidelines – A.7</i>)
8. Department's Council (TABLE 2)
9. Department's Internal Regulations (ANNEX 1)
10. Prospectus (ANNEX 2)
11. Programmes of Study (<i>L. Specific Guidelines – A.11</i>) (TABLE 3)

B. INFORMATION ABOUT STUDENTS / GRADUATES AND STUDENT WELFARE SERVICES

1. Number of Students per Programme of Study (TABLE 4) (<i>L. Specific Guidelines – B.1</i>)
2. Number of Graduates per Programme of Study (TABLE 5)
3. Policy and statutes for academic student support (<i>L. Specific Guidelines – B.3</i>)
4. Policy and statutes for financial student support (<i>L. Specific Guidelines – B.4</i>)
5. Counselling services (<i>L. Specific Guidelines – B.5</i>)
6. Careers Office (<i>L. Specific Guidelines – B.6</i>)
7. Mobility Office (<i>L. Specific Guidelines – B.7</i>)
8. Organisation of Students in Clubs / Organisations / Unions (<i>L. Specific Guidelines – B.8</i>) (TABLE 6)
9. Special Access for students with disabilities (PWD) (ANNEX 3) (<i>L. Specific Guidelines – B.9</i>)
10. Other Services (<i>L. Specific Guidelines – B.10</i>)

C. INFRASTRUCTURE – DEPARTMENT’S BUILDING FACILITIES

1. Department’s Building Facilities * (<i>L. Specific Guidelines – C.1</i>)
2. Library (ANNEX 4) (<i>L. Specific Guidelines – C.2</i>)
3. Computers available for use by the students (<i>L. Specific Guidelines – C.3</i>)
4. Technological Support (<i>L. Specific Guidelines – C.4</i>)
5. Technical Support (<i>L. Specific Guidelines – C.5</i>)
6. Number of Classrooms
7. Number of Academic Personnel’s offices
8. Number of Offices for Administrative Services
9. Number of Laboratories and Description (TABLE 7)
10. Number of Conference Rooms
11. Other Infrastructure (<i>L. Specific Guidelines – C.11</i>)

* Note: The External Evaluation Committee (EEC) must visit and evaluate all the Department’s Building Facilities, which will be the only ones approved.

D. ACADEMIC PROFILE AND ORIENTATION OF THE DEPARTMENT

1. Department's mission statement (<i>L. Specific Guidelines – D.1</i>)
2. Department's strategic planning (<i>L. Specific Guidelines – D.2</i>)
3. Department's Social Contribution (<i>L. Specific Guidelines – D.3</i>)
4. Liaison with the Business World (<i>L. Specific Guidelines – D.4</i>)
5. International Collaborations
6. Departmental cooperation with other Departments of the same or / and other Institutions
7. Printed and electronic means of providing information to the public
8. Recruitment and selection process for academic staff (<i>L. Specific Guidelines – D.8</i>)
9. Recruitment and career advancement planning for academic staff (<i>L. Specific Guidelines – D.9</i>)
10.Strategy for student recruitment (<i>L. Specific Guidelines – D.10</i>)
11.Graduates' Career – monitoring employment in the labour market
12.Analysis of the internal and external factors that affect the sustainability of the Department (SWOT analysis)

E. QUALITY ASSURANCE

1. Quality assurance Policy and System (<i>L. Specific Guidelines – E.1</i>)
2. Internal Evaluation Committee (TABLE 8)
3. Quality indicators for Programmes of Studies and their monitoring (<i>L. Specific Guidelines – E.3</i>)
4. Quality assurance and quality control of the learning process
5. Policy and process of preventing and dealing with plagiarism
6. Criteria and student admission process
7. System and Evaluation Criteria of students per Programme of Study
8. Elements demonstrating the quality of the system and the assessment criteria for students.
9. Procedures for dealing with Students' grievances

F. ADMINISTRATION

1. Participation of Academic Staff in the Institution's Bodies (<i>L. Specific Guidelines – F.1</i>)
2. Department's Administration Services (<i>L. Specific Guidelines – F.2</i>)
3. Administrative Staff (TABLE 9)
4. Allocation of administrative duties to Academic Staff members (TABLE 10)

G. LEARNING AND TEACHING

1. Department's Policy for Teaching
2. Policy and process of risk assessment and sustainability of Programmes of Study
3. Process of introducing new Programmes of Study (<i>L. Specific Guidelines – G.3</i>)
4. Process of monitoring, evaluating and revising Programmes of Study (<i>L. Specific Guidelines – G.4</i>)
5. Criteria and processes for the recognition of previous studies and credit transfers
6. Teacher-student communication and mutual feedback

H. ACADEMIC AND TEACHING STAFF

1. Academic Staff (Qualifications, expertise, distribution of time in teaching/research/administration) for each Department (TABLE 11)
2. Visiting Professors per year for the last three years (TABLE 12)
3. Special Teaching Staff and Special Academic Personnel for each Department per year, for the last three years (TABLE 13)
4. Ratio of permanent and non-permanent personnel
5. Teaching Staff per Programme of Study and teaching staff's weekly programme (TABLE 14)
6. Documentation of the competence of academic and other teaching staff to support the Programmes of Study
7. Recognition and awards of academic staff

I. RESEARCH

1. Research policy (<i>L. Specific Guidelines – I.1</i>)
2. Regulations and procedures of research work (ANNEX 5)
3. Research facilities and equipment (<i>L. Specific Guidelines – I.3</i>)
4. Compliance mechanisms with International research ethics (<i>L. Specific Guidelines – I.4</i>)
5. Internal research funding (<i>L. Specific Guidelines – I.5</i>)
6. External research funding (<i>L. Specific Guidelines – I.6</i>)
7. Connecting research work to teaching (<i>L. Specific Guidelines – I.7</i>)
8. Policy for transferring know-how to society and to the production sector through Research (<i>L. Specific Guidelines – I.8</i>)
9. Publications per teaching staff member (<i>L. Specific Guidelines – I.9</i>)
10. Participation of members of the academic staff in University Committees (TABLE 15)

J. RESOURCES

1. Department's Budget, based on the mission and its strategic planning (ANNEX 6)
2. Budget management to support the Department's operations and its development (own income and management for public universities) (<i>L. Specific Guidelines – J.2</i>)
3. Approval for funding by the Ministry of Finance (For public universities).
4. Feasibility Study

K. APPLICATION INFORMATION

Payment of fees:

Receipt Number:

.....

Date of Receipt:

Chairperson of the Department:

.....

Signature Chairperson of the Department:

.....

Highest Ranking Legal Representative of the Institution:

.....

Signature of the Highest Ranking Legal Representative of the Institution:

.....

Date of application form submission:

.....

L. SPECIFIC GUIDELINES FOR COMPLETING THE APPLICATION FORM

A.1 Name of the Department:

[Instructions: Provide the full name of the Department for which the present application for Departmental evaluation is for, as approved on the basis of the previous legislative framework. If it is a new Department, provide the full proposed name].

A.4 Legal status of the Institution to which the Department belongs to:

[Instructions: State whether the Institution is a public or a private university].

A.5 Faculty and Departments:

[Instructions: Provide a Table with the Faculty and all the Departments which belong to it].

A.6 Organisation Chart of the Department:

[Instructions: Provide a diagram of the complete structure of the Department, which includes the academic and administrative bodies and the Department's Internal Quality Committee].

A.7 Department's Officials:

[Instructions: Provide the names of the high ranking officials of the Department e.g. Chairperson, Vice-Chairperson, Programme Coordinators].

A.11 Programmes of Study:

[Instructions: Provide a Table with the names of the Programmes of Study, the level (Undergraduate, Masters, PhD), the mode of delivery (conventional, distance learning, blended learning) and the type of the Programmes (conventional, distance, inter-institutional etc).

B.1 Number of students per Programme of Study

[Instructions: Provide, per Programme of Study, the number of students per country of origin for the last three (3) years or the expected number of students for a new Department. In the case of Postgraduate Programmes provide the educational background of the students.]

B.3 Policy and statutes for Academic Student Support

[Instructions: Provide a detailed description of statutes, mechanisms and processes of academic support for students in terms of communication with teaching staff, student feedback from mentors, mentoring etc.]

B.4 Policy and Statutes for Financial Student Support

[Instructions: Give a detailed description of the policy and institutions for financial support to students such as scholarships for excellence, scholarship plans on the basis of socio-economic criteria, etc., as well as the sums corresponding to these plans for each academic year]

B.5 Counseling Service

[Instructions: Provide information on the number of persons employed, their qualifications, etc.]

B.6 Careers Office

[Instructions: Provide information on the number of persons employed, their qualifications, etc.]

B.7 Mobility Office

[Instructions: Provide information on the number of persons employed, their qualifications, etc. Also, indicate the student exchange programmes which have been implemented / are planned as well as the number of students/academics who have participated in exchange programmes in the last two(2) academic years.]

B.8 Organisation of Students in clubs/ organisations / associations

[Instructions: Provide information in Table 6 on number, type, group participants in student clubs/organisations/associations and their degree of independence.]

B.9 Special access for students with disabilities

[Instructions: Provide a description of the mechanisms, processes, infrastructures (building and other), welfare, etc. offered for satisfactory access for students with disabilities – PWD. At the same time, submit as Annex 3 the relevant building infrastructure plan approved by the competent authorities of the Republic of Cyprus].

B.10 Other services

[Instructions: Provide information about other services of the Department that help achieve the Institution's mission and about the number of persons employed, their qualifications, etc.]

C.1 Department Facilities

[Instructions: Provide information separately and provide address for the Department's building facilities, which will be the only ones approved after the evaluation.]

C.2 Library

[Instructions: Submit the Library's site plan as ANNEX 4. Also provide details of library infrastructures in terms of size, capacity, number of employees and their qualifications and hours of operation. Provide additional data on the electronic library, infrastructures, databases etc.]

C.3 Computers available for use by the students

[Instructions: Give details of access infrastructures on shared computers including the number, the sites where they are located etc.]

C.4 Technological support

[Instructions: provide details on the structure of the Competent Service for Technological Support, the number of people employed, their qualifications, etc.]

C.5 Technical support

[Instructions: Provide details on the structure of the competent Technical Support Service, the number of people employed, their qualifications, etc.]

C.11 Other Infrastructure

[Instructions: Provide information about other Department's Infrastructure that assist in the accomplishment of its mission and the number of persons employed in them, their qualifications etc.]

D.1 The Department's mission statement

[Instructions: Provide the Department's mission as it is recorded in the Department's Strategic Planning and also the link to the website where it is posted]

D.2 The Department's Strategic plan

[Instructions: Provide a brief summary, (2 pages max), of the Department's Strategic Plan. At the same time, submit the methodology and the process adopted for the design of the strategic plan, the academic and administrative bodies involved in the process, as well as other interested parties i.e. students, academic staff, etc. Also, record the process of monitoring the implementation of the Strategic Plan and state the Institution's competent body for this purpose.]

D.3 Department's Contribution to the Society

[Instructions: Provide information on the participation of the Department in various committees, organisation of conferences / seminars, provision of consulting services, provision of services etc.]

D.4 Liaison with the Business World

[Instructions: Provide information for collaborations with public and private organisations.]

D.8 Recruitment and Selection Process for Academic Staff

[Instructions: Describe the strategy and incentives provided to attract quality academic staff, as well as the selection process]

D.9 Recruitment and career advancement planning for academic staff

[Instructions: Record the planning of recruitment and career advancement for academic staff taking into account future retirements, expected recruitment and academic staff development in order to ensure the smooth implementation of the Programmes of Study offered over a five-year period]

D.10 Strategy for student recruitment

[Instructions: Describe the strategy and incentives provided to attract quality students from both Cyprus and abroad.]

E.1 Quality Assurance Policy and System

[Instructions: Record, in not more than two pages, the Department's quality assurance policy and system in relation to its registered mission.]

E.2 Quality Indicators for Programmes of Study and their monitoring

[Instructions: Record briefly the quality indicators taken into account for the internal evaluation of the Programmes of Study offered by the Department and indicate the competent body/party responsible for monitoring them]

F.1 Participation in the Institution's Bodies

[Instructions: Record the number of members of the Department's academic staff participating in the meetings of the Institution's bodies, their role, their selection process and the procedure followed for feedback to the department.]

F.2 The Department's Administrative services

[Instructions: Provide a plan of the whole administration structure of the Institution].

G.3 Process of introducing New Programmes of Study

[Instructions: Record briefly the stages of introducing new Programmes of Study i.e. market research, feasibility study, etc. and the decision-making process].

G.4 Process for monitoring, evaluating and revising Programmes of Study

[Instructions: Submit the methodology and the process of monitoring, evaluation and revision of programmes, academic and administrative bodies and other stakeholders involved in the process, e.g. students, academic staff, etc]

I.1 Research policy

[Instructions: Record, in not more than one page, the Institution's research policy in relation to the Institution's recorded mission statement]

I.3 Research facilities and equipment

[Instructions: Give details of the infrastructures used to carry out research work in terms of space, capacity, number of employees and qualifications, hours of operation etc.]

I.4 Mechanisms of Compliance with International rules of research ethics

[Instructions: List the Departmental mechanisms of compliance with International rules of research ethics.]

I.5 Internal research funding

[Instructions: Provide information on the Department's internal research programmes and their funding.]

I.6 External research funding

[Instructions: Provide information on the external research programmes in which the Department participates and their funding.]

I.7 Connecting research with teaching

[Instructions: In not more than one page, show how the Department uses the results of research in teaching]

I.8 Policy for transferring know-how to society and the production sector

[Instructions: In not more than one page, record the Department's policy on the methods and procedures used to transfer know-how to society and the production sector]

I.9 Publications

[Instructions: Provide information on publications – up to 10 most important ones and up to 5 the most recent (the two categories may coincide). Awards and international recognition]

J.2 Budget management to support the Department's operations and development

[Instructions: In not more than one page, record the Department's budget management process to support its operations and development and name the services and academic body involved]

ANNEX 7 – QUALITY STANDARDS AND INDICATORS

GUIDELINES:

This ANNEX must be completed by the Department's Internal Evaluation Committee. The ANNEX comprises an integral part of the Departmental Evaluation application

Quality Standards and Indicators

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 and 2016" [N. 136 (I)/2015 and N. 47(I)/2016].

The document describes the quality standards and indicators applied for Departmental evaluation.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

TABLE 8: DEPARTMENT'S INTERNAL EVALUATION COMMITTEE

NAME	TITLE AND RANK

1. DEPARTMENT'S ACADEMIC PROFILE AND ORIENTATION						
1.1	Mission and Strategic planning	1	2	3	4	5
1.1.1	The Department has formally adopted a mission statement which is available to the public and easily accessible.					
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.					
1.1.3	The Department's Strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.					
1.1.4	The Programmes of Study are aligned with the aims and objectives of the Department's development.					
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.					
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.					
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						
1.2	Connecting with society	1	2	3	4	5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.					
1.2.2	The Department provides sufficient information to the public about its activities and offered Programmes of Study.					

1.2.3	The Department ensures that its operation and activities have a positive impact on society.					
1.2.4	The Department has an effective communication mechanism with its graduates.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						
1.3	Development processes	1	2	3	4	5
1.3.1	Effective procedures and measures are in place to attract and select academic staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.					
1.3.2	Planning academic staff recruitment and their professional development is in line with the Department's academic development plan.					
1.3.3	The Institution applies an effective strategy of attracting high-level students from Cyprus.					
1.3.4	The Institution applies an effective strategy to attract high-level students from abroad.					
1.3.5	The funding processes for the operation of the Institution and the continuous improvement of the quality of its Programmes of Study are adequate and transparent					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						
<p>Additionally, write:</p> <ul style="list-style-type: none"> - Expected number of Cypriot and international students. - Countries of origin of international students and number from each country 						



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



2. QUALITY ASSURANCE							
2.1	System and quality assurance strategy		1	2	3	4	5
2.1.1	The committee and the internal quality assurance system work systematically and effectively.						
2.1.2	Quality assurance policies are being developed with the active engagement of interested parties.						
2.1.3	The quality assurance system adequately covers all the functions and sectors of the Department's activities:						
	2.1.3.1	Teaching and learning					
	2.1.3.2	Research					
	2.1.3.3	The connection with society					
	2.1.3.4	Management and support services					
2.1.4	The Quality Assurance system promotes a culture of quality.						
Justify the numerical evaluation and write additional comments that you may have for this criterion.							
2.2	Quality Assurance for the Programmes of Study		1	2	3	4	5
2.2.1	The responsibility for decision-making and monitoring the implementation of the Programmes of Study offered by the Department lies with the academic personnel.						
2.2.2	The system and criteria for assessing students' performance in the subjects of the Programmes of Studies offered by the Department are clear, sufficient and known to the students.						
2.2.3	The quality control system refers to specific indicators and is effective.						
2.2.4	The results from student assessments are used to improve the programmes of Study.						

2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.					
2.2.6	The established procedures for examining students' objections / disagreements on issues of student evaluation or academic ethics are effective.					
2.2.7	The Department publishes information related to the programmes of Study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of academic and teaching staff.					
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of Studies offered.					
2.2.9	The Department ensures that effective methodology is applied in the learning process.					
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.					
2.2.11	The Department ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:					
	2.2.11.1 Building facilities					
	2.2.11.2 Library					
	2.2.11.3 Rooms for theoretical, practical and laboratory lessons					
	2.2.11.4 Technological Infrastructure					
	2.2.11.5 Support structures for students with special needs and learning difficulties					
	2.2.11.6 Academic Support					
	2.2.11.7 Student Welfare Services					
Justify the numerical evaluation and write additional comments that you may have.						

Also, write the following:

- Percentage of students taking part in examinations
- Success exam rates of students
- Average grade of degree, percentage score breakdown
- Average duration of studies to obtain a degree
- Work assessments and percentage score/results analysis
- Percentage analysis of performance in Practice Exercise
- Ratio of students/teachers per subject, in theoretical and practical subjects

3. ADMINISTRATION						
3.1	Administration	1	2	3	4	5
3.1.1	The administrative structure is in line with the legislation in force and the Institution's Department's mission.					
3.1.2	The members of the academic and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Institution.					
3.1.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's Council competently exercises legal control over such decisions.					
3.1.4	The Department applies effective procedures to ensure transparency in the decision-making process.					
3.1.5	The Department's Council, operates systematically and exercise fully the responsibilities provided by legislation and / or the Constitution and / or the Internal Regulations of the Institution and the Department's Regulations					
3.1.6	The Department's Council operates systematically and autonomously and exercise the full powers provided for by the Law and / or the Constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.					
3.1.7	The manner in which the Department's Council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively					
3.1.8	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						

4. LEARNING AND TEACHING						
4.1	PLANNING THE PROGRAMMES OF STUDY	1	2	3	4	5
4.1.1	The Department provides an effective system for designing, approving, monitoring and revising the Programmes of Study.					
4.1.2	An effective mechanism for evaluating programmes of Study is ensured by the students and the academic staff of the Department.					
4.1.3	The Programmes of Study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.					
4.1.4	The Institution ensures that its Programmes of Study integrate effectively theory and practice.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						
4.2	ORGANISATION OF TEACHING	1	2	3	4	5
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.					
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.					
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.					
4.2.4	The teaching staff of the Department has regular and effective communication with their students.					
4.2.5	The teaching staff of the Department provides timely and effective feedback to their students.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						

5. ACADEMIC AND TEACHING STAFF					
5.1	Suitability of Teaching staff qualifications	1	2	3	4 5
5.1.1	The number of academic staff - full-time and exclusive work - and the subject area of the staff sufficiently support the Programmes of Study.				
5.1.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.				
5.1.3	The Visiting Professors' subject areas adequately support the Institution's Programmes of Study.				
5.1.4	The Special Teaching Staff and Special Scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of Programmes of Study.				
5.1.5	The ratio of Special Teaching Staff and the members of the Academic Personnel is satisfactory.				
5.1.6	The ratio of the number of subjects of the Programme of study taught by academic staff working fulltime and exclusively to the number of subjects taught by part-time academic staff ensures the quality of the Programme of Study.				
5.1.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.				
<p>Justify the numerical evaluation and write additional comments that you may have for this criterion.</p> <p>Write:</p> <ul style="list-style-type: none"> - Number of academic staff working full-time and having exclusive work - Number of Special teaching staff working full-time and having exclusive work - Number of Visiting Professors - Number of Special Scientists on lease services 					

6. RESEARCH						
6.1	RESEARCH	1	2	3	4	5
6.1.1	The Department has a research policy formulated in line with its mission.					
6.1.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.					
6.1.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.					
6.1.4	Through its policy and practices, the Department encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.					
6.1.5	The results of the academic staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.					
6.1.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.					
6.1.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.					
6.1.8	The external, non-governmental, funding of research activities of academic staff is similar to other Departments in Cyprus and abroad.					
6.1.9	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.					
6.1.10	The Programmes of Study implement the Department's recorded research policy.					

Justify the numerical evaluation and write additional comments that you may have for this criterion.

