

Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report Program of Study

Institution: University of Nicosia

Program of Study: Master of Science Civil Engineering

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INSTRUCTIONS:

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” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

| NAME | TITLE | UNIVERSITY / INSTITUTION |
|---------------------------|---------------|---------------------------------|
| Charalampos Baniotopoulos | Professor Dr. | University of Birmingham, UK |
| Costas Georgopoulos | Professor Dr. | Kingston University London, UK |
| Alexander Demetracopoulos | Professor Dr. | University of Patras, Greece |
| Marios Alkiviades | Student | University of Cyprus |

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the onsite visit meetings, and of the onsite visit to the infrastructures.

The members of the [External Evaluation Committee \(EEC\)](#) received in due time all the necessary documents so that there was ample time for them to study them before the evaluation visit. In particular, the following documents have been sent in digital form to the members of the EEC:

- MSc in Civil Engineering (in English)
- MSc in Civil Engineering (in Greek)
- Master of Science in Civil Engineering 100.1.5
- MSc in Civil Engineering Degree Sample
- Annex 2 – Course Descriptions
- Annex 3 – Curriculum Vitae (CVs)

These documents have been studied by the members of the EEC before the evaluation visit. All the aforementioned documents as well as a booklet describing the University of Nicosia were handed as hardcopies to the members of the EEC before the meeting during the evaluation visit.

The members of the EEC accompanied by a member of the [Agency of Quality Assurance and Accreditation in Higher Education \(DI.P.A.E.\)](#) Dr. Eleni Dejigianni visited the premises of the University of Nicosia on 15.04.2018 and met [with](#) the Rector Prof. P. Pouyioutas, the Vice-Rector Prof. E. Yamasaki [Patrikiou](#), the Dean of Sciences and Engineering Prof G. Gregoriou, the Head of [the Department of Engineering](#) Engineering Prof [A](#) Polycarpou and the coordinator of the new Program of Study (MSc in Civil Engineering) Assistant Prof P. Polycarpou along with the academic staff that is planned to teach the new Program. During this meeting that lasted from 9:00am till 3:30pm the University of Nicosia (teaching, research, international relations, administration etc.) [was](#) presented in detail by the Rector to the EEC. Afterwards, the Dean and the Head of Civil Engineering Prof Polycarpou presented several aspects of the overall activities of the [Department](#) of Engineering and in particular, of Civil Engineering, and at the end, the [coordinator](#) of the MSc program Assistant Professor Dr. P. Polycarpou presented the detailed description of the new Program of Study. The members of the EEC asked several questions to the presenters, to the staff of the new program and to one student

who is in the final year of the UG Program and received appropriate answers. This way all the aspects of the MSc Program under preparation [were](#) clarified. Then, the EEC visited between 15:30-18:30 the rooms where the students will be taught, checked the computing infrastructure at the computer rooms, as well as the rest infrastructure related to laboratory experimentation, i.e. all the laboratories of the BSc Civil Engineering program that will be also used for the MSc Civil Engineering. Finishing the visit the EEC visited also the neighboring Laboratories that are used for teaching and research purposes from the rest Engineering Programs as are e.g. Oil & Gas and Mechanical Engineering. Then,

the EEC members moved to their hotel where they agreed about the procedure to be followed the next day for the preparation of the respective Evaluation Report.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The quality of the application for the new Program of Study submitted by the University of Nicosia was appropriately high according to the standards followed in well established European accreditation procedures. Similarly, all the presentations made by the Rector, the Dean, the Head of Civil Engineering and the coordinator of the new MSc Program were clear, informative, broad enough and with appropriate details.

As a general conclusion it would be stressed that both the University of Nicosia and the Program of Study under evaluation fully accepted and participated to the quality assurance procedures framework as this has been prescribed and put by the [\(DI.P.A.E\)](#). It is worthy to mention that the top administration of the University of Nicosia put effort so that the Agenda of the day of the visit is completely accomplished in the best way so that the members of the EEC receive all this information that is necessary for the preparation of the respective new Program of Study Evaluation Report.

[It is also noted that the Quality Assurance Procedures are further improved by the established 5yr Internal Subject Review.](#)

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

In general the delivery of teaching is effective and the available resources are very good. Nevertheless the EEC identified three main areas of improvement i.e.

- A matrix should be produced to ensure appropriate mapping of course learning outcomes with programme learning outcomes. This will ensure inclusion and compatibility and could be used for other external body accreditations in the future
- Course Descriptors should be reviewed to ensure that undergraduate learning outcomes are removed and that the remaining postgraduate ones can be adequately covered in the times allocated for each course.
- The number and expertise of the full-time academic personnel should be continuously evaluated and enhanced to support the programme as adjunct faculty might be partially effective.