7. RESOURCES						
7.1	RESOURCES	1	2	3	4	5
7.1.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies					
7.1.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.					
7.1.3	The Department's profits and donations are used for its development and for the benefit of the university community.					
7.1.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning					
7.1.5	The Department carries out an assessment of the risks and sustainability of the Programmes of Study and adequately provides feedback on their operation.					
7.1.6	The Department's external audit and the transparent management of its finances are ensured.					
Justify the numerical evaluation and write additional comments that you may have for this criterion.						

CONCLUDING REMARKS – SUGGESTIONS

Write any comments and / or suggestions for the Department as a whole or for individual components and criteria within the present evaluation.

Names and Signatures of the Chair and Members of the Department's Internal Evaluation Committee:

Name:	Signature:

Date:

Document: 200.1

**APPLICATION FOR EVALUATION – ACCREDITATION
- PROGRAM OF STUDY -**

Institution:

District:

Name of the Program of Study in Greek:

.....
.....

Name of the Program of Study in English:

.....
.....

Department:

Faculty:

Program Status (check ☒ where applicable):

- New Program of Study:
- Currently operation Program of Study:
 - Registered but not evaluated
 - Evaluated and accredited by SEKAP
 - Evaluated by the Cy.Q.A.A. and did not get accreditation

Which of the following applies to the program submitted? Complete or / and delete accordingly:

a) It operates without evaluation – accreditation and it had its first graduates in the
Winter / Spring semester of the academic year

b) It operates without evaluation – accreditation and it will have its first graduates in the
Winter / Spring semester of the academic year

c) It is a new program of study and after its evaluation - accreditation, it is expected to operate
in the Winter / Spring semester of the academic year

Program Category (check √ where applicable):

- Conventional
- Distance Learning
- Inter-university (Name of collaborating university/ies)

APPLICATION SUBMISSION CHECKLIST

For the effective processing of your application, it is confirmed that the following have been delivered/sent to the offices of CY.Q.A.A (check √ where applicable):

1. Cover letter
2. Copy of the receipt for the payment of the fees
3. Application in English and Greek in print (1 copy)
4. Application in English and Greek
in digital form (1CD)
5. Practical Training Guide
6. Submitting of Foundation Year (if it is offered)
7. Test for English language competency or set levels on the basis of international examinations
8. Submitting of two-year and three-year programs of study in the same discipline and with the same qualification (if the application concerns the evaluation of a bachelor's program) and one-year and two-year if the application concerns the evaluation of a three-year program

Program Coordinator (the coordinator's CV is included in the application with the CVs of the academic personnel)

Name: **Signature:**

Tel: **E-mail:**

Date of Application Submission:

**This Document is submitted on the basis of Article 17 of Laws 136(I)/2015 to 47
(I)/2016 for the evaluation of a program of study**

Note the following:

1. The Institution of Higher Education prepares and submits the application, in both Greek and English. The application (in five original copies) and cover letter, which should be submitted both in print and electronically, must be signed by the chief administrative officer of the institution.

2. The deadline for submitting applications, is published on the Agency's website according to the relevant provisions of the the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016".

3. The institution is responsible to ensure that the application contains all required information and that the information is true and accurate.

4. The application must include the following information, as well any other additional information pertinent to the Criteria set by the Agency, in relation to programmatic evaluation:

- 4.1 Name of the Institution
- 4.2 Institution or branch of the Institution pertinent to this application
- 4.3 Name of the program of study
- 4.4 Final higher education qualification awarded
- 4.5 Program type (academic / vocational)
- 4.6 Duration of studies
- 4.7 Program's purpose and objectives
- 4.8 Intended learning outcomes
- 4.9 Program's language of instruction
- 4.10 Detailed curriculum, including the structure of the program, courses per semester and the content of each course analytically (in Greek or in English depending on the program's language of instruction)
- 4.11 Student admission requirements
- 4.12 Academic / teaching personnel and their qualifications

- 4.13 Program's courses and the academic / teaching personnel teaching each course for every year of studies
- 4.14 Research activities of the teaching personnel involved in the program and synergies between research and teaching
- 4.15 Address or addresses of the program's premises where the program is offered
- 4.16 Number and description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general
- 4.17 Regulations and procedures for quality assurance for the program of study
- 4.18 Student welfare mechanisms, for monitoring the sufficiency of student support
- 4.19 Feasibility study, which must include, amongst others:
 - The proposed number of students
 - Graduates' employability prospects
- 4.20 Tuition and the management of the program's financial resources
- 4.21 Administrative structure of the institution's programs of study, including the program in the proper position (i.e. by indicating the School and the Department under which the program will operate, by noting whether the program is inter-institutional, inter-departmental, etc)
- 4.22 Name and contact information of the Program's Coordinator

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GENERAL INSTRUCTIONS FOR COMPLETING THIS DOCUMENT

1. Since, it is not possible to pre-estimate the necessary space to enter information required, interested parties are requested to copy this document on their computers, along with the instructions included herewith, allowing the necessary space for every entry.
2. A separate application should be submitted for every program of study. If the same program of study is offered at the main premises of the institution, as well as at a branch of the institution, separate applications should be submitted.
3. As this application, when it becomes accepted, will be evaluated by an External Evaluation Committee, it should be submitted in five print copies and electronically.
4. Please insert all that is applicable or note “Not applicable” and explain the institution’s relevant policy on the particular standard or indicator.

A. PROGRAM'S GENERAL PROFILE

1. Name of the Institution:
2. Institution or branch of the Institution pertinent to this application:
3. Name of program of study (<i>See Specific Instructions</i>):
4. Final Higher Education Qualification (<i>See Specific Instructions</i>):
5. Type of the program of study (<i>See Specific Instructions</i>):
6. Duration of studies (<i>See Specific Instructions</i>):

Note:

In order for this application to be valid, a copy of the receipt for the payment of the fees, provided by Law N. 136(I)/2015, should be attached to it and it should be submitted within the deadline specified by the relevant legislation.

B. PROGRAM'S CONTENT

1. Program's purpose and objectives:
2. Intended learning outcomes:
3. Program's language of instruction:
4. Detailed curriculum, including the structure of the program, courses per semester, and the content of each course analytically (in Greek or in English depending on the program's language of instruction (<i>See Specific Instructions</i>):
5. Student admission requirements (<i>See Specific Instructions</i>):
6. Academic / Teaching Personnel and their qualifications - their biographical notes should be attached (<i>See Specific Instructions</i>):
7. Program's courses and the Teaching Personnel teaching each course, for every year of studies (<i>See Specific Instructions</i>):
8. Administrative structure of the institution's programs of study, including the program in the proper position (i.e. by indicating the School and Department under which the program operates, by noting whether the program is inter-university, inter-departmental etc) (<i>See Specific Instructions</i>):

9. Regulations and Procedures for Quality Assurance for the program of study (See *Specific Instructions*):

10. Research Activities of the teaching personnel involved in the program and synergies between research and teaching:

11. Feasibility study which must, include, amongst others:

- The proposed number of students
- Graduates' employability prospects

12. Student welfare mechanisms for monitoring the sufficiency of student support

13. Address or addresses of the program's premises

14. Number and Description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general (See *Specific Instructions*)

15. Tuition and Management of the Program's Financial Resources

16. Name and contact information of the Program's Coordinator (See *Specific Instructions*):

C. APPLICATION INFORMATION

Payment of Fees According to the Law:

Receipt Number:

Date on the Receipt:

Chief Person in Charge of the Institution According to the Law:

.....

Signature of the Chief Person in Charge of the Institution According to the Law:

.....

Institution's Representative (in the case of a company):

.....

Institution Representative's signature (in the case of a company):

.....

Date of Application:

D. SPECIFIC INSTRUCTIONS FOR COMPLETING THE DOCUMENT

A.3 Name of the program of study:

[Instructions: Provide the full name of the program for which the present application for educational evaluation – accreditation is submitted, i.e. “Business Administration (4 years / 240 ECTS, Bachelor Degree)”].

A.4 Final Higher Education Qualification:

[Instructions: Provide the full name of the final and/or of the intermediate higher education qualification awarded to those who complete the program of study successfully and attach, herewith, duly completed samples].

A.5 Type of the Program of Study:

[Instructions: Note if the program under evaluation is Conventional or Distance Learning].

[Instructions: Note in a binding manner if the institution considers the program of study under evaluation academic or vocational].

A.6 Duration of Studies:

[Instructions: Note the normal duration of studies, in academic years].

[Instructions: If the program of study, under evaluation, uses the European Credit Transfer System, provide the number of credits necessary for the successful completion of the program. In any other case note the phrase “specified courses”].

[Instructions: Provide the number of semesters and the credits that correspond to them].

B.4 Detailed curriculum, including the structure of the program, courses per semester, and the content of each course analytically (in Greek and in English depending on the program's language of instruction:

- (a) Structure of the program of study (Table 1)
- (b) Distribution of courses per semester (Table 2)
- (c) Complete list of compulsory courses and elective courses (Annex 1)
- (d) Course description (Annex 2)

B.5 Student admission requirements

[Instructions: Note the admission requirements for the program of study and the procedures applied for the recognition of previous studies (transfers).]

B.6 Academic / Teaching Personnel and their qualifications - their biographical notes should be attached

[Instructions: Provide a short description (10 lines) and a biographical note (Annex 3), for every member of the academic / teaching personnel.]

B.7 Program's courses and the teaching personnel teaching each course, for every year of studies

[Instructions: Provide the teaching personnel teaching each course and their corresponding teaching periods per week (Table 3). If the members of the teaching personnel teach, additionally, in other programs, provide their total number of teaching periods, per week, for every program of study (Table 4).]

[Instructions: Designate the Coordinator.]

B.8 Administrative structure of the institution's programs of study, including the program in the proper position (ie by indicating the School and Department under which the program operates, by noting whether the program is inter-university, inter-departmental etc)

[Instructions: Provide, additionally, the name of the School's Dean and the name of the Chairperson of the Department.]

B.9 Regulations and procedures for quality assurance for the program of study

[Instructions: Provide information regarding the procedures for the approval, operation, review, and internal evaluation for the program of study.]

B.14 Number and Description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general.

[Instructions: Provide detailed information regarding the infrastructure which supports the program of study (Annex 4).]

B.16 Name and contact information of the Program's Coordinator

[Instructions: Provide evidence regarding the Coordinator's experience and qualifications and state if he/she is a Coordinator for any other programs of study.]

E. TABLE 1: STRUCTURE OF THE PROGRAM OF STUDY

PROGRAM REQUIREMENTS	ECTS
Compulsory courses	
Elective courses (a) Courses of specialization (b) General Education courses / Free Electives	
Undergraduate / Postgraduate Assignment	
Practical training	
Total ECTS	

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
A' Semester								
1.								
2.								
3.								
4.								
5.								
6.								
B' Semester								

TABLE 3: TEACHING PERSONNEL, COURSES AND TEACHING PERIODS IN THE PROGRAM OF STUDY

A/A	Name and Surname	Discipline / Specialization	Teaching courses in the program of study under evaluation (Bachelor of Business Administration)		
			Code	Course title	Periods/ week
1.	George Demetriou	Human Resource Management	BUS 109	Introduction to Human Resource Management	3
2.			BUS 310	Human Resource Management II	3
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

TABLE 4: TEACHING PERSONNEL, QUALIFICATIONS, AND TOTAL TEACHING PERIODS

A/A	Name and Surname	Qualifications	Rank*	FT/PT**	Program of Study	Periods / week	Total periods /week
1.	George Demetriou	PhD in Human Resource Management MBA BA in Business Administration	P	FT	Bachelor in Business Administration MBA	6 3	9
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

* Rank: Professor (P), Associate Professor (Assoc. P), Assistant Professor (Assis. P), Lecturer (L), Special Teaching Personnel (STP), Visiting Professor (Vis. P), Special Scientist (SS), Lab Assistant (LA)

** Full Time (FT), Part Time (PT)

F. ANNEXES

ANNEX 1 – LIST OF COMPULSORY COURSES AND ELECTIVE COURSES

ANNEX 2 – COURSE DESCRIPTION

Course Title					
Course Code					
Course Type					
Level					
Year / Semester					
Teacher's Name					
ECTS		Lectures / week		Laboratories / week	
Course Purpose and Objectives					
Learning Outcomes					
Prerequisites		Required			
Course Content					
Teaching Methodology					
Bibliography					
Assessment					
Language					

ANNEX 3 – DETAILED BIOGRAPHICAL NOTES

ANNEX 4 – INFRASTRUCTURE

ANNEX 5 – QUALITY STANDARDS AND INDICATORS

Instructions:

The present ANNEX should be duly completed by the Internal Quality Committee of the Institution. The ANNEX constitutes an integral part of the application for the evaluation accreditation of a program of study.

Quality Standards and Indicators

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 2016".

The document describes the quality standards and indicators, which will be applied for the evaluation of the programs of study of institutions of higher education.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

- 1 = Poor
- 2 = Unsatisfactory
- 3 = Satisfactory
- 4 = Best practice
- 5 = Excellent

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work					
		1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.				

	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					
	1.1.3.6	The timely and effectively diffusion of all kinds of information to the students					
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities					
	1.1.4.2	library					
	1.1.4.3	infrastructure					
	1.1.4.4	student welfare					
	1.1.4.5	academic mentoring					
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						
1.1.8	Control mechanisms for student performance are effective.						
1.1.9	Support mechanisms for students with problematic academic performance are effective.						
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs						

	and are taken into consideration for the calculation of academic work load.					
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study.</p> <p>β) the countries of origin of the majority of students.</p> <p>γ) the maximum planned number of students per class-section.</p>						
1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					
1.2.2	The methodology of each course is suitable for adults.					
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					

1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					
1.3.2.2	Publications within the discipline.					
1.3.3	The specializations of Visiting Professors adequately support the program of study.					
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					

1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					
1.3.7	The ratio of the number of courses taught by full-time personnel, exclusively employed at the institution, to the number of courses taught by part-time personnel, ensures to a substantial degree the quality of the program of study.					
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes.					
2.1.2	The purpose and the objectives of the program study are consistent with the mission and the strategy of the institution.					

2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional					

[illegible]

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					
	2.3.2.2 the members of the administrative personnel					
	2.3.2.3 the students.					
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study in regard to its design, its approval, its monitoring and its review, is in place.					
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					

2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits					
2.4.5.2	The expected learning outcomes					
2.4.5.3	The methodology					
2.4.5.4	Course descriptions					
2.4.5.5	The program's structure					
2.4.5.6	The admission requirements					
2.4.5.7	The format and the procedures for student assessment					
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - The number of credit units for courses and the number of credits for practical training 						



<ul style="list-style-type: none"> - In which semester does practical training takes place? - Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification 						
2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					
2.5.2	The program attracts Visiting professors of recognized academic standing.					
2.5.3	Students participate in exchange programs.					
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p>						
2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					

2.6.3	Benefits, for the society, deriving from the program are significant.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					
3.1.2	New research results are embodied in the content of the program of study.					
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					

3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					
3.1.9	Student training in the research process is sufficient.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						
4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students in regard to academic and personal problems and difficulties.					
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					
4.2.2	There is a supportive internal communication platform.					
4.2.3	The facilities are adequate in number and size.					

4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	The Pedagogical Team of the program and the Institution, supporting the learning methodology is appropriate.					
5.2	The Pedagogical Team uses the appropriate training program and mechanisms for the support of the e-learning staff.					
5.3	The Pedagogical Team analyses the students' evaluation reports and provides feedback.					
5.4	Feedback processes for teaching personnel in regard to the evaluation of their teaching work, by the students, are satisfactory.					
5.5	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.6	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.7	Student performance monitoring mechanisms are satisfactory.					
5.8	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.9	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.10	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.11	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.12	The program of study has the appropriate and adequate infrastructure for the support of learning.					

5.13	The supporting infrastructures are easily accessible.					
5.14	Students are informed and trained in regard to the available educational infrastructure.					
5.15	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.16	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.17	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.18	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.19	The proportion of the teaching personnel possessing doctorate degree is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.						

Names and signatures of the Chair and the Members of the Internal Quality Committee.

Name:	Signature:

Date:

ΣΗΜΕΙΩΜΑ


Προς: Συμβούλιο του Φορέα ΔΙΠΑΕ

Από: Ελένη Δεληγιάννη και Αλεξία Πηλακούρη (Εκπαιδευτικούς Λειτουργούς)

Ημερομηνία: 15/12/ 2017

**Θέμα: Πρακτική που ακολουθείται στην Ευρώπη αναφορικά με την
παράλληλη φοίτηση/Practice followed in Europe for enrollment to
parallel study**

Αναφερόμαστε στο πιο πάνω θέμα και υποβάλλουμε για ενημέρωσή σας ότι σε ορισμένα πανεπιστήμια της Ευρώπης οι φοιτητές είναι δυνατόν να φοιτούν με καθεστώς πλήρους φοίτησης σε δύο προγράμματα σπουδών, αν συντρέχουν συγκεκριμένοι επαγγελματικοί, επιστημονικοί ή καλλιτεχνικοί λόγοι μετά από σχετική αίτηση. Σημειώνεται ότι η φοίτηση σε δύο προγράμματα σπουδών επιτρέπεται μόνο στην περίπτωση που δεν στερείται θέση σε άλλο φοιτητή. Ο φοιτητής θα πρέπει να είναι σε θέση να επωμιστεί τον πρόσθετο φόρτο εργασίας και τον χειρισμό των διαδικαστικών θεμάτων που προκύπτουν. Παρατίθενται παραδείγματα από πανεπιστήμια στον ευρωπαϊκό χώρο στα οποία επιτρέπεται ή όχι η παράλληλη φοίτηση και κάτω από ποιες προϋποθέσεις.

ΠΑΝΕΠΙΣΤΗΜΙΑ	ΠΡΑΚΤΙΚΗ ΠΑΡΑΛΛΗΛΗΣ ΦΟΙΤΗΣΗΣ
 Πανεπιστήμιο Κύπρου	<ul style="list-style-type: none"> Γενικοί κανόνες φοίτησης Φοιτητής του Πανεπιστημίου Κύπρου που φοιτά σε προπτυχιακό πρόγραμμα σπουδών δικαιούται να φοιτά ταυτόχρονα: <p>(α) σε προπτυχιακό πρόγραμμα μόνο σε άλλο μη κρατικό, ιδιωτικό ίδρυμα ή Σχολή στην Κύπρο ή στο εξωτερικό,</p> <p>(β) σε μεταπτυχιακό πρόγραμμα σπουδών, σε άλλο κρατικό ή μη κρατικό ιδιωτικό ίδρυμα ή Σχολή στην Κύπρο και στο εξωτερικό.</p> <p>http://ucy.ac.cy/legislation/volumeb/5.1.1.htm</p> Κανόνες μεταπτυχιακής φοίτησης Μεταπτυχιακός φοιτητής του Πανεπιστημίου Κύπρου δεν δικαιούται να φοιτά ταυτόχρονα σε δύο μεταπτυχιακά προγράμματα σπουδών ή σε δύο Τμήματα του Πανεπιστημίου Κύπρου ή σε άλλο Πανεπιστήμιο ή Ανώτατο Εκπαιδευτικό Ίδρυμα στην Κύπρο ή στο εξωτερικό. Κατ' εξαίρεση η ταυτόχρονη φοίτηση σε άλλο Πανεπιστήμιο ή Ανώτατο Εκπαιδευτικό Ίδρυμα στην Κύπρο ή στο εξωτερικό επιτρέπεται μόνο αν ο φοιτητής έχει την έγκριση του Συμβουλίου του Τμήματος εάν είναι σε επίπεδο Μάστερ ή την έγκριση του Συμβουλίου του Τμήματος και του Ερευνητικού του Συμβούλου εάν είναι σε επίπεδο διδακτορικού. Νοείται ότι ο φοιτητής δεν μπορεί να φοιτά ταυτόχρονα με καθεστώς πλήρους φοίτησης και στα δύο Πανεπιστήμια. <p>Στην περίπτωση που το Συμβούλιο Τμήματος εγκρίνει την ταυτόχρονη φοίτηση μεταπτυχιακού φοιτητή σε δύο προγράμματα σπουδών, το Τμήμα θα πρέπει να ενημερώσει γραπτώς τη Σχολή Μεταπτυχιακών Σπουδών.</p> <p>http://www.ucy.ac.cy/graduateschool/documents/ANAKOINΩΣΕΙΣ/ANAKOINOSIS_SMS/KANONES_METAPT_YXIAKHΣ_ΦΟΙΤΗΣΗΣ.pdf</p>



Studying for two different degrees simultaneously is exceptional. Still, here finally are some answers to frequently asked questions:

How can I apply for pursuing two degree programmes in parallel?

Admission to two degree courses to be pursued in parallel will be granted only within the formal process of matriculation. Students are required to apply. It should be emphasized once again that students can be enrolled simultaneously on two degree programmes with restricted entry (*Numerous clausus*) only if this is in the interest of the student's career prospects and if other applicants are not, in this way, excluded from one of the programmes.² [Applications](#) for taking part in the lottery for possibly unfilled places as well as further questions concerning applications and the procedure should be sent to the [Zulassungsbüro](#) (Admissions Office).