More specifically, the organisation of teaching work appeared efficient and effective in terms of timetabling, teaching rooms versus numbers of students, IT facilities, etc. Teaching is taken very seriously at University level in terms of latest teaching and learning methods and there is a plan to ensure that all teaching personnel are trained and receive a Certificate of teaching. The rector presented latest developments in teaching and learning such as Problem-based, learner-centred, blended, etc. as being part of the teaching strategy of the University. Efforts will be made to ensure that this and other programmes receive the necessary resources and training to achieve these.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

- Purpose and Objectives and learning outcomes of the Program of Study

The purpose and objectives of the MSc Civil Engineering are set at the appropriate postgraduate level that is compatible with other MSc degrees in Civil Engineering around the world. Intended programme learning outcomes satisfy all programme objectives. Nevertheless it is important to ensure that all course learning outcomes are mapped under the programme learning outcomes too (see first bullet point under Section 1 above)

- Structure and Content of the Program of studies

The content, structure and duration of the programme are compatible with the conventional European model specified in the Bologna declaration and appropriately detailed in the Application for Evaluation – Accreditation ‘Document 200.1’

- Quality Assurance of the Program of studies

It is anticipated that the application (re Document 200.1) to the Agency and external evaluation by EEC should confirm accreditation by DI.P.A.E. Quality Assurance is taken very seriously at University level and the framework and procedures are in place in order to achieve this and other future accreditations of the quality offered.

- Management of the Program of Study

The management structure is in place including school and department heads, programme coordinator and course leaders (with assistance from adjunct faculty in delivery). As this management structure works quite well with the existing BSc Civil Engineering programme there shouldn't be any problems.

- International Dimension of the Program of Study

The programme is designed to be international both in terms of its compatibility with the Bologna declaration but also with regard to its broad research-driven content that is delivered by academics with international education and background. Although accreditation by local / European bodies such as DI.P.A.E. and Industry such as ETEK in Cyprus and TEE in Greece are useful, accreditation by other more international bodies such as the Joint Board of Moderators in the UK would give the programme more visibility around the world and improve recruitment in the target markets

- Connection with the labor market and the society

- The programme is quite suitable to the local labor market as it will attract BSc graduates wishing to become members of TEE in Greece i.e. needing an extra year of studies. Re connection society, it will enhance the reputation in offering Civil Engineering for the University of Nicosia as it will complete the cycle with the currently successful BSc in Civil Engineering. Maybe in combination with the above, many BSc graduates will decide to stay on with their postgraduate studies.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The new Program of Study is an MSc Program that principally focuses on PG teaching that however, has a component on [student](#) training in the research process. Upon its implementation, this will partly permit the launching of certain research activities. However, as the laboratory space is restricted and the respective equipment is insufficient and principally oriented to teaching, the launching of research activities will be problematic.

Although teaching and learning in the new Program are planned to be [enlightened](#) by research activities, the existing facilities and equipment could not be characterised as adequate to support the research component of the program of study. A meticulously prepared plan for action to develop modern laboratory facilities with appropriate equipment adequate to research activities in Structural Engineering, Geotechnics, Hydraulics and Transport is needed to be carried out upon the beginning of the new Program. Principally internal, but also external funding for the academic personnel's activities should be targeted by the academic staff to enhance this aspect of the new Program, as the respective University policy is supportive.

In addition, strategic collaborations with well-established international partners would permit the partial execution of research projects in laboratories at the premises of the international partners.

It is an asset that a part of the academic staff is already involved to research projects and already systematically publishes to international journals with the peer-reviewing system, as well as presented to international conferences and published to the respective proceedings.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

It is commendable to see that the quality of administration services, student welfare and support of teaching work is at international standard. Modern mechanisms and procedures are in place at University level. More specifically the admin services are well staffed, structured and managed; student welfare and support are generously offered by specialist advisor in finance, disability, employability, etc.; teaching tutoring is also provided by both academics and student peers. All the above is effectively done as the student numbers, for a private University, are generally smaller in comparison with other state local and international Universities.

5. DISTANCE LEARNING PROGRAMS

NA

6. DOCTORAL PROGRAMS OF STUDY

NA

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. 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.