Can I enrol on an additional degree programme while I am already on a degree course?

Yes, you would even have the advantage of being able to assess for yourself the burden of work and the problems of organisation involved.

Is it possible to enrol on two different degree programmes at two different universities?

Yes, but only at higher education institutions in Berlin and the State of Brandenburg, or on the basis of correspondence studies.

Would I have to pay double fees?

No, tuition fees and other contributions are to be paid for a second study programme at Humboldt if proof is provided that they have already been paid at another institution of higher learning in Berlin. If other institutions in Germany are involved, information on their regulations should be obtained.

What about part-time studies?

No, this is not possible.

Can I take a semester or two off from one of the programmes?

No, this is not possible at Humboldt-Universität.

https://www.hu-berlin.de/en/studies/counselling/leaflets/double_degree



University of Stuttgart



Information on parallel studies

Interested in parallel studies? Here you can find all the important information on the topic.
[Photo: specialmove.de]

If you decide during your studies you wish to work towards an additional degree in one or more study programs, you can enroll in parallel (dual) studies. However, enrolling in two or more restricted-entry study programs is permitted only if warranted by special professional, scientific, or artistic reasons. **If the study programs are unrestricted, no prio approval is required.** In the latter case, you simply need to apply and enroll before the relevant deadlines without any additional formalities.

› Application for parallel studies permission [de]

Only required for parallel studies in two or more restricted-entry study programs

If you wish to enroll simultaneously in two or more restricted entry study programs, then you must

- Apply for each study program before the relevant deadlines and be admitted to them
- Submit the application for parallel studies permission to the Admissions Office, and
- Furnish an informal explanation of your special professional, scientific, or artistic reasons with your application.

Please note: Even if in principle it is possible to pursue your studies in more than one study program in parallel, you should realize that this will result in a considerable additional burden on you and that you will bear the risks inherent in parallel studies (for example, not making deadlines for examinations or for obtaining financial aid for your studies through BAföG). We therefore urge you to set up a meeting with [Student Counseling Center](#) to discuss the implications of such a move.

Legal basis:

Section 10 Admissions and Enrollment Statutes of the University of Stuttgart
Section 60 para. 1 clause 3 Baden-Württemberg Higher Education Act

<https://www.student.uni-stuttgart.de/en/organizing-studies/formalities/parallel-studies/index.html>



Technical University of Munich

Parallel Studies: Studying two degrees at once

You are interested in studying two TUM degree courses at once? Here is what you need to know.

The legal aspects may be found in the Bavarian University Law ([Bayerisches Hochschulgesetz](#)), Article 42. [↗](#)

Generally, it's possible to study two degrees at TUM at once. You need to be aware, however, that this is an enormous challenge and needs to be well thought-out. Do not take this step lightly - our staff at [student advising](#) is always there to help if you have questions or need assistance.

WHAT DO I HAVE TO KNOW ABOUT PARALLEL STUDIES?

Enrolling in two degrees at once is generally possible - with the following restrictions:

- It is not permissible to be enrolled in the same degree program at two different universities - regardless whether the programs are part or full time.
- If you want to enroll in two degree programs with [restricted admission \(numerus clausus\)](#), you have to submit proof of a particular vocational, scientific or artistic interest.

HOW DO I ENROLL IN TWO DEGREE PROGRAMS?

The first step is the regular application for both degree programs. You can then accept more than one study place offer in TUMonline and specify that you intend to study both degree programs at once.

You only require **specific permission** if you intend to enroll in **more than one degree program with restricted admission** (numerus clausus). In this case, you need to submit a written, informal application to the Admissions and Enrollment Office, proving a particular vocational, scientific or artistic interest. As soon as a decision on your application is made, you will be notified accordingly.

<https://www.tum.de/en/studies/application-and-acceptance/parallel-studies/>



OBTAINING CONSENT FOR PARALLEL STUDY

Pursuant to the "Call for Enrolment", Should you wish to pursue parallel study, you will be required to enclose the consent of your home university with the application.

- Should you wish to enrol in parallel study at another faculty, academy, or higher professional institution, you are required to submit the Application for Parallel Study.

Please deliver the form, completed and signed, to the Administrative Office for Undergraduate Programmes during office hours or send it to the following address:

Filozofska fakulteta, Referat za dodiplomski študij, Aškerčeva 2, 1000 LJUBLJANA

marked "Attention: Parallel Study Consent".

- Should you wish to enrol in parallel study at the Faculty of Arts in Ljubljana, you will not be required to obtain consent for parallel study. The consent for parallel study will be sent to your address via mail. In accordance with Article 191 of the Statute of the University of Ljubljana, candidates who are enrolling in an additional year (graduation year) in the 2014-2015 academic year are not eligible to enrol in parallel study and will therefore not be granted consent for parallel study.

http://www.ff.uni-lj.si/an/study/undergraduate_programmes_first_cycle/information_related_study/obtaining_consent_parallel



4.2 Dual Registration

1. Formal registration at UCL and at another institution is permissible for affiliate students and students enrolled on joint or double/dual degree programmes delivered in collaboration with another institution.
2. All other students are not permitted to be formally registered for a programme of study at UCL at the same time as being formally registered (or re-sitting examinations) for another programme of study at UCL or any other Higher Education Institution.

Further guidance

1. Students can accept an offer of a place from UCL when they are still formally registered with another Higher Education Institution, or if they are re-sitting examinations. However, they may not formally register with UCL until they are no longer registered with another institution, having graduated or left.

<https://www.ucl.ac.uk/srs/academic-manual/c1/taught-registration/dual-registration>

Parallel Program

Enrollment in a parallel program means that a student is studying in two different programs at the same time. In this case, the student graduates in both programs, respectively, from one or two higher education institutions. In order to be admitted to a parallel program, please fill in the following [form](#) and submit it to Student Services.

Should the parallel program requested involve studying in two or more selective programs, you will only be given permission to enroll in line with section 60 subsection 1 of the Act on Higher Education of the Land of Baden-Württemberg (LHG) if you have specific professional, academic or artistic reasons for doing so. In such a case, you are also expected to provide details of the underlying reasons with your application.

Deciding whether to pursue a parallel program

You shouldn't underestimate the extra workload that comes with studying in a parallel program. Even if, officially, you can begin studying two programs at the same time, we recommend that you begin your second program of study after you have completed at least two semesters of your first program. Starting just one degree program can be challenging, and requires a lot of your time and effort. By delaying the start of your second program, you are also in a better position to decide whether your personal goals actually require you to take up this degree program. Doing an internship in a relevant field may bring you closer to achieving your career objectives than completing a further program of study.

Please note: Participating in a parallel program does not entitle you to an extension of your examination deadlines. Furthermore, pursuing a parallel program does not justify an extension to deadlines which are stipulated in examination regulations, such as the deadline by which orientation examinations must be taken.

If you are unsure about whether to begin a parallel program, the directors of Student Services, Ms. Sandra Schmidt and Ms. Anja Zschiedrich, can advise you. To make an appointment, please contact [Ms. Melina Steubing](#) from the Secretary's Office for Student Services.

https://www2.uni-mannheim.de/studienbueros/english/student_affairs/paralleprogram/

Application for Enrollment in Two or More Programs (Parallel Program)

Student ID number (if available):	
Last name, first name:	
Address:	
E-mail:	

I hereby apply to study the following programs as a parallel program:

First Program

Degree, program		Selective: Yes <input type="checkbox"/> No <input type="checkbox"/>
Higher education institution		Subject-specific semester:
Expected date of completion (month/year)		

Second Program

Degree, program		Selective: Yes <input type="checkbox"/> No <input type="checkbox"/>
Higher education institution		Subject-specific semester:
Expected date of completion (month/year)		

Should the parallel program requested involve studying in **two or more selective programs**, you will only be given permission to enroll in line with section 60 subsection 1 of the Act on Higher Education of the Land of Baden-Württemberg (LHG) if you have **specific professional, academic or artistic reasons** for doing so. In such a case, please provide details of the underlying reasons with your application. If necessary, please use a **separate sheet** for your explanation and attach it to the application form.

Reasons:

For more information, e. g. on tuition fees for a second degree, please go to www.uni-mannheim.de/parallelstudium.

Date:

Signature:

To be filled in by Student Services:

Parallel program approved: Yes ☐ No ☐

As of 06/2017

ΣΗΜΕΙΩΜΑ

Προς: Συμβούλιο του Φορέα ΔΙΠΑΕ

Από: Ελένη Δεληγιάννη (Εκπαιδευτικό Λειτουργό)

Ημερομηνία: 12/2/ 2018

Θέμα: Πρακτική που ακολουθείται στην Ευρώπη αναφορικά με την εξ αποστάσεως φοίτηση σε διδακτορικά προγράμματα σπουδών/ Practice followed in Europe in regard to doctoral distance learning studies

Αναφέρομαι στο πιο πάνω θέμα και υποβάλλω για ενημέρωσή σας ότι σε ορισμένα πανεπιστήμια της Ευρώπης προσφέρονται εξ αποστάσεως διδακτορικά προγράμματα σπουδών. Παρατίθενται συγκεκριμένα παραδείγματα στον πίνακα που ακολουθεί (Ανοικτό Πανεπιστήμιο Κύπρου, Ελληνικό Ανοικτό Πανεπιστήμιο, University of Southampton, University of Glasgow, University of Leicester).

Τα διδακτορικά προγράμματα σπουδών αντιστοιχούν σε τουλάχιστον 180 ECTS και περιλαμβάνουν την περιεκτική εξέταση, την ερευνητική πρόταση, τη συγγραφή και την υποστήριξη της διδακτορικής διατριβής.

Οι υποψήφιοι διδάκτορες καλούνται σε κάποια από τα πανεπιστήμια που προσφέρουν εξ αποστάσεως προγράμματα σπουδών να παρακολουθήσουν ένα δομημένο πρόγραμμα με μαθήματα ή/και σεμινάρια σε θέματα α. έρευνας, β. κατεύθυνσης ή γ. γλώσσας, ως προαπαιτούμενο έναρξης της διδακτορικής διατριβής. Το πρόγραμμα αυτό είναι επιπλέον των τουλάχιστον 180 ECTS της διδακτορικής διατριβής. Στο πλαίσιο αυτό ο υποψήφιος διδάκτορας είναι δυνατόν να κληθεί να παρακολουθήσει ένα συγκεκριμένο αριθμό μαθημάτων μεταπτυχιακού επιπέδου και έχει όλες τις υποχρεώσεις που προκύπτουν από αυτά. Σημειώνεται ότι σε κάποιες περιπτώσεις απαιτείται η φυσική παρουσία του υποψήφιου διδάκτορα κατά το προπαρασκευαστικό στάδιο. Η χρονική

διάρκεια του προπαρασκευαστικού σταδίου και ο υποχρεωτικός ή μη χαρακτήρας της διαφέρει ανάλογα με την πολιτική που εφαρμόζει το κάθε πανεπιστήμιο.

Ο χρόνος εκπόνησης της διδακτορικής διατριβής αρχίζει μετά την επιτυχή ολοκλήρωση του προπαρασκευαστικού προγράμματος, στα πανεπιστήμια όπου εφαρμόζεται.

ΔΧΧΧ842	Διδακτορική Διατριβή VIII	8 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841	30
ΔΧΧΧ851	Διδακτορική Διατριβή IX	9 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842	30
ΔΧΧΧ852	Διδακτορική Διατριβή X	10 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851	30
ΔΧΧΧ861	Διδακτορική Διατριβή XI	11 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851, 852	30
ΔΧΧΧ862	Διδακτορική Διατριβή XII	12 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851, 852, 861	30
ΔΧΧΧ871	Διδακτορική Διατριβή XIII	13 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851, 852, 861, 862	30
ΔΧΧΧ872	Διδακτορική Διατριβή XIV	14 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851, 852, 861, 862, 871	30
ΔΧΧΧ892	Υποστήριξη Ερευνητικής Πρότασης	5 ^ο και μετά	Υποχρεωτική	811, 812, 821, 822	30
ΔΧΧΧ895	Υποστήριξη Διατριβής	6 ^ο και μετά	Υποχρεωτική	811, 812, 821, 822, 892	30

7.7.2 Διάρκεια

Η Διδακτορική Διατριβή έχει υποχρεωτική διάρκεια έξι (6) εξάμηνα ενώ μπορεί να διαρκέσει έως και δεκαέξι (16) εξάμηνα. Η Υποστήριξη Ερευνητικής Πρότασης διεξάγεται έως και το πέμπτο (5^ο) εξάμηνο σπουδών. Οι διαδικασίες υποστήριξης της διατριβής διαρκούν ένα (1) εξάμηνο.

http://www.ouc.ac.cy/web/guest/university/genika/laws?p_p_id=bs_documents&p_p_action=1&p_p_state=exclusive&p_p_mode=view&p_p_col_id=column-2&p_p_col_pos=1&p_p_col_count=2&bs_documents_struts_action=%2Fext%2Fdocuments%2Fget_file&bs_documents_mainid=17311&bs_documents_loadaction=view

Στάδια Διδακτορικής Διατριβής

Στάδια προόδου του διδακτορικού φοιτητή:

Στάδιο	Βαθμός
Προπαρασκευαστικό στάδιο: Παρακολούθηση Θεματικών Ενοτήτων (εάν απαιτείται)	0 – 10
Ερευνητικό Στάδιο	Επιτυχία / Αποτυχία
Συγγραφικό Στάδιο	Επιτυχία / Αποτυχία
Υποστήριξη Διατριβής	Επιτυχία / Αποτυχία

Β. Ελληνικό Ανοικτό Πανεπιστήμιο



3.3 Σε περίπτωση που κρίνεται σκόπιμο από τη Σχολή, ο υποψήφιος, πριν αρχίσει να εκπονεί τη διατριβή, καλείται να παρακολουθήσει επιτυχώς μία ή περισσότερες μεταπτυχιακές ΘΕ του ΕΑΠ πέραν των προϋποθέσεων της παραγράφου 3.2. Στην περίπτωση αυτή ο υποψήφιος εγγράφεται στις αντίστοιχες ΘΕ χωρίς κλήρωση, επιπλέον του προβλεπόμενου αριθμού εισακτέων.

5. Χρονοδιάγραμμα και Προαπαιτούμενα

Η ΣΕ με τη συνεργασία του ΔΣ εισηγείται στην Κοσμητεία, μέσα σε εύλογο χρονικό διάστημα από την εγγραφή του σπουδαστή, την ερευνητική περιοχή της διατριβής και εφόσον κρίνει σκόπιμο ορίζει μια ή περισσότερες ΘΕ που πρέπει να παρακολουθήσει ο ΔΣ.

Η ΣΕ μπορεί να εισηγηθεί (και η Κοσμητεία της Σχολής να αποφασίσει) την παρακολούθηση μεταπτυχιακής Θεματικής Ενότητας ως προαπαιτούμενο έναρξης της διδακτορικής εργασίας και στην περίπτωση που ο ΔΣ είναι κάτοχος μεταπτυχιακού διπλώματος ειδίκευσης.

Στην περίπτωση που ο ΔΣ πρέπει να παρακολουθήσει μεταπτυχιακή ΘΕ έχει όλες τις υποχρεώσεις των μεταπτυχιακών φοιτητών του ΕΑΠ, αλλά μπορεί παράλληλα να δραστηριοποιείται ερευνητικά, κάνοντας χρήση της προσφερόμενης ερευνητικής υποδομής. Ο χρόνος εκπόνησης της διδακτορικής διατριβής αρχίζει μετά την επιτυχή παρακολούθηση της ΘΕ.

Η συνολική διάρκεια από την εγγραφή του ΔΣ μέχρι και την εκπόνηση και συγγραφή της Διδακτορικής Διατριβής δεν μπορεί να είναι μικρότερη από τέσσερα (τρία στην περίπτωση που ο ΔΣ δεν απαιτείται να παρακολουθήσει ΘΕ) πλήρη ακαδημαϊκά έτη. Η καθεαυτή ερευνητική εργασία για την εκπόνηση της Διατριβής δεν μπορεί να είναι μικρότερη από τρία έτη. Οι υποψήφιοι διδάκτορες απολαμβάνουν δικαιώματα των μεταπτυχιακών για διάστημα που δεν υπερβαίνει τα 8 ακαδημαϊκά έτη από την εγγραφή τους στο διδακτορικό πρόγραμμα σπουδών. Μετά την πάροδο αυτού του διαστήματος ο σπουδαστής χάνει την ιδιότητα του υποψήφιου διδάκτορα.

Ο Διδακτορικός Σπουδαστής (ΔΣ) δικαιούται να ζητήσει, για σοβαρούς λόγους, αναστολή σπουδών κατά τη διάρκεια των σπουδών του. Η αναστολή μπορεί να δοθεί για ένα (1) ή το πολύ δύο (2) έτη. Και στις δύο περιπτώσεις, η συνολική χρονική διάρκεια εκπόνησης της διδακτορικής διατριβής δεν μπορεί να υπερβαίνει τα 8 έτη από την εγγραφή των ΔΣ στο μητρώο των ΔΣ του ΕΑΠ, συμπεριλαμβανομένης και της τυχόν περιόδου αναστολής. Η αναστολή σπουδών εγκρίνεται από την Κοσμητεία της Σχολής στην οποία ανήκει ο ΔΣ μετά από θετική εισήγηση της τριμελούς συμβουλευτικής

<https://www.eap.gr/el/spoudes-sto-eap/ekpaideusi/kanonismoi/kanonismos-didaktorikwn-diatrivwn>

9. Research training and transferable skills training

9.1. All doctoral students undergo an academic needs analysis at the beginning of their candidature. Paragraphs 28 to 31 of the [Code of Practice for Research Candidature and Supervision](#) give further details. Once the student's training needs (research skills, transferable skills, subject-specific knowledge) and any additional learning needs including English language support have been identified, it must be clearly set out in writing how these needs will be met and where and when any training will take place. This should include whether the training will be delivered on-line or if the student will physically attend a course during a period of residency at Southampton. Particular attention should be paid to any compulsory training courses, and to opportunities for distance-learning students to practice skills learnt, for example presenting their research.

5. Residency requirements and periods to be spent at Southampton

5.1. The minimum residency requirement at Southampton for PhD by Distance Learning students should cover the following:

- A period at the beginning of the degree (enrolment and induction) – this is likely to be at least two weeks so that induction and in-depth supervisory arrangements can be discussed and agreed (in writing)
- Attendance at any research training or generic skills training events where these are not available by electronic means and where these have been identified as a requirement for the student, or any compulsory training events
- Confirmation of PhD registration/Upgrade/transfer from MPhil to PhD
- Final examination: the *viva voce*

5.2 In addition, Faculties are strongly advised to require distance learning students to spend at least 2 weeks per year of study in Southampton so they can meet supervisory team members face to face and, if appropriate, take part in an agreed PGR student event. Ideally, a residency visit to Southampton would also provide an opportunity for a face-to-face formal progress review. In the event of exceptional circumstances (e.g. visa denial, illness, etc.) such reviews may be carried out via other means, for example Skype or similar (see paragraph 11.2 below).

https://cdn.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/1C84C003777442B8B89FF03783972392/Distance_Learning_Framework.pdf#_ga=2.166417278.1977493148.1518415041-494965457.1506933183

Postgraduate Taught

DOCTORATE IN EDUCATION (RESEARCH) EdD: online distance learning

▪ Online distance learning

▪ EdD : 60 months part-time by distance
learning

PROGRAMME STRUCTURE

Years 1, 2 and 3

You will take six core courses each lasting one semester and each with one weekend in Glasgow.

- Critical reflection in professional learning and practice
- Education policy
- Educational futures
- Ethics and education OR Lifelong learning
- Open studies one: Advancing research methods
- Open studies two: Applying research methods

Years 3 and 4

Work towards the submission of a dissertation of 50,000 to 60,000 words, supported by an appropriate supervisor. You normally undertake two courses per year. Progressing at a normal pace, successful candidates can complete the Doctorate in five years. However, we realise that circumstances occasionally mean participants need to take a break from studies and the programme allows candidates to suspend their studies for a limited time period.

<https://www.gla.ac.uk/postgraduate/taught/doctorateineducation/>

**E. University of
Leicester**



All Distance Learning PhD candidates, regardless of department, will initially undertake a structured programme of research training over the course of 12 months. The research training will consist of four mandatory modules, delivered through a combination of module books and interactive tasks, readings and discussion on the University's Blackboard virtual learning environment.

Following the completion of the research training, you will begin to focus solely on your proposed theses, with supervisory support provided by telephone or electronically.

You will only be expected to visit the Leicester campus for your Advanced Postgraduate (APG) status review; which must be completed after 24 months of registration, and for your viva exam at the end of your degree. The APG review represents the end of the 24 month probationary period and allows your department to assess your overall suitability as a research student based on your performance over the two years. The department then makes a recommendation on the degree for which you should register: in most cases this is a PhD.; and your eventual viva. You will not be required to visit campus at any other time during your registration, although you will be both encouraged and welcome to do so to meet your supervisors and fellow students and to attend additional training events. The minimum period of registration for the Distance Learning PhD is three years and the maximum six.