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The EEC:

- verifies the objectivity of information appearing In the Application for Evaluation Accreditation of a New Program of Study (Doc. Number: 200.1) submitted by the UNIC, checking where necessary, the original data collected for evaluation purposes;
- assessed and evaluated, quantitatively and qualitatively, the results of the work done by the academic unit and found it is comparable with current, internationally accepted best practices;
- advised and suggested specific alternative practices and improvements as described in this document (see Findings and Appendix).

Having examined the submitted Application and onsite visit the EEC finds the programme details submitted clear and without any inconsistencies or any information missing.

The Department has a realistic and functional action plan for improvements and therefore, the EEC considers the MSc in Civil Engineering Program of Study viable and sustainable.

Doc. Number: 300.1

Quality Standards and Indicators External Evaluation of a Program of Study

| |
|---|
| Institution: University of Nicosia |
| Program of Study: Master of Science Civil Engineering |
| Duration of the Program of Study: 1.5 years |
| Evaluation Date: 16-17.04.2018 |

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 external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

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 pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, 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.

Members of the External Evaluation Committee

| NAME | TITLE | UNIVERSITY / INSTITUTION |
|---------------------------|---------------|--------------------------------|
| Charalampos Baniotopoulos | Professor Dr. | University of Birmingham, UK |
| Costas Georgopoulos | Professor Dr. | Kingston University London, UK |
| Alexander Demetracopoulos | Professor Dr. | University of Patras, Greece |
| Marios Alkiviades | Student | University of Cyprus |

Date and Time of the On-Site Visit: 16.04.2018 9:00am

Duration of the On-Site Visit: 9 hours

| 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. | | | | 4 | |
| 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. | | | | 4 | |
| 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: | | 2 | | | |
| 1.1.3.1 | The implementation of a specific academic calendar and its timely publication. | | | | 4 | |
| 1.1.3.2 | The disclosure of the program's curricula to the students, and their implementation by the teaching personnel | | | | 4 | |
| 1.1.3.3 | The course web-pages, updated with the relevant supplementary material | | | | 4 | |
| 1.1.3.4 | The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training | | | | 4 | |
| 1.1.3.5 | The procedures for the conduct and the format of the examinations and for student assessment | | | | 4 | |
| 1.1.3.6 | The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process. | | | | 4 | |
| 1.1.4 | Adequate and modern learning resources, are available to the students, including the following: | | | | | |
| 1.1.4.1 | facilities | | | | 4 | |
| 1.1.4.2 | library | | | | 4 | |
| 1.1.4.3 | infrastructure | | 2 | | | |
| 1.1.4.4 | student welfare | | | | 4 | |
| 1.1.4.5 | academic mentoring | | | | 4 | |

| | | | | | |
|--------|--|--|---|---|--|
| 1.1.5 | A policy for regular and effective communication, between the teaching personnel and the students, is applied. | | | 4 | |
| 1.1.6 | The teaching personnel, for each course, provide timely and effective feedback to the students. | | 3 | | |
| 1.1.7 | Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective. | | | 4 | |
| 1.1.8 | Control mechanisms for student performance are effective. | | | 4 | |
| 1.1.9 | Support mechanisms for students with problematic academic performance are effective. | | | 4 | |
| 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. | | | 4 | |
| 1.1.11 | The program of study applies an effective policy for the prevention and detection of plagiarism. | | | 4 | |
| 1.1.12 | The program of study provides satisfactory mechanisms for complaint management and for dispute resolution. | | | 4 | |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

The expected number for the 1st intake is between 6-10, to rise up between 10-20 in the next years. The split between Cypriot and international students is approximately 50-50.

β) the countries of origin of the majority of students.

Cyprus and Greece

γ) the maximum planned number of students per class-section.

Based on (α) the maximum number will be eventually maximum 25.

1.1.3 A matrix relating the program objectives with the learning outcomes is required.

1.1.4.3 Lab equipment is insufficient and lab space is restricted.

| 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. | | 2 | | | |
| 1.2.2 | The methodology of each course is suitable for adults. | | | | 4 | |
| 1.2.3 | Continuous-formative assessment and feedback are provided to the students regularly. | | | | 4 | |
| 1.2.4 | The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students. | | 2 | | | |
| 1.2.5 | Educational activities which encourage students' active participation in the learning process, are implemented. | | | | 4 | |
| 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. | | | | | 5 |
| 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. | | | 3 | | |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2.1 A matrix relating the program objectives with the learning outcomes is required

1.2.4 Assessment matrices showing the percentage contribution of each assessment method to the total mark are required for each module. For example: percentage of coursework, percentage of in-class tests, percentage of final exam.