<https://www2.le.ac.uk/departments/politics/postgraduate/research-degrees/distance-learning-phd>

ΣΗΜΕΙΩΜΑ

Προς: Συμβούλιο του Φορέα ΔΙΠΑΕ

Από: Ελένη Δεληγιάννη και Αλεξία Πηλακούρη (Εκπαιδευτικούς Λειτουργούς)

Ημερομηνία: 4/ 4/2018

Θέμα: Πολιτική όσον αφορά στη φύση των εξετάσεων και τον τρόπο διεξαγωγής τους σε εξ αποστάσεως προγράμματα σπουδών/ Practice followed in Europe in regard to the e-learning final exams

Αναφερόμαστε στο πιο πάνω θέμα και υποβάλλουμε για ενημέρωσή σας τα εξής:

1. Για ορισμένα προγράμματα σπουδών οι φοιτητές έχουν τη δυνατότητα πέραν των γραπτών εξετάσεων να παρακαθήσουν και σε εξετάσεις μέσω υπολογιστή (online examinations/ computer-based examinations), χρησιμοποιώντας για παράδειγμα την πλατφόρμα Moodle. Στις εξετάσεις αυτές οι φοιτητές μπορούν συνήθως να χρησιμοποιήσουν τη βιβλιογραφία του μαθήματος και το υλικό που τους έχει δοθεί, αφού απαιτείται η εφαρμογή και η κριτική θεώρηση όσων έχουν μάθει.
2. Στις πλείστες περιπτώσεις τα Πανεπιστήμια δίνουν τη δυνατότητα στους φοιτητές να παρακαθήσουν τις εξετάσεις σε διάφορα εξεταστικά κέντρα τόσο στη χώρα προσφοράς του προγράμματος σπουδών όσο και σε άλλες χώρες. Άρα οι φοιτητές έχουν την ευκαιρία να παρακαθίσουν τις εξετάσεις τους στον τόπο διαμονής τους, αν υπάρχει εγκεκριμένο εξεταστικό κέντρο του Πανεπιστημίου σε αυτόν. Υπάρχουν βέβαια και Πανεπιστήμια που επιτρέπουν τη διεξαγωγή των εξετάσεων μόνο σε εξεταστικά κέντρα της χώρας.
3. Η ποιότητα όσον αφορά στις εξετάσεις, όπως για παράδειγμα η πολιτική για τη λογοκλοπή, διασφαλίζεται μέσα από οδηγούς (assessment handbook) που ανακοινώνει το κάθε Πανεπιστήμιο. Σημειώνεται ότι οι εξετάσεις στον τόπο διαμονής του φοιτητή (γραπτές ή μέσω υπολογιστή)

πραγματοποιούνται κατά κανόνα ταυτόχρονα για όλους όσους παρακάθονται την εξέταση.

ΠΑΝΕΠΙΣΤΗΜΙΟ	ΠΟΛΙΤΙΚΗ
A. The Open University UK	<p>Exam dates are always published well in advance – sometimes up to a year ahead – and you'll receive all the relevant information at the outset of your course, so that you can schedule your assignments and the necessary revision. At exam time, if your course requires you to sit a written exam then you'll usually do this at an established Open University examination centre in your country. The question paper will almost always be 'unseen,' which means you won't see it before the exam – but you will receive a specimen paper with your course materials, to give you an idea of what to expect.</p> <p>The Open University has established examination centres, in the UK, the Republic of Ireland and in most countries in Continental Europe. If your country doesn't have an OU-established centre, then you may need to apply to sit your examination at a centre that's local to you (typically a nearby university or British Council office). In such cases an additional fee is payable to cover the cost of arranging this. The 2018 fee is between £243 and £247, fees for 2019 may be higher.</p> <p>http://www.openuniversity.edu/study/how-it-works/exams-assessment</p> <p>Διασφάλιση ποιότητας εξετάσεων – Εγχειρίδιο αξιολόγησης</p> <p>http://www.open.ac.uk/students/charter/sites/www.open.ac.uk.students.charter/files/files/assessment-handbook-after290912.pdf</p>

B. Helsinki Open University

Different types of examinations

- Different types of examinations include end-of-course examination, book examination and take-home examination. The Open University administers both traditional paper examinations and online examinations.
- Students can also usually complete a paper examination for a course as a remote examination either abroad or in a venue outside Helsinki.
- For examination dates, the names of examiners and examination literature, please see the study programme.
- A right to study includes three examination dates mentioned in the study unit.

Instructions for online examinations

The dates and times of online examinations can be found in [study programmes](#) and the [Moodle learning platform](#) for the course. Examinations begin and end at the time indicated in the study programme.

Instructions for online examinations:

- An online examination requires a computer and a network connection.
- The examination takes place on the Moodle course platform.
- Logging onto Moodle requires a valid [University of Helsinki user account](#).
- When the online examination begins, the space allocated for your responses will open and you will be able to view the questions.
- Students can access the examination literature, learning material and online sources during the examination.
- Students should prepare thoroughly for the examination, as the questions are extensive and often require the information to be applied or compared.
- You can type your answers directly in the space provided, or type them first in a word processor and then copy and paste them into the space provided.

Detailed practical instructions are available on the Moodle learning platform for the course.

Studies are assessed and examinations administered according to University of Helsinki instructions. [Plagiarising](#) an examination answer will lead to a failing grade and further action.

	<p>Remote examinations</p> <p>A remote examination means taking a paper examination for a course either abroad or in Finland in a locality other than Helsinki (with the exception of paper examinations for online courses). Examinations for some Open University courses can be taken only at Open University examination sessions.</p> <ul style="list-style-type: none"> ● As a rule, remote examinations are administered simultaneously with examinations for courses included in the study programme. If you live in a different time zone, you can agree on the time of an online examination by contacting the examination service. ● You must arrange for an invigilator for the examination and pay the expenses incurred from the examination arrangements. ● Suitable examination venues include the premises of such organisations as adult education centres, universities, summer universities, embassies, consulates and other Finnish delegations as well as Finnish institutes and Finnish schools abroad. <p>If you wish to take a remote examination, provide the following information under special agreements when registering for the examination:</p> <ul style="list-style-type: none"> ● Examination venue ● Contact details for the invigilator <p>The Open University's examination service will decide whether the venue is appropriate and will send the examination material to the invigilator.</p> <p>https://www.helsinki.fi/en/open-university/studying/during-your-studies/examinations</p>
<i>Γ. Open Universiteit of the Netherlands</i>	<p>To ensure freedom of pace assessments also need to be flexible. For the majority of courses students can take an exam whenever they are ready and for half of its courses OUNL has developed a computerised system which generates a personal multiple choice exam from an</p>

itembank (SYS-examination). Students can make an appointment these exams at a study centre of their choice and on courses with oral exams or written assignments students can also decide when to be assessed. A limited number of courses offered by OUNL have group exams held three times a year.

<http://oro.open.ac.uk/20657/1/>

All examinations, whether standard or computerised, are administered in the Netherlands, generally at one of the study or support centres.

<https://www.denhaag.nl/en/in-the-city/education-and-childcare/studying-in-the-hague/open-universiteit-nederland.htm>

Assessment

- Under supervision, in regional study centre, embassy or consulate
- Computer-based individual exams
 - Any time & place: multiple-choice exams. Immediate results
- Essays & reports submitted through VLE or e-mail, sometimes presented in virtual classroom ([example](#))
 - Timing: to be agreed with lecturer
 - Checked with anti-plagiarism software
- Group exams, written exams: 5 exam weeks per year



<https://www.slideshare.net/sverjans/open-university-of-the-netherlands-educational-models-virtual-learning-environments-and-support-for-elearning>

<p>Δ. Newcastle University</p>	<p>Policies on Distance Learning Students</p> <p>25. The University must take all reasonable and practicable steps to ensure that students' assessed work can be attributed to them and that any methods for the transfer of work are secure and reliable. Academic units should adopt methods for verifying the identity of distance learners, appropriate to the type of assessment; methods should be clarified in the assessment field of the MOF and approved by the relevant Dean.</p> <p>26. Attention should be paid to assessment design, so that students are neither penalised nor benefitted by taking the assessment off-campus. The Learning and Teaching Development Service can be consulted on appropriate assessment design and secure assessment methods, including Blackboard exams and the use of Personal Capture.</p> <p>27. Where possible appropriate coursework should be submitted to Turnitin. Any text-based summative work that is worth 30% or more of a 20 credit module (or the equivalent of 6 credits) must be submitted to Turnitin. If submission to Turnitin is not possible for any reason (i.e. the file size is too large), then the module leader should adopt alternative secure arrangements – either submission to Turnitin in smaller instalments, submission via University Drop-Off, or secure delivery with proof of posting.</p> <p>28. Distance-Learning students must sit examinations either on-campus or in a designated and approved examination centre. The Exams and Awards team is responsible for liaising with the relevant module leader or other appropriate staff to agree the examination site(s) and arrange appropriate invigilation. Arrangements made by the Exams and Awards office are non-negotiable by students, although PEC forms may be submitted as necessary.</p>
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<i>E. University of London</i>	Examination centres <ul style="list-style-type: none"> • The following documents contain contact details for our worldwide network of approved examination centres (updated weekly): <u>Worldwide</u> (including UK & Eire) [PDF] <u>USA and Canada</u> [PDF] • Wherever they are held, all examinations take place on the same dates and at the same (local) times in line with the published timetables. • Some centres have permission to vary the start time for examinations slightly. Contact your exam venue to check the local arrangements.
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ΣΗΜΕΙΩΜΑ

Προς: Συμβούλιο του Φορέα ΔΙΠΑΕ

Από: Ελένη Δεληγιάννη (Εκπαιδευτικό Λειτουργό)

Ημερομηνία: 12/2/ 2018

Θέμα: Πρακτική που ακολουθείται στην Ευρώπη αναφορικά με την εξ αποστάσεως φοίτηση σε διδακτορικά προγράμματα σπουδών/ Practice followed in Europe in regard to doctoral distance learning studies

Αναφέρομαι στο πιο πάνω θέμα και υποβάλλω για ενημέρωσή σας ότι σε ορισμένα πανεπιστήμια της Ευρώπης προσφέρονται εξ αποστάσεως διδακτορικά προγράμματα σπουδών. Παρατίθενται συγκεκριμένα παραδείγματα στον πίνακα που ακολουθεί (Ανοικτό Πανεπιστήμιο Κύπρου, Ελληνικό Ανοικτό Πανεπιστήμιο, University of Southampton, University of Glasgow, University of Leicester).

Τα διδακτορικά προγράμματα σπουδών αντιστοιχούν σε τουλάχιστον 180 ECTS και περιλαμβάνουν την περιεκτική εξέταση, την ερευνητική πρόταση, τη συγγραφή και την υποστήριξη της διδακτορικής διατριβής.

Οι υποψήφιοι διδάκτορες καλούνται σε κάποια από τα πανεπιστήμια που προσφέρουν εξ αποστάσεως προγράμματα σπουδών να παρακολουθήσουν ένα δομημένο πρόγραμμα με μαθήματα ή/και σεμινάρια σε θέματα α. έρευνας, β. κατεύθυνσης ή γ. γλώσσας, ως προαπαιτούμενο έναρξης της διδακτορικής διατριβής. Το πρόγραμμα αυτό είναι επιπλέον των τουλάχιστον 180 ECTS της διδακτορικής διατριβής. Στο πλαίσιο αυτό ο υποψήφιος διδάκτορας είναι δυνατόν να κληθεί να παρακολουθήσει ένα συγκεκριμένο αριθμό μαθημάτων μεταπτυχιακού επιπέδου και έχει όλες τις υποχρεώσεις που προκύπτουν από αυτά. Σημειώνεται ότι σε κάποιες περιπτώσεις απαιτείται η φυσική παρουσία του υποψήφιου διδάκτορα κατά το προπαρασκευαστικό στάδιο. Η χρονική

διάρκεια του προπαρασκευαστικού σταδίου και ο υποχρεωτικός ή μη χαρακτήρας της διαφέρει ανάλογα με την πολιτική που εφαρμόζει το κάθε πανεπιστήμιο.

Ο χρόνος εκπόνησης της διδακτορικής διατριβής αρχίζει μετά την επιτυχή ολοκλήρωση του προπαρασκευαστικού προγράμματος, στα πανεπιστήμια όπου εφαρμόζεται.

ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ

www.oouc.ac.cy

7.6 Διδακτορικά Προγράμματα

7.6.1 Το Πανεπιστήμιο προσφέρει Διδακτορικά Προγράμματα που οδηγούν στην απονομή Διδακτορικού Τίτλου.

7.6.2 Για την απόκτηση Διδακτορικού Τίτλου απαιτείται η εκπόνηση πρωτότυπης Διδακτορικής Διατριβής, η οποία αποτελεί σημαντική συμβολή στο οικείο επιστημονικό αντικείμενο.

7.6.3 Η ελάχιστη διάρκεια ολοκλήρωσης ενός Προγράμματος που οδηγεί σε Διδακτορικό Τίτλο είναι τρία (3) ακαδημαϊκά έτη και η μέγιστη διάρκεια είναι οκτώ (8) ακαδημαϊκά έτη.

7.6.4 Οι Διδακτορικοί Τίτλοι αντιστοιχούν σε τουλάχιστον εκατόν ογδόντα (180) Ευρωπαϊκές Πιστωτικές Μονάδες, από τις οποίες τουλάχιστον οι εκατόν είκοσι (120) αφορούν το πρώτο στάδιο (Διδακτορική Διατριβή I-VI, βλ. 7.7) και οι υπόλοιπες την ετοιμασία, παρουσίαση και υποστήριξη της Ερευνητικής Πρότασης και τη συγγραφή της Διδακτορικής Διατριβής.

7.6.5 Σε κάθε ακαδημαϊκό έτος κατά το οποίο Διδακτορικός φοιτητής βρίσκεται σε ένα από τα στάδια της Διδακτορικής Διατριβής του, θεωρείται ότι έχει φόρτο εργασίας ισοδύναμο με εξήντα (60) Ευρωπαϊκές Πιστωτικές Μονάδες. Σε κάθε εξάμηνο ο φοιτητής οφείλει να είναι εγγεγραμμένος στο αντίστοιχο στάδιο από τα παρακάτω:

7.7 Διδακτορική Διατριβή I – IV

7.7.1 Στάδια Διδακτορικής Διατριβής

Κωδικός ΘΕ	Τίτλος ΘΕ	Εξάμηνο	Υποχρεωτική/Επιλογής	Προαπαιτούμενες ΘΕ	ECTS
ΔXXX811	Διδακτορική Διατριβή I	1 ^ο	Υποχρεωτική		30
ΔXXX812	Διδακτορική Διατριβή II	2 ^ο	Υποχρεωτική	811	30
ΔXXX821	Διδακτορική Διατριβή III	3 ^ο	Υποχρεωτική	811, 812	30
ΔXXX822	Διδακτορική Διατριβή IV	4 ^ο	Υποχρεωτική	811, 812, 821	30
ΔXXX831	Διδακτορική Διατριβή V	5 ^ο	Επιλογής	811, 812, 821, 822	30
ΔXXX832	Διδακτορική Διατριβή VI	6 ^ο	Επιλογής	811, 812, 821, 822, 831	30
ΔXXX841	Διδακτορική Διατριβή VII	7 ^ο	Επιλογής	811, 812, 821, 822, 831, 832	30

ΔΧΧΧ842	Διδακτορική Διατριβή VIII	8 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841	30
ΔΧΧΧ851	Διδακτορική Διατριβή IX	9 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842	30
ΔΧΧΧ852	Διδακτορική Διατριβή X	10 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851	30
ΔΧΧΧ861	Διδακτορική Διατριβή XI	11 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851, 852	30
ΔΧΧΧ862	Διδακτορική Διατριβή XII	12 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851, 852, 861	30
ΔΧΧΧ871	Διδακτορική Διατριβή XIII	13 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851, 852, 861, 862	30
ΔΧΧΧ872	Διδακτορική Διατριβή XIV	14 ^ο	Επιλογής	811, 812, 821, 822, 831, 832, 841, 842, 851, 852, 861, 862, 871	30
ΔΧΧΧ892	Υποστήριξη Ερευνητικής Πρότασης	5 ^ο και μετά	Υποχρεωτική	811, 812, 821, 822	30
ΔΧΧΧ895	Υποστήριξη Διατριβής	6 ^ο και μετά	Υποχρεωτική	811, 812, 821, 822, 892	30

7.7.2 Διάρκεια

Η Διδακτορική Διατριβή έχει υποχρεωτική διάρκεια έξι (6) εξάμηνα ενώ μπορεί να διαρκέσει έως και δεκαέξι (16) εξάμηνα. Η Υποστήριξη Ερευνητικής Πρότασης διεξάγεται έως και το πέμπτο (5^ο) εξάμηνο σπουδών. Οι διαδικασίες υποστήριξης της διατριβής διαρκούν ένα (1) εξάμηνο.

http://www.ouc.ac.cy/web/guest/university/genika/laws?p_p_id=bs_documents&p_p_action=1&p_p_state=exclusive&p_p_mode=view&p_p_col_id=column-2&p_p_col_pos=1&p_p_col_count=2&bs_documents_struts_action=%2Fext%2Fdocuments%2Fget_file&bs_documents_mainid=17311&bs_documents_loadaction=view

Στάδια Διδακτορικής Διατριβής

Στάδια προόδου του διδακτορικού φοιτητή:

Στάδιο	Βαθμός
Προπαρασκευαστικό στάδιο: Παρακολούθηση Θεματικών Ενοτήτων (εάν απαιτείται)	0 – 10
Ερευνητικό Στάδιο	Επιτυχία / Αποτυχία
Συγγραφικό Στάδιο	Επιτυχία / Αποτυχία
Υποστήριξη Διατριβής	Επιτυχία / Αποτυχία

Β. Ελληνικό Ανοικτό Πανεπιστήμιο



3.3 Σε περίπτωση που κρίνεται σκόπιμο από τη Σχολή, ο υποψήφιος, πριν αρχίσει να εκπονεί τη διατριβή, καλείται να παρακολουθήσει επιτυχώς μία ή περισσότερες μεταπτυχιακές ΘΕ του ΕΑΠ πέραν των προϋποθέσεων της παραγράφου 3.2. Στην περίπτωση αυτή ο υποψήφιος εγγράφεται στις αντίστοιχες ΘΕ χωρίς κλήρωση, επιπλέον του προβλεπόμενου αριθμού εισακτέων.

5. Χρονοδιάγραμμα και Προαπαιτούμενα

Η ΣΕ με τη συνεργασία του ΔΣ εισηγείται στην Κοσμητεία, μέσα σε εύλογο χρονικό διάστημα από την εγγραφή του σπουδαστή, την ερευνητική περιοχή της διατριβής και εφόσον κρίνει σκόπιμο ορίζει μια ή περισσότερες ΘΕ που πρέπει να παρακολουθήσει ο ΔΣ.

Η ΣΕ μπορεί να εισηγηθεί (και η Κοσμητεία της Σχολής να αποφασίσει) την παρακολούθηση μεταπτυχιακής Θεματικής Ενότητας ως προαπαιτούμενο έναρξης της διδακτορικής εργασίας και στην περίπτωση που ο ΔΣ είναι κάτοχος μεταπτυχιακού διπλώματος ειδίκευσης.

Στην περίπτωση που ο ΔΣ πρέπει να παρακολουθήσει μεταπτυχιακή ΘΕ έχει όλες τις υποχρεώσεις των μεταπτυχιακών φοιτητών του ΕΑΠ, αλλά μπορεί παράλληλα να δραστηριοποιείται ερευνητικά, κάνοντας χρήση της προσφερόμενης ερευνητικής υποδομής. Ο χρόνος εκπόνησης της διδακτορικής διατριβής αρχίζει μετά την επιτυχή παρακολούθηση της ΘΕ.

Η συνολική διάρκεια από την εγγραφή του ΔΣ μέχρι και την εκπόνηση και συγγραφή της Διδακτορικής Διατριβής δεν μπορεί να είναι μικρότερη από τέσσερα (τρία στην περίπτωση που ο ΔΣ δεν απαιτείται να παρακολουθήσει ΘΕ) πλήρη ακαδημαϊκά έτη. Η καθεαυτή ερευνητική εργασία για την εκπόνηση της Διατριβής δεν μπορεί να είναι μικρότερη από τρία έτη. Οι υποψήφιοι διδάκτορες απολαμβάνουν δικαιώματα των μεταπτυχιακών για διάστημα που δεν υπερβαίνει τα 8 ακαδημαϊκά έτη από την εγγραφή τους στο διδακτορικό πρόγραμμα σπουδών. Μετά την πάροδο αυτού του διαστήματος ο σπουδαστής χάνει την ιδιότητα του υποψήφιου διδάκτορα.

Ο Διδακτορικός Σπουδαστής (ΔΣ) δικαιούται να ζητήσει, για σοβαρούς λόγους, αναστολή σπουδών κατά τη διάρκεια των σπουδών του. Η αναστολή μπορεί να δοθεί για ένα (1) ή το πολύ δύο (2) έτη. Και στις δύο περιπτώσεις, η συνολική χρονική διάρκεια εκπόνησης της διδακτορικής διατριβής δεν μπορεί να υπερβαίνει τα 8 έτη από την εγγραφή των ΔΣ στο μητρώο των ΔΣ του ΕΑΠ, συμπεριλαμβανομένης και της τυχόν περιόδου αναστολής. Η αναστολή σπουδών εγκρίνεται από την Κοσμητεία της Σχολής στην οποία ανήκει ο ΔΣ μετά από θετική εισήγηση της τριμελούς συμβουλευτικής

<https://www.eap.gr/el/spoudes-sto-eap/ekpaideusi/kanonismoi/kanonismos-didaktorikwn-diatrivwn>

9. Research training and transferable skills training

9.1. All doctoral students undergo an academic needs analysis at the beginning of their candidature. Paragraphs 28 to 31 of the [Code of Practice for Research Candidature and Supervision](#) give further details. Once the student's training needs (research skills, transferable skills, subject-specific knowledge) and any additional learning needs including English language support have been identified, it must be clearly set out in writing how these needs will be met and where and when any training will take place. This should include whether the training will be delivered on-line or if the student will physically attend a course during a period of residency at Southampton. Particular attention should be paid to any compulsory training courses, and to opportunities for distance-learning students to practice skills learnt, for example presenting their research.

5. Residency requirements and periods to be spent at Southampton

5.1. The minimum residency requirement at Southampton for PhD by Distance Learning students should cover the following:

- A period at the beginning of the degree (enrolment and induction) – this is likely to be at least two weeks so that induction and in-depth supervisory arrangements can be discussed and agreed (in writing)
- Attendance at any research training or generic skills training events where these are not available by electronic means and where these have been identified as a requirement for the student, or any compulsory training events
- Confirmation of PhD registration/Upgrade/transfer from MPhil to PhD
- Final examination: the *viva voce*

5.2 In addition, Faculties are strongly advised to require distance learning students to spend at least 2 weeks per year of study in Southampton so they can meet supervisory team members face to face and, if appropriate, take part in an agreed PGR student event. Ideally, a residency visit to Southampton would also provide an opportunity for a face-to-face formal progress review. In the event of exceptional circumstances (e.g. visa denial, illness, etc.) such reviews may be carried out via other means, for example Skype or similar (see paragraph 11.2 below).

https://cdn.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/1C84C003777442B8B89FF03783972392/Distance_Learning_Framework.pdf#_ga=2.166417278.1977493148.1518415041-494965457.1506933183

Postgraduate Taught

DOCTORATE IN EDUCATION (RESEARCH) EdD: online distance learning

▪ Online distance learning

▪ EdD : 60 months part-time by distance
learning

PROGRAMME STRUCTURE

Years 1, 2 and 3

You will take six core courses each lasting one semester and each with one weekend in Glasgow.

- Critical reflection in professional learning and practice
- Education policy
- Educational futures
- Ethics and education OR Lifelong learning
- Open studies one: Advancing research methods
- Open studies two: Applying research methods

Years 3 and 4

Work towards the submission of a dissertation of 50,000 to 60,000 words, supported by an appropriate supervisor. You normally undertake two courses per year. Progressing at a normal pace, successful candidates can complete the Doctorate in five years. However, we realise that circumstances occasionally mean participants need to take a break from studies and the programme allows candidates to suspend their studies for a limited time period.

<https://www.gla.ac.uk/postgraduate/taught/doctorateineducation/>

**E. University of
Leicester**



All Distance Learning PhD candidates, regardless of department, will initially undertake a structured programme of research training over the course of 12 months. The research training will consist of four mandatory modules, delivered through a combination of module books and interactive tasks, readings and discussion on the University's Blackboard virtual learning environment.

Following the completion of the research training, you will begin to focus solely on your proposed theses, with supervisory support provided by telephone or electronically.

You will only be expected to visit the Leicester campus for your Advanced Postgraduate (APG) status review; which must be completed after 24 months of registration, and for your viva exam at the end of your degree. The APG review represents the end of the 24 month probationary period and allows your department to assess your overall suitability as a research student based on your performance over the two years. The department then makes a recommendation on the degree for which you should register: in most cases this is a PhD.; and your eventual viva. You will not be required to visit campus at any other time during your registration, although you will be both encouraged and welcome to do so to meet your supervisors and fellow students and to attend additional training events. The minimum period of registration for the Distance Learning PhD is three years and the maximum six.

<https://www2.le.ac.uk/departments/politics/postgraduate/research-degrees/distance-learning-phd>

ΣΗΜΕΙΩΜΑ

Προς: Συμβούλιο του Φορέα ΔΙΠΑΕ

Από: Ελένη Δεληγιάννη (Εκπαιδευτικό Λειτουργό)

Ημερομηνία: 8/3/ 2018

Θέμα: Διερεύνηση όρων work-based learning, internship, practicum

Η μάθηση που βασίζεται στην εργασία (work based learning, WBL) είναι ο όρος που χρησιμοποιείται για να περιγράψει «*μια τάξη πανεπιστημιακών προγραμμάτων που φέρνουν μαζί πανεπιστήμια και επαγγελματικούς οργανισμούς για τη δημιουργία νέων ευκαιριών μάθησης στους χώρους εργασίας*» (Boud & Solomon, 2001). Διακρίνεται σε «*μάθηση μέσω εργασίας, μάθησης για εργασία και μάθησης στην εργασία*» (Gray, 2001). Σύμφωνα με τους Sodiechowska και Maisch (2006) «*οι φοιτητές σε πολλές περιπτώσεις είναι εργαζόμενοι πλήρους απασχόλησης, των οποίων το πρόγραμμα σπουδών είναι ενσωματωμένο στο χώρο εργασίας και έχει σχεδιαστεί για να ικανοποιεί τις μαθησιακές ανάγκες των εργαζομένων και τους στόχους του οργανισμού*». Τα προγράμματα πιστώνονται με μονάδες ECTS εντός του χρόνου διάρκειας ενός πτυχίου ή μάστερ. Ο αριθμός των πιστωτικών μονάδων διαφέρει ανάλογα με τον τύπο μάθησης ή/κα τις απαιτήσεις που τίθενται από το ίδρυμα. Παράλληλα αναγνωρίζεται και πιστοποιείται η μάθηση από την προηγούμενη εμπειρία ή τα σχετικά προσόντα (Recognition of Prior Learning, RPL).

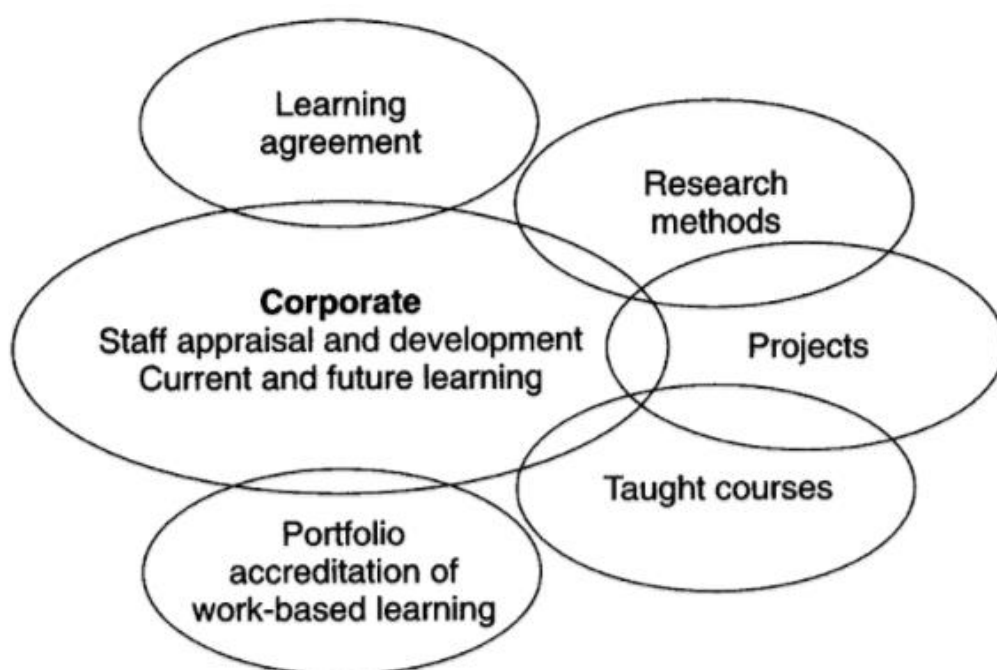
Συνοπτικά, οι Boud, Solomon & Symes (2001) επισημαίνουν τα εξής βασικά χαρακτηριστικά της μάθησης που βασίζεται στην εργασία (αν και δεν ισχύουν πάντοτε):

- Συνάπτεται εταιρική συμφωνία μεταξύ εξωτερικού οργανισμού και εκπαιδευτικού ιδρύματος (contractual agreements)
- Οι εκπαιδευόμενοι είναι και εργαζόμενοι, οπότε διαπραγματεύονται το σχέδιο μάθησής τους.
- Το πρόγραμμα μάθησης που ακολουθείται έχει συγκεκριμένους μαθησιακούς στόχους που απορρέουν από τις ανάγκες του χώρου

εργασίας και του εκπαιδευόμενου και όχι από ένα προκαθορισμένο ακαδημαϊκό πρόγραμμα σπουδών.

- Το πρόγραμμα μάθησης προσαρμόζεται σε κάθε εκπαιδευόμενο σύμφωνα με την προηγούμενή του εκπαιδευτική εμπειρία, εργασιακή εμπειρία και κατάρτιση.
- Η μάθηση πραγματοποιείται στο πλαίσιο των εργασιών (projects) στο χώρο εργασίας.
- Τα μαθησιακά αποτελέσματα αξιολογούνται από το εκπαιδευτικό ίδρυμα.

Τα χαρακτηριστικά αυτά παρουσιάζονται στο Διάγραμμα 1.



Διάγραμμα 1. Βασικά χαρακτηριστικά ακαδημαϊκών προγραμμάτων μάθησης που βασίζονται στην εργασία

(Boud, Solomon & Symes, 2001)

Υπάρχουν διάφορες μορφές μάθησης που βασίζεται στην εργασία (work based learning): company visits, internships/vacation placements, practice placements, projects, sandwich placements, semester placements, semester or a year abroad, work shadowing, work based awards.

Ο Πίνακας 1 περιλαμβάνει σύντομη περιγραφή κάθε μορφής μάθησης που βασίζεται στην εργασία και το Διάγραμμα 2 τη διάρκειά τους. Ενδεικτικά

παραδείγματα από Πανεπιστήμια που εφαρμόζουν προγράμματα των τύπων μάθησης που βασίζονται στην εργασία παρατίθενται στον Πίνακα 2.

Ο Πίνακας 3 παρουσιάζει παραδείγματα διαδικασιών που θα πρέπει να τηρηθούν και σχετικών εντύπων που θα πρέπει να συμπληρωθούν από τους εμπλεκόμενους (ίδρυμα ανώτερης εκπαίδευσης, οργανισμό, φοιτητή) για διασφάλιση της ποιότητας. Σημειώνεται ότι η μάθηση με βάση την εργασία, όπου και αν οργανώνεται και προσφέρεται, χρειάζεται να διευρύνει τις ευκαιρίες μάθησης χωρίς να θίγονται ούτε τα ακαδημαϊκά πρότυπα του τίτλου που θα αποδοθεί ούτε η ποιότητα του προγράμματος που προσφέρεται στους φοιτητές. Επιπλέον, οι ρυθμίσεις για τη διασφάλιση της ποιότητας και των σχετικών κριτηρίων θα πρέπει να είναι εξίσου αυστηρά, ασφαλή και ανοικτά σε έλεγχο όπως αυτά με τα συμβατικά προγράμματα σπουδών που παρέχονται εξ ολοκλήρου στο ίδρυμα.

Επιπλέον στο σημείωμα, παρουσιάζεται η διαμόρφωση του προγράμματος φοίτησης ενός φοιτητή σε πρόγραμμα σπουδών που βασίζεται στην εργασία, όπως παρουσιάζεται στο βιβλίο «The work-based learning student handbook» (Helyer, 2010).

Αξίζει να σημειωθεί η συμμετοχή του ENQA ως εταίρου στο πρόγραμμα Integrating Entrepreneurship and Work Experience into Higher Education – WEXHE (<http://www.engq.eu/index.php/integrating-entrepreneurship-and-work-experience-into-higher-education-iewexhe/>, project duration: January 2017 – December 2019). Στο project consortium συμμετέχει και η Κύπρος (NOVATEX SOLUTIONS Ltd). Στόχοι του έργου είναι η αύξηση της ικανότητας του προσωπικού των ιδρυμάτων ανώτερης εκπαίδευσης και των επιχειρήσεων να παρέχουν υψηλής ποιότητας επαγγελματική εμπειρία και επιχειρηματικότητα, να προσδιοριστεί το είδος μάθησης βάσει της εργασίας που οδηγεί σε θέσεις υψηλής ποιότητας, να υποστηρίξει την πιστοποίηση της μάθησης βάσει της εργασίας μέσω ECTS και την αποτελεσματική διασφάλιση της ποιότητας και να εξασφαλιστεί ότι οι ανάγκες σε δεξιότητες των εργοδοτών είναι κατανοητές. Στο έργο θα διαμορφωθούν 12 ενότητες μάθησης βάσει της εργασίας (WBL), καθώς και καθοδήγηση σχετικά με τη διαχείριση, τη διασφάλιση της ποιότητας, τα μαθησιακά αποτελέσματα, τη χρηματοδότηση και






την πιστοποίηση. Επιπλέον, θα συνοψιστούν καλές πρακτικές που θα μπορούν να ακολουθηθούν.

Πίνακας 1. Τύποι μάθησης που βασίζεται στην εργασία (work based learning)

Τύπος	Περιγραφή
<i>Company visits</i>	Συνήθως αποτελούν εποπτευόμενες, ομαδικές δραστηριότητες, οι οποίες πραγματοποιούνται στο πλαίσιο του προγράμματος σπουδών (ή εκτός), για εμπλουτισμό των εμπειριών των φοιτητών.
<i>Insight days</i>	Προσφέρονται και διαφημίζονται από τους εργοδότες, και απευθύνονται κυρίως στους πρωτοετείς και δευτεροετείς προπτυχιακούς φοιτητές
<i>Internships/ Vacation placements</i>	Βραχυπρόθεσμες ευκαιρίες τοποθέτησης, οι οποίες συνήθως προσφέρονται και διαφημίζονται από τους εργοδότες. Λαμβάνονται από φοιτητές σε οποιοδήποτε επίπεδο σπουδών στις διακοπές ή υπό μορφή μερικής απασχόλησης κατά τη διάρκεια ενός ακαδημαϊκού έτους.
Curricular Internship	Μια μαθησιακή εμπειρία που προβλέπεται σε ένα πρόγραμμα σπουδών ως μέρος της πανεπιστημιακής εκπαίδευσης. Η πρακτική άσκηση παρέχει πρακτική εμπειρία στις δομές εντός ή εκτός του Ιδρύματος, επιτρέποντας στους φοιτητές να αποκτήσουν τις πιστωτικές μονάδες που προβλέπονται στα σχέδια σπουδών τους και τις δεξιότητες που σχετίζονται τη μάθησή τους.
Internship for the Final Dissertation	Κάθε φοιτητής που έχει εγγραφεί σε πρόγραμμα σπουδών πτυχίου ή μάστερ μπορεί να παρακολουθήσει πρακτική άσκηση για την τελική διατριβή (στη χώρα του ή στο εξωτερικό), να συλλέξει δεδομένα και λεπτομέρειες για την τελική διατριβή. Αποσκοπεί με άλλα λόγια στη συγγραφή της μεταπτυχιακής εργασίας, με βάση πρόγραμμα που έχει συμφωνηθεί με τον επόπτη/ ακαδημαϊκό υπεύθυνο.
<i>Practice placements</i>	Πραγματοποιούνται μέσω επίσημης συμφωνίας μεταξύ των ιδρυμάτων της Ανώτατης Εκπαίδευσης και των εργοδοτών. Σχετίζονται συνήθως με προγράμματα τα οποία οδηγούν σε άδεια άσκησης επαγγέλματος όπως στην υγεία ή στην εκπαίδευση. Οι φοιτητές συχνά έχουν περισσότερες από μια φορές πρακτική τοποθέτηση στο πλαίσιο του προγράμματος σπουδών. Οι εργοδότες μπορούν να συμμετέχουν στην αξιολόγηση των φοιτητών.
<i>Practicum</i>	Μια πρακτική που επιτρέπει σε έναν φοιτητή να εφαρμόζει τη θεωρία σε ένα συγκεκριμένο έργο ή/και την έρευνα υπό την άμεση επίβλεψη ενός καθηγητή/ειδικού στον τομέα. Ο φοιτητής έχει συχνά περιορισμένη ευθύνη για το έργο. Μπορεί

	επίσης να επιτραπεί στους φοιτητές να αποκτήσουν εμπειρία σε πραγματικό περιβάλλον. Οι φοιτητές μπορούν να εφαρμόσουν διδασκαλίες στην τάξη, αλλά συνήθως δεν έχουν την ευθύνη της διδασκαλίας μιας τάξης. Οι φοιτητές πρακτικής άσκησης δεν λαμβάνουν μισθό.
<i>Projects</i>	Ομαδικές ή ατομικές εργασίες οι οποίες προτείνονται από το ίδρυμα ανώτερης εκπαίδευσης ή από τον φοιτητή. Μπορούν να υλοποιηθούν στις εγκαταστάσεις των εργοδοτών.
<i>Sandwich placement</i>	Μια τοποθέτηση ισοδύναμη φοίτησης ενός ακαδημαϊκού έτους (30-52 εβδομάδες ανάλογα με τους κανονισμούς του Ιδρύματος Ανώτερης Εκπαίδευσης). Τυπικά, απευθύνεται σε προπτυχιακούς φοιτητές και αποτελεί το προτελευταίο έτος της φοίτησής τους.
<i>Semester placements</i>	Εάν είναι πλήρους απασχόλησης, ισοδυναμεί με φοίτηση ενός ακαδημαϊκού εξαμήνου (12-15 εβδομάδες ανάλογα τους κανονισμούς του Ιδρύματος Ανώτερης Εκπαίδευσης). Μπορεί επίσης να χρησιμοποιηθεί για να περιγράψει μια μερικής απασχόλησης τοποθέτηση όπου ένας φοιτητής συνδυάζει τη φοίτησή του με 1 ή 2 ημέρες τοποθέτηση σε εργασία.
Semester or Year Abroad	Όταν ένας φοιτητής επιλέγει να σπουδάσει σε ένα Ίδρυμα Ανώτερης Εκπαίδευσης στο εξωτερικό το οποίο έχει συνεργασία/ αμοιβαία συμφωνία ίδρυμα που φοιτά, αυτό θα μπορούσε να περιλαμβάνει μια περίοδο εργασίας. Αυτό μπορεί να είναι μέρος, ή επιπλέον του πτυχίου του φοιτητή π.χ. το εκπαιδευτικό πρόγραμμα ανταλλαγής της ΕΕ Erasmus
<i>Work shadowing</i>	Βραχυπρόθεσμες, ανεπίσημες δραστηριότητες όπου ένας φοιτητής θα περάσει χρόνο στις εγκαταστάσεις μιας εταιρείας αλλά δεν θα έχει σύμβαση ή προσφορά για εργασία· είναι μια ευκαιρία παρατήρησης της εργασίας.
<i>Work based award</i>	Ένα πλήρες πρόγραμμα όπου το περιβάλλον εργασίας χρησιμοποιείται τακτικά κατά τη διάρκεια των σπουδών για αναστοχασμό ή στο πλαίσιο συγκεκριμένων έργων.

<http://www.asetonline.org/wp-content/uploads/2014/11/ASET-Good-Practice-Guide-2014.pdf>

Spectrum of work based learning activities				
1- 5 days	1-2 weeks	3-15 weeks	15-30 weeks	30+ weeks
Insight days	Work shadowing	Internships	Practice placements	Sandwich placement
Work shadowing	Internships	Vacation placements	Semester placements	Study/work abroad
Company Visits	Vacation Placements	Projects	Study/work abroad	Work based award
Projects	Projects		Projects	
				
Continuum of Proportionate Good Practice				

<https://stir.app.box.com/s/lor4g64h5fqonashhrgttb1p7e0to9jm>

Διάγραμμα 2. Διάρκεια τύπων μάθησης που βασίζονται στην εργασία

Πίνακας 1. Μάθηση που βασίζεται στην εργασία (work based learning) σε πανεπιστήμια στον Ευρωπαϊκό χώρο

Πανεπιστήμιο	Παράδειγμα
A. Πανεπιστήμιο Κύπρου	<p><u>I. Καλοκαιρινή τοποθέτηση για πρακτική άσκηση</u></p> <p>Σκοπός του έργου δεν είναι η εξεύρεση απασχόλησης ορισμένου χρόνου για τους φοιτητές ή η κάλυψη έκτακτων αναγκών των επιχειρήσεων. Η όλη διαδικασία πρέπει να είναι επωφελής και για τα δυο μέρη. Οι επιχειρήσεις βοηθούνται από πρόθυμους και ενθουσιώδεις φοιτητές, ενώ εμπλουτίζουν και τις βάσεις δεδομένων τους με ονόματα πιθανών υποψηφίων για πλήρη εργοδότηση στο μέλλον. Οι φοιτητές από την άλλη συμμετέχουν σε εργασίες με νόημα και με κάποιο βαθμό πρόκλησης. Για το λόγο αυτό, η όλη διαδικασία πρέπει να παρακολουθείται και να αξιολογείται από όλα τα μέρη.</p> <ul style="list-style-type: none"> • <i>Μορφές που μπορεί να πάρει η τοποθέτηση:</i> <ul style="list-style-type: none"> ο Συμμετοχή σε ένα συγκεκριμένο έργο (project), π.χ. την δημιουργία ενός λογισμικού προγράμματος ή την δημιουργία ενός marketing plan για ένα προϊόν. ο Ανάθεση ρόλου στην επιχείρηση, π.χ. Βοηθός Μηχανολόγου Μηχανικού, συμμετέχοντας στο σχεδιασμό του συστήματος κλιματισμού ενός κτιρίου. ο "Shadowing": ο φοιτητής γίνεται η «σκιά» ενός στελέχους της επιχείρησης. Συμμετέχει σε συναντήσεις, παρακολουθεί τις καθημερινές ασχολίες και δραστηριότητες του κτλ. • <i>Χρονοδιάγραμμα Υλοποίησης Προγράμματος:</i> <ul style="list-style-type: none"> ο Υλοποίηση προγράμματος τοποθετήσεων: 01/06 – 31/8. ο Ελάχιστη Διάρκεια τέσσερις (4) εβδομάδες - Μέγιστη Διάρκεια δέκα (10) εβδομάδες.

	<ul style="list-style-type: none"> ○ Η εταιρεία/οργανισμός που ενδιαφέρεται να συμμετέχει στο Πρόγραμμα, συμπληρώνει το σχετικό έντυπο και το αποστέλλει ηλεκτρονικά στο email careers@ucy.ac.cy, με θέμα «Καλοκαιρινές Τοποθετήσεις Φοιτητών στην εταιρεία/οργανισμό » μέχρι την καθορισμένη ημερομηνία. ○ Το Γραφείο Σταδιοδρομίας προκηρύσσει τις κενές θέσεις για πρακτική άσκηση άμεσα και λαμβάνει αιτήσεις από ενδιαφερόμενους. Διαβιβάζει τις αιτήσεις στην εταιρεία/οργανισμό για αξιολόγηση και επιλογή υποψηφίων. Η εταιρεία/οργανισμός ενημερώνει τους επιλεχθέντες και το Πανεπιστήμιο για την απόφασή της. ○ Με την ολοκλήρωση της τοποθέτησης, η εταιρεία/οργανισμός αξιολογεί τον φοιτητή, την όλη παρουσία του, αλλά και τις γνώσεις, τις ικανότητες και τις δεξιότητες που παρουσίασε σε συγκεκριμένο έντυπο που θα αποσταλεί από το Πανεπιστήμιο στην εταιρεία/οργανισμό. ○ Η εταιρεία/οργανισμός θα πρέπει να ενημερώσει την ασφαλιστική της/του εταιρεία για τα ονόματα των φοιτητών που θα συμμετέχουν στο Πρόγραμμα για να τους συμπεριλάβει στην Ασφάλεια Εργοδότη. Η οποιαδήποτε χρηματική επιβάρυνση είναι ευθύνη του εργοδότη. ○ Η εταιρεία/οργανισμός θα πρέπει να καθορίσει ένα άτομο μέσα στην επιχείρηση ως τον Επόπτη του φοιτητή. Ο Επόπτης αναθέτει εργασία και ελέγχει τον φοιτητή, ενώ επιλύει απορίες ή προβλήματα που μπορεί να προκύψουν στην πορεία. ○ Η εταιρεία/οργανισμός θα πρέπει να καταβάλλει το ποσό που συμφωνήθηκε με βάση την ανακοίνωση της θέσης. Σημειώνεται ότι η κάθε εταιρεία/οργανισμός θα καθορίζει με βάση τα δικά της κριτήρια το ύψος της αμοιβής (όπου ισχύει).
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**Πρόγραμμα Καλοκαιρινών Τοποθετήσεων Φοιτητών Πανεπιστημίου Κύπρου
σε Επιχειρήσεις/Οργανισμούς για πρακτική άσκηση
(περίοδος τοποθέτησης 1^η Ιουνίου – 31 Αυγούστου 2018)**

Το Γραφείο Σταδιοδρομίας του Πανεπιστημίου Κύπρου, απευθύνει πρόσκληση για συμμετοχή επιχειρήσεων/ οργανισμών στο Πρόγραμμα Τοποθετήσεων Φοιτητών σε Επιχειρήσεις/Οργανισμούς για Πρακτική Άσκηση/Internship (περίοδος τοποθέτησης 1^η Ιουνίου – 31 Αυγούστου 2018).

Στόχος του προγράμματος είναι η διασύνδεση των φοιτητών του Πανεπιστημίου Κύπρου με την αγορά εργασίας και την αμφίδρομη ανταλλαγή γνώσεων και εμπειριών ανάμεσα στους φοιτητές και τις επιχειρήσεις/οργανισμούς.

Διαδικασία συμμετοχής:

1. Η εταιρεία/οργανισμός που ενδιαφέρεται να συμμετέχει στο Πρόγραμμα, συμπληρώνει το σχετικό έντυπο και το αποστέλλει ηλεκτρονικά στο email careers@ucy.ac.cy, με θέμα «Καλοκαιρινές Τοποθετήσεις Φοιτητών στην εταιρεία/οργανισμό » μέχρι και την Παρασκευή 16 Μαρτίου 2018.
2. Το Πανεπιστήμιο προκηρύσσει τις κενές θέσεις για πρακτική άσκηση άμεσα και λαμβάνει αιτήσεις από ενδιαφερόμενους **το αργότερο μέχρι το τέλος Μαρτίου (30 Μαρτίου 2018)**.
3. Διαβιβάζει τις αιτήσεις στην εταιρεία/οργανισμό για αξιολόγηση και επιλογή υποψηφίων. Η εταιρεία/οργανισμός ενημερώνει τους επιλεχθέντες και το Πανεπιστήμιο για την απόφασή της.
4. Με την ολοκλήρωση της τοποθέτησης, η εταιρεία/οργανισμός αξιολογεί τον φοιτητή, την όλη παρουσία του, αλλά και τις γνώσεις, τις ικανότητες και τις δεξιότητες που παρουσίασε σε συγκεκριμένο έντυπο που θα αποσταλεί από το Πανεπιστήμιο στην εταιρεία/οργανισμό.
5. Η εταιρεία/οργανισμός θα πρέπει να ενημερώσει την ασφαλιστική της/του εταιρεία για τα ονόματα των φοιτητών που θα συμμετέχουν στο Πρόγραμμα για να τους συμπεριλάβει στην Ασφάλεια Εργοδότη. Η οποιαδήποτε χρηματική επιβάρυνση είναι ευθύνη του εργοδότη.

6. Η εταιρεία/οργανισμός θα πρέπει να καθορίσει ένα άτομο μέσα στην επιχείρηση ως τον Επόπτη του φοιτητή. Ο Επόπτης αναθέτει εργασία και ελέγχει τον φοιτητή, ενώ επιλύει απορίες ή προβλήματα που μπορεί να προκύψουν στην πορεία.
7. Η εταιρεία/οργανισμός θα πρέπει να καταβάλλει το ποσό που συμφωνήθηκε με βάση την ανακοίνωση της θέσης. Σημειώνεται ότι η κάθε εταιρεία/οργανισμός θα καθορίζει με βάση τα δικά της κριτήρια το ύψος της αμοιβής (όπου ισχύει).

Γιατί να συμμετέχει μια επιχείρηση/έναν οργανισμό στο Πρόγραμμα Τοποθετήσεων Φοιτητών σε Επιχειρήσεις/Οργανισμούς:

- Μια δοκιμαστική περίοδος που μπορεί να καταλήξει σε μια δυνατή σχέση εργοδότησης: Αποκτάτε πρόσβαση στην καλύτερη πηγή υποψηφίων στην Κύπρο, εξετάζετε τα ακαδημαϊκά προσόντα και τις δεξιότητες τους, ενώ μετά τη δοκιμαστική περίοδο μπορείτε να προσφέρετε μόνιμη θέση εργασίας στον καλύτερο ασκούμενο, αποφεύγοντας μακροχρόνιες και χρονοβόρες διαδικασίες προσλήψεων για κάλυψη των αναγκών σας.
- Συμβολή στην ολοκλήρωση έργων (projects) και άλλων εργασιών: οι ασκούμενοι διαθέτουν την ακαδημαϊκή κατάρτιση και μπορούν με την καθοδήγησή σας να φέρουν εις πέρας συγκεκριμένα έργα εντός καθορισμένων χρονοδιαγραμμάτων.
- Νέα οπτική, νέες ιδέες: οι ασκούμενοι μπορούν να εισάγουν νέες ιδέες στον οργανισμό σας και με τη φρέσκα ματιά τους να εισηγηθούν πιο αποτελεσματικούς τρόπους λειτουργίας
- Εύκολη χρήση της τεχνολογίας: Οι ασκούμενοι είναι εξοικειωμένοι με την τεχνολογία και διαχειρίζονται με μεγάλη άνεση λογισμικά προγράμματα.
- Η επωνυμία της εταιρείας σας αποκτά νέους υποστηρικτές: Οι ασκούμενοι μετά από μια επιτυχημένη τοποθέτηση μιλούν για την εμπειρία τους με τους συμφοιτητές, τους φίλους και την οικογένειά τους!

Ευελπιστούμε στο θετικό σας ενδιαφέρον για το Πρόγραμμα Τοποθετήσεων Φοιτητών σε Επιχειρήσεις/Οργανισμούς και θα χαρούμε ιδιαίτερα να σας παρέχουμε όποια διευκρίνιση χρειαστείτε.

<https://ucy.ac.cy/career/announcements>

II. Master in School Psychology

The third and last year of the program allows the student to integrate theory and practice and it centers on clinical training via clinical internship practica, combined with professional seminars and graduate research.

SUPERVISED CLINICAL PRACTICUM

During the supervised clinical practicum year, the student will be placed, in a public or private Psychological Center, approved by the Department, where they can be supervised by a qualified and licensed psychologist. The clinical practicum comprises of two phases.

Phase one (approximately 200 hours), is a part-time placement and it is completed during the fourth semester of studies concurrently with the Clinical Practicum I course. During this phase, students are expected to observe experienced and licensed psychologists performing their various professional activities and at the same time become familiar with the school system and the psychological methods of assessment and intervention. Phase two (approximately 1300 hours) is a full time clinical placement taking place during the third year of studies in parallel with the corresponding courses Clinical Practicum Seminars II (fall semester) and III (spring semester). During this phase the student is expected to participate in case assessments and intervention programs, as well as to engage in prevention programs under the supervision of licensed psychologists. The supervision and development of clinical skills is an individualized process and the student clinicians will have weekly meetings with their supervisor to discuss their skills development. Students will be overall evaluated by their supervisor, the Clinical Practicum coordinator and the Department of Psychology through Clinical Practicum Seminars I, II and III.

COMPULSORY CLINICAL PRACTICUM (60 ECTS)

PSY 698 CLINICAL PRACTICUM SEMINAR I (5 ECTS)

PSY 699 CLINICAL PRACTICUM SEMINAR II (27.5 ECTS)

PSY 700 CLINICAL PRACTICUM SEMINAR III (27.5 ECTS)

<http://www.ucy.ac.cy/psych/en/academicprogramms/postgraduate/16-en-articles/en-topm/academic-programms/53-master-in-school-psychology>

Postgraduate Course: Work-Based Learning (MTD) (EDUA11087)

Course Outline

School	Moray House School of Education	College	College of Humanities and Social Science
Credit level (Normal year taken)	SCQF Level 11 (Postgraduate)	Availability	Not available to visiting students
SCQF Credits	20	ECTS Credits	10
Summary	<p>Students undertake a work placement in an organisation for a minimum time period of 20-24 days. Students can undertake the placement as a supervised work project in their own place of work. During placement the student will work on a planned project, whilst being supervised by a University tutor and workplace supervisor/mentor. The student is required to provide two pieces of work for assessment - a final report on the project and an analytical report reflecting their learning from the project.</p> <p>This course should enable students to make connections between academic theory, professional practice and the student's own professional development, with an emphasis on two key aspects of learning - application of theory and analysis of practice. (The learning facilitated by this experience will be characterised by the same rigour and standard as a conventional taught programme.)</p>		
Additional Class Delivery Information	2 hour(s) per week for 10 week(s). 20-24 days in workplace. Hours and days dependent on agreement between agency/tutor/student to meet notional hours requirement.		

<http://www.drps.ed.ac.uk/16-17/dpt/cxedua11087.htm>

Module title:	Work Based Learning
SCQF level:	09:
SCQF credit value:	60.00
ECTS credit value:	30
Module code:	SOC09105
Module leader:	Laura Muir
School	School of Computing
Subject area group:	Creative and Social informatics

Description of module content:

Students spend at least 48 weeks in employment in a computing or information systems context. Duties are disparate but include 4 of the tasks listed below. In consultation with an academic visiting tutor and a workplace supervisor (usually the line manager), each student follows a Learning Contract that provides employment-related and personal objectives.

Tasks:

- Install / configure hardware or software systems
- Use standard software packages
- Identify user needs and develop requirements specifications
- Design computing solutions according to requirements
- Implement / maintain computing solutions according to requirements

	<ul style="list-style-type: none"> - Test software or hardware systems - Create appropriate digital media assets - Assist in the implementation of an organisation's digital / social media output - Analyse the management and leadership skills and styles observed in the workplace - Identify and analyse an area within the organisation where a more proactive or alternative approach to information management might bring business benefits - Apply knowledge in supporting and training users / customers - Apply knowledge in the production of user / system documentation - Project management - A task unique to the work placement to be agreed with the academic visiting tutor <p>Assessment consists of 3 written reports submitted electronically: Initial Report, Mid-Year Report and a Final Report. The Final Report reflects on the company, the student's role and his / her achievement of the Learning Outcomes for the module.</p> <p>Learning Outcomes for module: Upon completion of this module you will be able to LO1: Apply computing and information systems skills and knowledge to practical problems in the workplace. LO2: Apply team-working, decision-making, time management and communication skills in the workplace. LO3: Conduct a programme of work over an extended period, including the associated planning, target-setting, record-keeping and reporting. LO4: Critically appraise, reflect and report on personal, professional and technical achievements.</p> <p>http://www.modules.napier.ac.uk/Module.aspx?ID=SOC09105</p>
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**Δ. University of Exeter-
Business School**

Module title:	Work-Based Learning
Module code:	BEMM376
Module level:	M
Academic year:	2017/8
Module lecturers:	<ul style="list-style-type: none">• Dr Suzana Pavic - Convenor
Module credit:	15
ECTS value:	7.5
Pre-requisites:	None
Co-requisites:	None
Duration of module:	Duration (weeks) - term 2: 11

Learning activities and teaching methods (given in hours of study time)

Scheduled Learning and Teaching Activities	Guided independent study	Placement / study abroad
20	50	80

Details of learning activities and teaching methods

Category	Hours of study time	Description
Contact hours	10 - 20	Small group discussion and one to one
Work Placement	80 (minimum)	

Formative assessment

Form of assessment	Size of the assessment (eg length / duration)	ILOs assessed	Feedback method
Presentation	15 minutes	1-11	Verbal and Written

Summative assessment (% of credit)

Coursework	Written exams	Practical exams
100	0	0

Details of summative assessment

Form of assessment	% of credit	Size of the assessment (eg length / duration)	ILOs assessed	Feedback method
Reflective and evaluative account of learning process	50	1500-2000 words	1-6, 10	Written
One essay, report, or other agreed material or artefact	50	1500-2000 words	1-11	Written

http://business-school.exeter.ac.uk/module/?mod_code=BEMM376

E. City University

Module name	Work-Based Learning in Practice 1
Module code	RCM120
School	School of Health Sciences
Department or equivalent	Division of Applied Biological, Diagnostic and Therapeutic Sciences
UK credits	15
ECTS	7.5
Level	7

MODULE SUMMARY

Module outline and aims

It is recognised that learning can take place in a variety of settings. Work based learning is encouraged as part of Government policy in making learning more relevant to the work place and to the work that people carry out within that environment. Healthcare professionals carry out a range of work related tasks which could be used as the basis for further learning whilst at the same time gaining academic credit. The flexibility of this work based approach will enable you to undertake study that will lead to a recognised credit bearing award but without the need to attend formal lectures within the University. The work that you undertake as part of this module will be embedded in your clinical practice. Examples of such work could include the development of treatment / imaging techniques and new policy procedure development. You will be allocated an academic supervisor from within the Department of Radiography in order to provide you with support and guidance throughout the duration of the module.

The module is designed to enable you to undertake scholarly activity within a specified work related area. Your learning will focus on the enhancement of practice relevant to your role.

https://www.city.ac.uk/_data/assets/pdf_file/0017/244151/RCM120-Work-Based-Learning-in-Practice-1.pdf

Z. DIS Copenhagen

Child Development in Scandinavia Practicum

Semester Course



Corequisite Course(s): [Child Development in Scandinavia](#)
Major Discipline(s): [Child Development, Education / Educational Studies, Human Development](#)

Type: Elective Course
Available: Fall/Spring
Credit(s): 3

This course emphasizes and integrates application of research, critical reflection, and hands-on experience in Danish pedagogy in order to explore the connection between pedagogical approaches and professional practices with young children. You are placed in a Danish childcare or school setting one day a week for a total of 45-55 hours per semester. This course builds the bridge between the theories you explore in your core class, and the experiences you have in practice.

[Read more information about practicums on our FAQ page](#)

Requirement Note About Criminal Clearance

As part of this practicum, you will work directly with children or youth. Danish law requires that you must obtain a criminal clearance from state or local authorities prior to leaving the U.S. (or your country of citizenship) to participate in this practicum. **You are responsible for arranging the clearance and obtaining a copy of your background check** showing a clear criminal history from your local police station and then bringing it with you to Copenhagen.

Course Syllabus

[Jump to Today](#)

Child Development in Scandinavia Practicum A



Semester & Location:	Spring 2018 - DIS Copenhagen
Type & Credits:	Core Course Co-requisite - 3 credits
Major Disciplines:	Child Development, Education/Educational Studies
Faculty Members:	Eeva Jakobsen
Program Director:	Maja Sbahi Biehl - msb@dis.dk
Program Assistant:	Colleen Kolb - cko@dis.dk
Time & Place:	Thursdays

Assignments are weighted by group:

Group	Weight
Log book entry #1	10%
Logbook entry #2	10%
Log book entry #3	10%
Participation and attendance	25%
Activity Planning	20%
Activity Evaluation	25%
Total	100%

Description of Course

This course emphasizes and integrates application of research, critical reflection, and hands-on experience in Danish pedagogy in order to explore the connection between pedagogical approaches and professional practices with young children. You are placed in a Danish childcare or school setting, with children varying in ages from two to 10, one day a week for a total of 45-55 hours per semester. This course builds the bridge between the theories you explore in your core class, and the experiences you have in practice.

Note: Criminal clearance from state or local authorities prior to leaving the U.S. (or your country of citizenship) is required.

H. University of Bologna

Curricular Internship

The School of Economics, Management and Statistics gives its students a chance to do a curricular internship to obtain working experience and complete one's education.

The curricular internship is not mandatory but simply aimed at students who want to have an internship in their study plan.

Internship Type	Duration	CFU/ECTS
Curricular Internship	300 hours	12

The list of internship offers and of the firms/institutions which have an internship agreement with the University can be found accessing "Tirocini on line" with one's institutional username and passwords.

The daily booklet (diary) and the final reports must be submitted within 6 months after the end of the internship.

The whole procedure is explained in the attached file "Instructions for Curricular Internship".

The internship project shall be agreed upon and signed by all parties: academic tutor, intern and company and needs to be approved by the Internship Commission (Commissione Tirocini) of the School of Economics, Management and Statistics (check the deadlines of the Commission carefully) **before** the Internship starts.


- Insurance for the intern is included in the project.
- Internship hours: maximum 40 hrs/week, 8 hrs/day.
- Tasks: according to the agreed internship project / programme.


At the end of the experience, in order to have the internship recognised, all interns have to bring to the Internship Office of Rimini Campus:


- Report of the company / public body.
- Report of trainee.
- Daily journal with list of activities signed by the tutor of the company.

The whole application procedure is online: <https://tirocini-studenti.unibo.it/> (all interested students can look for offers in Unibo database - please note: the applicant shall specify if he/she applies for Internship for Internship for final dissertation).

NOTE: a work activity may be recognised as curricular internship. More details to be found in the attachment.

 [Instructions for curricular internship.pdf](#)

 [Students - How to reply to an internship offer.pdf](#)

 [Students - spontaneous application.pdf](#)

Internship for final dissertation

Any students enrolled in a **first or second cycle degree programme** can serve an internship for final dissertation (in Italy or abroad), to collect data and details for the final dissertation (even though the internship is not compulsory in the study plan).

This kind of internship can be added to the **curricular internship**, when required in the study plan.

Internship type	Duration	CFU/ECTS
Internship for FINAL DISSERTATION	300 hours	12 ECTS out of 15

NOTE: the 12 credits for the internship for final dissertation are part of the credits students would gain anyway for the thesis. The internship for final dissertation can NOT be considered as curricular internship, although it follows the same terms and conditions.

<http://corsi.unibo.it/2cycle/team/Pages/internship-and-stage.aspx?scope=Current#3>

Θ. Wageningen University

The MSc programmes Earth and Environment (MEE) and Climate Studies (MCL) include a specialisation/thesis track Hydrology and Quantitative Water Management or Hydrology and Water Resources. In both programmes this specialisation includes a compulsory thesis of 6 months (36 credits) and internship of 4 months (24 credits). The main difference between the thesis and internship is that for a thesis you ask and answer a research question at academic level, while for an internship you complete an assignment at academic level.

The academic internship gives the student a unique opportunity to experience how it is to work at a consultancy firm, water board, government agency, research institute, or foreign university and will help to find a job after graduation.

You will work on one concrete assignment and become familiar with the background of the company/organization, the market and customers, research aims or public tasks and of course the employees of the internship provider. However, the internship is part of the curriculum, and therefore the academic level is important and the final report is an important outcome.

Summary of thesis and internship specifications. Contact Tamara Schalkx for administrative issues.

	Thesis	Internship
Code	HWM-80436 (80418–80439)	HWM-70424 (70424–70439)
Credits	24–39 (typically 36*)	18–39 (typically 24*)
Duration	4–6.5 months (typically 6*)	3–6.5 months (typically 4*)
Coordinator	Roel Dijkma	Victor Bense
Supervisors	2 from HWM	1 from HWM + 1 from internship provider
Topic	Linked to HWM research	Linked to field of internship provider
Evaluation	30% research competence	30% professional skills
	50% report	40% report
	10% colloquium	10% colloquium
	10% examination	10% examination
		10% self-reflection note

* depending on study programme

https://www.wur.nl/upload_mm/d/b/d/153a08dc-6f53-4f46-bf12-4c2da11071ad_HWM%20thesis%20internship%20rules.pdf

<p>I. University of Luxembourg</p>	<p>Master of Science in Banking and Finance</p> <p>Internship</p> <p>As an integral part of the programme, full-time students are required to perform an internship for a period not less than 12 weeks. Students are free to seek the internship that suits their interests and objectives in banking or finance.</p> <p>The Luxembourg School of Finance maintains contact with a wide range of companies for the purpose of securing internship positions for full-time students. As part of this effort, the LSF distributes a book with student CVs to companies interested in providing one or more internships to LSF students.</p> <p>It is the student's responsibility to find an internship position and the LSF will not engage in an internship search on behalf of students. However, the LSF will assist students in their search by providing its contacts, by orienting the students to companies that correspond to their area of interest, by contacting individual companies where there is a specific interest on the part of the student, and by providing guidance and information.</p> <p>Most companies use the university's standard internship contract. Some companies use their own internship contracts. Luxembourg law makes specific provisions for internships for university students and no formalities beyond the internship contract are required.</p> <p>Non EU/EEA students are not subject to any additional requirements. A work permit for the internship is not required.</p>
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CURRICULAR and NON-CURRICULAR INTERNSHIPS

CURRICULAR INTERNSHIPS

All internships started during a student's academic career are considered **curricular**, aimed at creating a time for work-related learning.

Internships must meet the requirements complying with the student's study path.

According to the University Regulations, curricular internships for credits must have a minimum duration of 12 weeks if full-time and completed in Italy, and 10 weeks if completed abroad.

The maximum duration allowed (including extensions) is 24 weeks (6 months).

NON-CURRICULAR INTERNSHIPS

Non-curricular internships are internships activated with a graduate within and no later than 12 months after the completion of a degree. The maximum duration is of six months at the same hosting company (including extensions).

Please note that internships with a duration of less than 2 months cannot be activated as per University policy.

https://www.unibocconi.eu/wps/wcm/connect/Bocconi/SitoPubblico_EN/Navigation+Tree/Home/Campus+and+Services/Services/Career+Service/Employers/Setting+up+an+internship+with+Universita+Bocconi/Curricular+and+Non-Curricular+Internships/

Πίνακας 3. Πολιτική διασφάλισης της ποιότητας σε προγράμματα μάθησης που βασίζονται στην εργασία

<p>A. University of the West England</p>	<p>Implementing the policy</p> <p>In implementing the University's work-based learning policy faculties/departments must have due regard for the following procedures which are designed to underpin the quality of work based learning provision at UWE.</p> <p>Faculties/departments are required to:</p> <ul style="list-style-type: none"> i. Ensure that all work-based learning is assessed in accordance with the University's Academic Regulations; ii. Monitor and review their policies and procedures for securing and allocating effective work-based learning opportunities to students as part of the process for Academic Review; iii. Meet any requirements and standards set out by professional bodies; iv. Provide clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; v. Ensure students are adequately prepared for work based learning; vi. Ensure support for the development of the learners in the workplace; vii. Ensure that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; viii. Regularly assess/audit the contribution of partner organisations' abilities to meet the needs of the student and programme; ix. Demonstrate that learning contracts or agreements are in place with their work-based partners; x. Ensure that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; xi. Ensure that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same. <p>file:///C:/Users/User/Downloads/WBL_Policy_2010_approved%20(2).pdf</p>
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B. University of Glasgow

Appendix 5: Matrix of Responsibilities for Placements

Placement aspect	University staff should...	Placement providers should...	Students should...
Placement identification	Identify high quality placement opportunities / support students to identify their own placement opportunities	-	Identify a suitable placement that will fulfil all course requirements (where placements are not assigned)
Risk assessment/ health and safety	Complete risk assessment checklist in advance of placement (see appendix 5)	Provide health and safety guidance/training upon the students' arrival, and outline accident reporting procedures	Attend training and read risk assessment thoroughly; disclose any personal factors which may impact on risk assessment.
Placement supervision	Assign support contacts for placement supervisors and students, and ensure that the placement provider has identified a designated placement supervisor	Nominate a placement supervisor to undertake day to day supervision, and inform university support contact of any issues arising as soon as possible	Maintain good communication with university contacts, responding promptly to emails/letters and completing all information requests fully
Disclosure checks	Ensure placement supervisors have passed Disclosure Scotland checks (where applicable)	Undertake Disclosure Scotland check well in advance of proposed placement period	-
Briefing	Provide students with all necessary information and guidance to make informed placement choices	Consider questions students may have in advance of arrival, and indicate what (if any) financial support is available	Attend all placement briefings and read supplied placement information thoroughly
Recruitment / equality and diversity	Consider needs of students with disabilities and select students in accordance with University Equality and Diversity Policy (where appropriate)	Make reasonable adjustments to accommodate students with disabilities where necessary (see Equality Act 2010)	Inform university staff of any anticipated adjustments that will be required due to disabilities before placement selection
Placement agreement	Supply prospective placement providers with information required to make an informed commitment	Thoroughly check placement agreement and expected roles and responsibilities	Sign and abide by placement agreement duties and responsibilities
Placement visits	Undertake visits to students on placement as required	Allow university staff to visit placement students as required (where feasible)	Carry out any assigned preparation in advance of placement visits
Conduct	Act upon any concerns reported by the placement provider quickly and effectively	Report conduct concerns promptly to the university's placement support contact	Act with mindfulness of their role as a representative and ambassador for the University
Placement assessment	Develop an assessment strategy which clearly maps ILOs to assessment	Contribute to placement assessment, and identify any issues which may impact on the agreed assessment plan	Complete any placement assessment tasks to agreed timescales and specifications
Placement evaluation	Ensure placements are enabling students to meet ILOs	Complete any placement evaluation materials to the best of their ability	Complete at least one piece of formal feedback
Dealing with complaints	Act upon student complaints quickly and effectively	Handle first line student complaints wherever possible	Notify placement/university staff of any issues arising as soon as possible

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https://www.gla.ac.uk/media/media_297623_en.pdf

Responsibilities in the company	Responsibilities at ESADE
The student comes to an agreement with the company tutor about the tasks the former will carry out during their internship, and this agreement is certified via a learning contract.	
The student has to comply with the company's disciplinary policy and culture	The student has to attend performance appraisal meetings with the academic tutor
The student has to collaborate with the employees of the company in which they carry out their internship	The student has to attend compulsory tutorials with the academic tutor
The student has to attend company meetings as required	The student has to inform the academic tutor of any incidents that may affect their internship
The student has to comply with the company's confidentiality policy	The student has to complete the Practicum learning diary every three weeks via the Practicum website
	The student has to prepare an Internship Report
Final meeting and feedback	

Practicum assessment form

Company tutor

Please send this form to the academic tutor.

You can add any complementary documentation you think appropriate.

- **Name of student**
- **Internship centre**
- **Name and position of the company tutor**
- **Telephone**
- **E-mail**
- **Name of the academic tutor**

I. If you had to give the student a global mark from 1 to 5, which mark would you give them?

II. Please list the criteria you used to make this global assessment and describe the student's contribution in terms of the following items, in comparison with other students or staff members who have carried out similar functions:

	Poor	Minimum	Within normal values	Good	Excellent		
Punctuality	Irregular and inadequate	1	2	3	4	5	Regular and adequate
Quality of work performed	Poor	1	2	3	4	5	Excellent
Punctuality in fulfilling commitments	Slow	1	2	3	4	5	Very punctual
Learning capacity	Slow	1	2	3	4	5	Fast
Responsibility	Unreliable	1	2	3	4	5	Extremely reliable
Judgement	Poor	1	2	3	4	5	Mature
Capacity for teamwork	Low	1	2	3	4	5	Excellent
Level of knowledge of the internship area (marketing, finance, etc.)	Poor	1	2	3	4	5	Excellent
Interpersonal relations	Not well accepted	1	2	3	4	5	Highly cooperative
Global performance	Unsatisfactory	1	2	3	4	5	Excellent

III. In relation to the Practicum completed in your company, please describe briefly the most positive aspects of the student's professional performance, and those that could be improved upon.

Positive aspects	
Aspects that could be improved	

IV. On an optional and voluntary basis, could you please value the student's performance in the skills they selected to focus on specifically during their Practicum?

V. Would you recommend that this student choose to follow a career in the sector focused on whilst performing the internship tasks? If you replied yes to the above question, what additional advice would you give the student so that they can prepare themselves for this future career?

ROLES AND RESPONSIBILITIES

Before **setting up an internship** please remember the following:

The **University**, acting as the promoting entity of the internship, is responsible for the quality of the internship experience and facilitates its completion. Through a university supervisor, the University maintains relations with the Company/Institution and the intern, monitors the internship's development and collects final evaluation forms at the end of the experience.

The University is responsible for providing insurance for workplace accidents and civil liability insurance towards third parties valid for the entire duration of the internship.

The **Company/Institution** will assign a company supervisor to the intern, whose task is to guide the intern, inform him/her regarding the company culture and rules, facilitate his/her integration within the work group, help the intern acquire the necessary skills and ensure a favorable environment for completing the internship project. At the end of the experience, the supervisor will evaluate the quality of work carried out and the achievement of educational objectives. The company supervisor has full responsibility regarding the activities assigned and performed by the intern under his/her supervision.

The **intern** is the protagonist of the internship experience, and carries out the activities laid out in the educational project, following the supervisor's instructions.

The intern will be given the possibility to learn, but also have an active role, improving on company activities and providing an important contribution in the tasks assigned.

He/she must respect the standards of hygiene, safety and health at the workplace; as well as maintain the required confidentiality regarding data, information or knowledge pertaining to the Company's activities, learned during and after the internship.

E. The University of Edinburgh

Work-based and Placement Learning Policy

THE UNIVERSITY
of EDINBURGH

Purpose of Policy

This Work-based and Placement Learning (WBPL) policy has been developed to ensure that:

- The academic standards of the University of Edinburgh are maintained.
- Pastoral and academic support has been considered and roles and responsibilities are clear.
- Procedures are in place for the approval and ongoing monitoring of WBPL arrangements.
- The legal responsibilities of the University of Edinburgh have been met.

Overview

The University of Edinburgh recognises the benefits of WBPL to students, particularly in providing opportunities to gain essential skills for employment and to put learning into practice. All WBPL arrangements must be driven academically but be underpinned by support mechanisms to ensure that the aims of widening educational opportunities and broadening work-based perspectives are met.

Scope: Mandatory Policy

The policy applies to all Colleges and Schools involved with Work-based Learning and Placements as a compulsory element of the degree programme, including undergraduate and postgraduate taught programmes, and postgraduate research programmes which are credit-bearing and may be subject to formal assessment methods. The policy **does not** cover less formal arrangements or internships that do not constitute a compulsory part of the students' programme of study and which the student may arrange by him/herself and undertake during term or vacation time. The requirements of relevant Professional, Statutory, Regulatory or Professional bodies will take precedence over the University's practice and expected standards in the management of WBPL.

Contact Officer Theresa Sheppard Academic Policy Officer theresa.sheppard@ed.ac.uk

Document control

Dates	Approved:	Starts:	Equality impact assessment:	Amendments:	Next Review:
	28.05.2015	1.8.15	20.5.15	n/a	2017/18

Approving authority Senatus Quality Assurance Committee

Consultation undertaken A QAC working group developed a policy and code of practice in 2011/12. These were merged following a desk-based review by Academic Services and subject to QAC approval in May 2015.

Section responsible Academic Services

Related policies, procedures, guidelines & regulations Collaborative Provision Framework www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity; Health and Safety Guidance Notes for Students on Placements <http://www.ed.ac.uk/schools-departments/health-safety/guidance/students-young-persons>

UK Quality Code UK Quality Code for Higher Education Chapters B3 and B10 www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b

Policies superseded by this policy 2012 Code of Practice Work-based and Placement Learning and Indicators of Sound Practice Work-based and Placement Learning

Alternative format If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.

	<p>1. Background and definitions</p> <p>1.1 The University recognises that work-based and placement learning (WBPL) is a valuable component of a student's programme of study. Work-based and placement activity exists in a variety of forms which makes it difficult to provide a precise and formal definition.</p> <p>1.2 The QAA UK Quality Code for Higher Education, Chapter B10: "Managing higher education provision with others" contains the expectation that, "Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively."</p> <p>1.3 The University recognises that the scale and scope of WBPL can range from full employment within an organisation to conducting a project for an organisation. In view of this, not all elements of this Policy will apply equally to all WBPL contexts, and a degree of judgement must be exercised in applying this Work-based and Placement Learning Policy.</p> <p>1.4 For some programmes (e.g. modern languages) the Year Abroad period may be used as a placement year, but students may be linked to a placement via a host University. Hence, there may not be a clear distinction between Year Abroad and placement. In such cases, colleagues must also consult the Code of Practice for Students Studying Abroad to determine what needs to be done to support student placement activity. http://www.ed.ac.uk/schools-departments/international-office/go-abroad/staff-toolkit/guidelines-policies/code-of-practice Further advice where required is available from the International Office: isas@ed.ac.uk</p> <p>2. Key Principles</p> <p>2.1 Work-based and placement learning, wherever and however organised and delivered, should widen learning opportunities without prejudice either to the academic standard of the award being sought or the quality of what is offered to students. Furthermore, the arrangements for assuring quality and standards should be as rigorous, secure and open to scrutiny as those for programmes provided wholly within the institution and through conventional class-based modes of teaching and learning.</p> <p>3. Key roles and responsibilities</p> <p>3.1 A number of key roles may exist in WBPL. Where each of the following roles exist the responsibilities associated with those roles are set out below.</p> <p>3.2 Students are responsible for:</p> <ul style="list-style-type: none"> • Making the practical arrangements relating to the WBPL – e.g. travel arrangements, organising insurance cover, and seeking accommodation. • Researching the risks of undertaking WBPL. • Maintaining contact with the School's WBPL Co-ordinator during the WBPL period and advising the Co-ordinator of any proposed changes to their arrangements. • Informing the School of their address and contact details whilst away from the University. • Advising the appropriate WBPL Co-ordinator, at application stage, if they have a disability which will impact on their WBPL.
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	<ul style="list-style-type: none"> • Ensuring that the WBPL Co-ordinator is informed about any Special Circumstances which might impact on the student's academic performance. • Attending information/briefing sessions and reading relevant information to keep up-to-date. • Providing feedback on the experience when requested to do so and, where necessary, making recommendations for the enhancement of the WBPL activities. <p>3.3 The School/Subject Area is responsible for:</p> <ul style="list-style-type: none"> • Ensuring adherence to this Policy • Establishing and approving WBPL and ensuring its academic legitimacy. • Agreeing in writing the WBPL arrangements with the host/student. • Overseeing the development of WBPL in the School. • Providing information and briefings to students, including informing students of the academic and credit arrangements and the expected learning outcomes relating to the WBPL. • Advising students of any changes to Programme requirements. • Checking the current position on visas for students and any conditions for work-based placements • Maintaining contact with the student, although the student is ultimately responsible for initiating contact. • Ensuring information about subsequent study arrangements is transmitted to WBPL students to ensure that they are not disadvantaged because of their distance from the University. • Overseeing the on-going management of WBPL activities. • Maintaining a School register of WBPL activities. • Regularly monitoring and reviewing the WBPL arrangements. • Ensuring staff involved in supporting WBPL activities are appropriately developed and supported in their role. <p>3.4 The WBPL Host is responsible for:</p> <ul style="list-style-type: none"> • Agreeing in writing the WBPL arrangements and working in accordance with the agreed arrangements. • Ensuring WBPL activities provide students with adequate opportunities to achieve the intended learning outcomes and to demonstrate these through assessment. • Providing support to students during their WBPL activities. • Ensuring that reasonable adjustments are made to support the participation of disabled students in WBPL activities. • Informing the University in a timely manner of the need to make changes to arrangements. • Regularly monitoring and reviewing the WBPL arrangements and reporting to the University. • Providing a clear point of contact for the WBPL activities. • Raising concerns, or complaints about any aspect of the arrangement, including an individual student's performance or conduct. • Making suggestions to the University about how the WBPL activity could be improved. <p>4. Establishing and approving WBPL</p>
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	<p>4.1 School Boards of Studies are ultimately responsible for approving proposed work-based and placement activities through standard course and programme approval processes within their own school. Boards of Studies may ask individual members of the School to take on specific organisational responsibilities, for example, Exchange or Placement Coordinators. Board of Studies curriculum approval should include explicit consideration of the following concerns:</p> <ol style="list-style-type: none"> Suitability of the placement in delivering the learning outcomes of the course and/or programme; Safety and welfare of students, including health and safety considerations and risk assessment, which needs to be kept under review and not just considered at original approval stage; The ability of the host to fulfil the University's expectations and legal responsibilities in relation to students in protected characteristic groups, including disabled students, and children and vulnerable adults. The capability of the School/Subject Area to manage the placement; Arrangements for the supervision and support of students, e.g. arrangements for Personal Tutors/Student Support Teams and Research Supervisors, where relevant; Arrangements for the assessment of students. <p>5. Risk Assessments</p> <p>5.1 A risk assessment must be carried out, usually by the student or host, and approved by a member of staff. Different types of activity will carry varying degrees and types of risk, and the risk assessment must be appropriate to the risk. For certain placements, e.g. laboratory based placements, it is advisable to issue a pre-placement questionnaire to the host to provide an assessment of the risk and the host's management of the placement. The University's Health and Safety Department provides guidance for students on placements: http://www.docs.csg.ed.ac.uk/Safety/general/students_on_placement.pdf</p> <p>5.2 The University's Health and Safety Department provides also provides guidance and support on conducting risk assessments: http://www.ed.ac.uk/schools-departments/health-safety/risk-assessments-checklists/risk-assessments</p> <p>5.4 Information on accessible placements is provided by the Student Disability Service. For risk assessments involving disabled students, the Student Disability Service should be contacted for further advice http://www.ed.ac.uk/schools-departments/student-disability-service/staff/supporting-students/accessible-placements</p> <p>6. Learning outcomes and assessment</p> <p>6.1 WBPL should have clearly defined intended learning outcomes, and these should reflect the intended learning outcomes of the relevant course(s) and programme of study as specified in the relevant Degree Programme Specification.</p> <p>6.2 The nature of the WBPL activities, and the support provided to students, should provide students with adequate opportunities to achieve the intended learning outcomes and to demonstrate these through assessment. Course and programme documentation must provide clear and transparent information on the assessment process and criteria including:</p> <ul style="list-style-type: none"> how achievement of the intended learning outcomes in the WBPL will be assessed; <p>https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf</p>
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Example: student B

Student B is an employed process engineer who already had a Higher National Diploma in Mechanical and Electrical Engineering when she joined the work-based studies programme. She had obtained this within the previous five years. She joined the work-based studies programme at her local university when she found out that her HND could well be counted against a BSc in Engineering Studies. She obtained 120 credits at Level 4 (120 required) and a further 50 credits at Level 5 (120 required) for the precise content of her HND. She then gained further credits at Level 5 for undertaking a core module where she learned about the process of claiming for prior learning (although this module

itself carries only 20 credits, through its assessment process – a portfolio of evidence – she was able to claim a further 50 credits at Level 5 for her experiential learning). This completed Levels 4 and 5 (the equivalent of the first and second year of traditional undergraduate full-time study). At Level 6 she studied a taught module about continuing professional development (20 credits, evening attendance), undertook 'Research Methods' (20 credits, evening attendance), an engineering module (20 credits, day release) and two work-based projects, one worth 20 credits and one worth 40. The 40 credit project, equivalent to a dissertation, involved developing a completely new process for her employer. This student was awarded a 2:1 classification for her BSc in just 2 years.

Example BSc in Engineering Studies: Student B (see above)					
Level	Core modules	Optional modules	Credit awarded via APL	Credit	Total credit
Level 4			<i>HND Mechanical & Electrical Engineering</i>	120	120
Require 120 at each level					120/120
Level 5			<i>HND</i>	50	
		<i>RPL module</i>	<i>APL claim</i>	20	
				50	
Require 120 at each level					120/120
Level 6	<i>Research</i>	<i>Engineering</i>		20	
Honours	<i>Methods</i>	<i>module</i>		20	
	<i>CPD module</i>			20	
	<i>Work-based projects</i>			1 × 20 & 1 × 40	
Require 120 at each level					120/120
Graduation					360/360

(Helyer, 2010)

https://www.macmillanihe.com/resources/sample-chapters/9781137413833_sample.pdf

Αναφορές

Boud, D., & Solomon, N. (2001). *Work-Based Learning: A New Higher Education?* Buckingham: Taylor & Francis Inc.

Gray, D. (2001). Work-based Learning. Action Learning and the Virtual Paradigm. *Journal of Further and Higher Education*, 25(3), 315-324.

Helyer, R. (2010). *The work-based learning student handbook*. Basingstoke: Palgrave Macmillan.

Sodiechowska P., Maisch M. (2006). Work-based Learning: in search of an effective model. *Educational Action Research*, 14, 267-286.

FEEDBACK FROM EEC MEMBERS

Instructions:

- Please duly complete this questionnaire and enclose it in a sealed envelope.
- The student will place the sealed envelope in the Agency's mailbox.
- To maintain anonymity, the envelopes will be opened every 3 months.

- A.** Gender: Male ☐ Female ☐
- B.** Rank:
- ☐ Professor (or equivalent) ☐ Assistant Professor ☐ Member of Professional Association
- ☐ Associate Professor ☐ Student
- C.** Previous experience from participating in External Evaluation Committees in other countries. Yes ☐ No ☐
- D.** Please state how many times you have participated in External Evaluation Committees in Cyprus. (including your current visit)
- E.** Please state how satisfied or dissatisfied you are with the Agency's procedures, where applicable, based on the scale below:

Very dissatisfied 1	Dissatisfied 2	Somehow satisfied 3	Satisfied 4	Very satisfied 5
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i. Guidelines provided prior to the site visit	1	2	3	4	5
ii. Information material for the program under evaluation	1	2	3	4	5
iii. Organisation of the site visit	1	2	3	4	5
iv. Structure of the site visit's indicative schedule	1	2	3	4	5
v. Report's template	1	2	3	4	5
vi. Criteria for evaluation	1	2	3	4	5
vii. Time allocation for the completion of the report	1	2	3	4	5
viii. Time allocation for the site visit	1	2	3	4	5
ix. Accommodation arrangements	1	2	3	4	5
x. Transportation arrangements	1	2	3	4	5
xi. Collaboration with officers of CYQAA	1	2	3	4	5

Please justify the answers you have provided and note any additional comments you may have on each statement:

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F. Please state whether the Agency takes action in the following, based on the scale below:

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
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i.	Provides clear, complete and accurate information to the EEC members.	1	2	3	4	5
ii.	Caters to the EEC members' needs.	1	2	3	4	5
iii.	Agency's internal policies and management plan safeguard the effective implementation of the EEC tasks.	1	2	3	4	5
iv.	The processes are appropriate and fit for purpose.	1	2	3	4	5
v.	The criteria for external evaluation are clear and explicit.	1	2	3	4	5
vi.	Provides appropriate briefing for the EEC members.	1	2	3	4	5
vii.	The Agency's procedures safeguard the EEC's independence.	1	2	3	4	5
viii.	The Agency's processes reflect its mission and goals of quality assurance.	1	2	3	4	5

G. Please state to what extent you consider the following apply for the Agency's operations, based on the scale below:

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
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i.	Reliability	1	2	3	4	5
ii.	Quality	1	2	3	4	5
iii.	Professionalism	1	2	3	4	5
iv.	Organisation	1	2	3	4	5
v.	Efficiency	1	2	3	4	5
vi.	Transparency	1	2	3	4	5
vii.	Collaboration	1	2	3	4	5
viii.	Consistency	1	2	3	4	5
ix.	Clarity	1	2	3	4	5
x.	Responsibility	1	2	3	4	5

- H. Please describe in few words the procedure you have followed from the time you have accepted the invitation for participating in an EEC, since the time you delivered the report to the Agency.

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- I. Please state whether the following statements apply, regarding “Communication of the EEC members”, based on the scale below:

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
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i. Members are cooperative during the process.	1	2	3	4	5
ii. Each member encourages participation without interrupting.	1	2	3	4	5
iii. Each member feels comfortable to express himself/herself.	1	2	3	4	5
iv. Members do not undervalue questions and comments.	1	2	3	4	5
v. Each member listens carefully to the opinion of others.	1	2	3	4	5
vi. Each member has a friendly and positive attitude.	1	2	3	4	5

- J. Please let us know on any other comments, suggestions and/or concerns.

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



External Evaluation of Higher Education Institutions

New Program of Study

Guidelines for the Members of External Evaluation Committees

Contents:

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The External Evaluation Report	12
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Foreword:

In modern educational systems, *quality assurance* signifies the effort aiming at the continuous enhancement of the work of institutions of higher education. It requires the implementation of a uniform system (including **annual reports** and an **Internal Evaluation Report**), which will allow institutions of higher education to continuously assess and improve their performance.

As a central part of this system, **external evaluation** should be viewed as a regular, objective and independent assessment carried out periodically by experienced external auditors. The purpose of this external assessment is to define whether the diverse actions of a given institution of higher education and the ensuing results are consistent with its predefined plan; whether this plan is appropriate for the accomplishment of the institution's objectives; finally, whether the plan is effectively implemented, thus ensuring the accomplishment of the institution's goals and the improvement of its quality.

The external evaluation is based on the institution's **Application for Evaluation Accreditation of a New Program of Study (Doc. Number: 200.1)**. The latter is compiled by the institution on the basis of Article 17 of Laws 136(I)/2015 to 47 (I)/2016 for the first evaluation of a new program of study and in accordance with the evaluation criteria set by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (The Agency).

The first stage of the quality assurance process is concluded when the **Application for Evaluation Accreditation of a New Program of Study (Doc. Number: 200.1)** is completed and submitted by the institution which is responsible to ensure that the application contains all required information and that the information is true and fair.

The application should include the following information, as well any additional information relevant to the Criteria set by the Agency in relation to programmatic evaluation:

1. Name of the Institution
2. Institution or branch of the Institution pertinent to this application
3. Name of the Program of Study
4. Final higher education qualification awarded
5. Program type (academic / vocational)
6. Duration of studies
7. Program's purpose and objectives
8. Indented learning outcomes
9. Program's language of instruction
10. Detailed curriculum, including the structure of the program, courses per semester and the content of each course analytically (in Greek or in English depending on the program's language of instruction)
11. Student admission requirements
12. Academic / teaching personnel and their qualifications
13. Program's courses and the academic / teaching personnel teaching each course for every year of studies
14. Research activities of the teaching personnel involved in the program and synergies between research and teaching
15. Address or addresses of the program's premises where the program is offered
16. Number and description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general
17. Regulations and procedures for quality assurance for the program of study
18. Student welfare mechanisms, for monitoring the sufficiency of student support
19. Feasibility study, which must include, amongst others:
 - The proposed number of students
 - Graduates' employability prospects
20. Tuition and the management of the program's financial resources

21. Administrative structure of the institution's programs of study, including the new (proposed) program in the proper position (i.e. by indicating the School and the Department under which the new program will operate, by noting whether the program is inter-institutional, inter-departmental, etc)

22. Name and contact information of the Program's Coordinator

Eventually, the Agency distributes these documents to the members of the EEC, thus initiating the second and final evaluation stage, that of the **External Evaluation**.

A detailed analysis of the abovementioned can be found in the Template **Quality Standards and Indicators – External Evaluation of a Program of studies (Doc. Number: 300.1)** that has been prepared by the Agency for use by the External Evaluation Committees on the basis of International and European Standards and Guidelines. There is a numerical scale for each standard and indicator in order to demonstrate the quality level differentiation between similar programs of study. Each value attributed (1 to 5) should be explained qualitatively according to international standards.

The following guidelines are addressed to the members of EEC, who undertake the task of evaluating higher education programs of study. It is strongly recommended to read and use them together with **Quality Standards and Indicators – External Evaluation of a Program of studies (Doc. Number: 300.1)** that has been prepared by the Agency.

The External Evaluation Committee (EEC)

The external evaluation process of a given program of study begins with the appointment by Cyprus Agency of Quality Assurance and Accreditation in Higher Education (The Agency) of a specific External Evaluation Committee (**EEC**) which consists of, at least, three (3) academics, one of whom at least, shall come from an overseas university, with specializations relevant to the discipline of the program, one (1) university student, and if the subject of the program of study concerns a regulated profession, one (1) member of the Professional Agency which grants the license to exercise the particular profession. The Chair of the EEC is nominated by the Agency.

As a first step, the Agency informs the members of the EEC about the national educational system and the evaluation procedures.

The Agency coordinates the whole process and ensures the impartiality of all members of the EECs, precluding as best as possible cases of conflict of interests. To this aim, prospective members of EECs are asked to accept and sign the **Statutory Declaration Confirming the Absence of any Conflict of Interest (Doc. Number: 200.1.3)** and to declare that they do not (or have had during the last three (3) years) any academic, research, service, financial or personal cooperative relation with the institution under evaluation.

The Chair and members of the EEC and Agency sign an agreement in which the terms of remuneration for EEC members are fixed.

The EEC is expected:

- to verify the objectivity of information appearing in the **Application for Evaluation Accreditation of a New Program of Study (Doc. Number: 200.1)** submitted by the institution of higher education, checking, where necessary, the original data collected for evaluation purposes ;
- to assess and evaluate, quantitatively and qualitatively, the results of the

- work done by the academic unit and to compare it with current, internationally accepted best practices;
- to advise and suggest specific alternative practices and improvements.

Responsibilities of the Members of EEC

The members of EECs read and comment on the **Application for Evaluation Accreditation of a New Program of Study (Doc. Number: 200.1)**, they participate in the committee's meetings and in the Site Visit, may request additional information, and they discuss their findings; they contribute to the formulation of the **Report** under the guidance of the Chair of the EEC and share collectively the overall responsibility for the **External Evaluation Report**.

External Evaluation Report:

The External Evaluation Committee drafts a report based on the application, the evaluation criteria set by the Agency, and on the basis of the information which the EEC may request from the institution. The report is drafted on the template **Quality Standards and Indicators – External Evaluation of a Program of studies (Doc. Number: 300.1)** which contains numerical grading and substantiates if and how the individual criteria set by the Agency have been fulfilled and to which degree.

The EEC's evaluation is based on the information provided in the application, the criteria set by the Agency, included on the template **Quality Standards and Indicators – External Evaluation of a Program of studies (Doc. Number: 300.1)**, and any additional information that the External Evaluation Committee may request from the institution.

The institution receives the evaluation report and submits its comments to the EEC via the Agency's Secretariat.

The External Evaluation Committee finalizes the evaluation report and forwards it to the Agency's Council.

Responsibilities of the Chair of the EEC

The Chair of the EEC:

- Assigns responsibilities to the committee members according to their specialty or/and expertise; he/she ensures their participation in the drafting of the Report and their *consensus* before submitting it to the Agency.
- organizes and coordinates discussions;
- inspires and cultivates a collaborative spirit
- ensures spare time at the end of each day for private meetings of the Committee;
- supervises the formulation of the ***Draft External Evaluation Report*** on the template **Quality Standards and Indicators – External Evaluation of a Program of studies (Doc. Number: 300.1)**;
- serves as a contact with the Agency's secretariat on behalf of the EEC members;
- forwards the Draft Report to the institution of higher education through the Agency's secretariat and responds to eventual comments on the Report formulated by the institution, after consulting with the other EEC members.

The Site Visit

The Site Visit is an integral part of the external evaluation process. It is organized by the Agency in close collaboration with the EEC members and the given Program's Coordinator. During the Visit, the latter is responsible for coordinating meetings and administrative issues requested by the EEC. The duration of the visit depends on the number of programs and the gravity of issues that must be looked into (2-6 full work days).

Purpose of the Visit

The purpose of the visit is to assess the accuracy of information and findings included in the **Application for Evaluation Accreditation of a New Program of Study (Doc. Number: 200.1)** submitted by the institution of higher education. Furthermore, to explore issues which were identified by the members of the EEC in the text of the Application and/or during the Visit as needing further clarification and/or additional information.

Schedule of the Site Visit

The typical schedule of the day of arrival and the day of the Site Visit includes:

(a) A **first meeting of the EEC members** to discuss and comment on the **Application for Evaluation Accreditation of a New Program of Study (Doc. Number: 200.1)** and other documents received. During this preliminary phase, the Committee members discuss their first impressions from studying the application, the evaluation criteria set by the Agency, focusing on the following questions:

- Is the *Application* detailed enough? Does it include all necessary information and data for a valid judgment to be formed? Are there unclear or vague data needing further analysis and clarification?
- Are there any inconsistencies?
- Note if there is information missing, to be requested during the Site Visit. At a

second level, the following matters should be looked into:

- How effectively are the abovementioned strategic dimensions (**approach, implementation, results, improvements**) concerning the main evaluation criteria (**curriculum, teaching, research and other services**) dealt with in the *Application*?
- Does the Department have an action plan for improvements? Is it realistic and functional?
- Did all constituents of the Department's academic community participate in the Internal Evaluation process?
- Which aspects, procedures or services should be most particularly examined during the Site Visit?
- Which are the key-persons that the EEC should meet with during the Site Visit?
- The first observations and comments of the EEC on the *Application* are expected to generate questions that must be looked into or answered during the Site Visit of the EEC to the institution of higher education.

(b) An **introductory meeting** of the EEC members with the Chair of the Agency's Council and members of the Agency to discuss the evaluation process.

The program of the Visit to the institution of higher education must, as a minimum, include:

- (1) *A first meeting with the Head of the Institution, the Head or members of the Internal Evaluation Committee, the Head of the relevant Department.*
- (2) *A meeting with the Institution's Internal Evaluation Committee and the given program's Coordinator.*
- (3) *A meeting with members of the teaching staff.*
- (4) *A meeting with the members of the Administrative staff.*
- (5) *A meeting with students and their representatives.*
- (6) *Examination of some dissertations at under- and post-graduate level, samples of*

written semester examinations, examination materials etc.

(7) *A briefing concerning the institution's material and technical infrastructure.*

During the Site Visit, the EEC should seek to meet with alumni and employers, as well as with relevant social bodies, local and regional organizations etc. (to be prearranged with the assistance of the Head of the Department).

The members of the EEC must find time at the end of each day for private meetings to discuss and exchange findings and ideas.

The External Evaluation Report

After the Site Visit, the EEC meets at their Hotel in Nicosia and composes the **Draft External Evaluation Report** on the basis of observations and notes recorded during the Site Visit.

The *Draft* is approved and signed by all EEC members, and submitted to the Agency before the departure of the members of the EEC from Cyprus. It is forwarded by Agency to the institution, for eventual comments on possible factual errors or misconceptions. The Department's comments are forwarded by the Agency to the Chair of the EEC, and dealt with in consensus by all EEC members. When finalized, the Report is, forwarded by the EEC Chair to the Agency.

The EEC is expected to rigorously follow the structure of the proposed "*Template*", but it is encouraged to adapt the length of its comments as necessary.

When writing the report, it must be kept in mind that:

- The evaluation does not include a financial audit. However, some information on the budget is important, especially in relation to the institution's ability, quality, strategic options, etc.
- Comments on the material and technical infrastructure and on financial limitations are clearly important. However, it must be kept in mind that all institutions of higher education face financial limitations; they should not be used as an excuse for suboptimal work.

Last but not least:

- The EEC's conclusions should include an analysis of the positive and negative points identified and offer recommendations for improvement of negative aspects and for further development of positive practices. The EEC is expected to formulate its assessment in a concrete and clear way, insisting on the relative standing of the institution's educational and research

objectives as compared with modern universally accepted trends in the program's scientific area.

- Vague comments and generalities are to be avoided; positive and negative practices should be clearly defined.
- Positive and negative aspects which have been discussed in the main part of the EEC Report *must* appear in the conclusions.
- Avoid comments on matters that have not been dealt with in the main part of the EEC Report.
- Specific recommendations must be made for amending *all* negative aspects.
- The EEC is expected to specifically comment on the unit's ability to deal with new challenges, threats and opportunities.

Typical Visit Schedule

DAY 1:

Arrival in Nicosia. First Meeting of the External Evaluation Committee (EEC) members at the hotel.

DAY 2:

8:30 - 9:45	Orientation and briefing of the EEC at the Agency's offices.
10:00 – 13:00	Site Visit.
14:00 – 17:00	<p>A first meeting with the Head of the Institution, the Head or members of the Internal Evaluation Committee (15 minutes).</p> <p>A meeting with the Head of the relevant Department and the given program's Coordinator (45 minutes).</p> <p>A meeting with the Institution's Internal Evaluation Committee (30 minutes).</p> <p>A meeting with members of the teaching staff (90 minutes).</p> <p>A meeting with the members of the administrative staff (30 minutes)</p> <p>A meeting with students and their representatives (30 minutes).</p> <p>Examination of some dissertations at under- and post-graduate level, samples of written semester examinations, examination materials etc (60 minutes).</p>

17:00	<p>On sight visit to the institutions facilities / infrastructure (<i>library, computer labs, research facilities etc</i>) (30 minutes).</p> <p>Meeting between the EEC members at the hotel, in order to discuss the findings of the day and draft comments and notes.</p>
DAY 2:	
	Report Writing - Finalization, signing and submission of the Draft Report to the Agency.
DAY 3:	
	Departure of EEC members from Nicosia.

A longer stay, may be necessary if more than one programs of study are reviewed.

- * The final Schedule of the EEC Site Visit and details of the meetings with constituents of the hosting Institution of higher education, will be finalized by the Program Coordinator of the hosting institution and the Agency before the visit. Lunch and coffee breaks will be scheduled by the EEC members as appropriate.

STATUTORY DECLARATION
CONFIRMING THE ABSENCE OF ANY CONFLICT OF INTEREST
OF THE MEMBERS OF EXTERNAL EVALUATION COMMITTEES

I accept the invitation of the Council of the Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) dated for my participation in the External Evaluation Committee for the following programme of study,

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of the institution and I hereby declare the following:

1. According to the Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016 (Article 17 (1) (d) (iv)), I don't or I did not have during the last three (3) years any academic, research, service, financial or personal cooperative relation with the institution under evaluation.
2. I am not associated with:
 - the institution under evaluation
 - any persons involved in the program of study and/or chief administrative/academic personnel
 - any other institution/s associated with the institution under evaluation
 - any other institutions in Cyprus which operate similar programs of study
 - any other state of affairs which, to my knowledge, may create conditions of conflict of interest during the assignment of the duties I have undertaken

I hereby declare that I will not accept employment to the institution under evaluation for the next 2 (two) years in the case of Masters and 4 years in the case of undergraduate program.

3. I don't have any personal or family relationship up to the fourth degree, by blood or by marriage or any hatred for persons involved with the institution.
4. I will operate objectively within the scope of improving the quality of Higher Education and I will abstain, in any way, from promoting the interests of the institution, body or service of which I am affiliated and/or any other organisation, body or service.
5. During the evaluation period I will abstain from any other events/ activities/ meetings of the institution or its members which does not fall within the framework of evaluation.



6. I will apply the principles of non-discrimination during the carrying out of my duties.
7. The acceptance of the invitation constitutes guarantee of my impartial judgement and application of the principles of sound administration during the exercise of my duties.

Name:

Position:

Specialty:

Institution:

Identity Card Number:

Social Insurance Number:

Fax Number:

E-Mail address:

SignatureDate

Declaration of Conflict of Interest_fin.doc/Erl