1.2.7 Some of the required textbooks need to be updated.

| | | 1 | 2 | 3 | 4 | 5 |
|------------|--|---|---|---|---|---|
| 1.3 | Teaching Personnel | | | | | |
| 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. | | 2 | | | |
| 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: | | | 3 | | |
| 1.3.2.1 | Subject specialization, preferably with a doctorate, in the discipline. | | | | 4 | |
| 1.3.2.2 | Publications within the discipline. | | | 3 | | |
| 1.3.3 | The specializations of Visiting Professors adequately support the program of study. | | | 3 | | |
| 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. | | | 3 | | |
| 1.3.5 | In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel. | | | | 4 | |
| 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. | | | | | 5 |
| 1.3.7 | In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study. | | | 3 | | |
| 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. | | | | | 5 |
| 1.3.9 | The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society. | | | | 4 | |
| 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. | | | | | 5 |

| | | | | | | |
|--------|---|--|--|--|--|---|
| 1.3.11 | The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study. | | | | | 5 |
|--------|---|--|--|--|--|---|

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1 The number and the expertise of the full-time academic personnel does not adequately support the program, however, the adjunct faculty will partially complement the delivery.

| 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 and are consistent with the mission and the strategy of the institution. | | | | 4 | |
| 2.1.2 | The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study. | | | | 4 | |
| 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. | | | | | 5 |
| 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 | | | |
| 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. | | | | 4 | |
| 2.1.6 | The learning process is properly designed to achieve the expected learning outcomes. | | | | 4 | |
| 2.1.7 | The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program. | | | | 4 | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.4 A matrix relating the program objectives with the learning outcomes is required</p> | | | | | | |

| 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. | | | | 4 | |
| 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 programs of studies according to the European practice in higher education institutions. | | | | | 5 |
| 2.2.3 | 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. | | | | 4 | |
| 2.2.4 | The higher education qualification awarded, the learning outcomes and the content of the program are consistent. | | | | 4 | |
| 2.2.5 | The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses. | | | | 4 | |
| 2.2.6 | The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students. | | 2 | | | |
| 2.2.7 | The number and the content of the program's courses are sufficient for the achievement of learning outcomes. | | | 3 | | |
| 2.2.8 | The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology. | | | 3 | | |
| 2.2.9 | Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided. | | | | 4 | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.1 Assessment matrices showing the percentage contribution of each assessment method to the total mark are required for each module. For example: percentage of coursework, percentage of in-class tests, percentage of final exam.</p> <p>2.2.6 In general, the content of the courses as defined in the course syllabi is</p> | | | | | | |

very broad and includes material that normally corresponds to undergraduate courses. This makes delivery very challenging in terms of time, and therefore material such as the aforementioned should be removed. Even the remaining learning outcomes appear to be challenging to deliver in the time available, and should be focused and assessed.

2.2.7 The number is ok. As far as the contents, please, see 2.2.6

2.2.8 Please, see 2.2.6

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

NA

| 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. | | | | 4 | |
| 2.3.2 | Participation in the processes of the system of quality assurance of the program, is ensured for | | | | 4 | |
| | 2.3.2.1 the members of the academic personnel | | | | 4 | |
| | 2.3.2.2 the members of the administrative personnel | | | | 4 | |
| | 2.3.2.3 the students. | | | | 4 | |
| 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. | | | | 4 | |
| 2.3.4 | The quality assurance process constitutes an academic process and it is not restricted by non-academic factors. | | | | 4 | |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

It is positive that UNIC has started the implementation of an Internal Subject Review every five years.

| 2.4 | Management of the Program of Study | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| 2.4.1 | Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place. | | | | 4 | |
| 2.4.2 | It is ensured that learning outcomes may be achieved within the specified timeframe. | | 2 | | | |
| 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. | | | | 4 | |
| 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. | | | | | 5 |
| 2.4.5 | Information relating to the program of study are posted publicly and include: | | | | 4 | |
| 2.4.5.1 | The provisions regarding unit credits | | | | 4 | |
| 2.4.5.2 | The expected learning outcomes | | | | 4 | |
| 2.4.5.3 | The methodology | | | | 4 | |
| 2.4.5.4 | Course descriptions | | | | 4 | |
| 2.4.5.5 | The program's structure | | | | 4 | |
| 2.4.5.6 | The admission requirements | | | | 4 | |
| 2.4.5.7 | The format and the procedures for student assessment | | | | 4 | |
| 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. | | | | 4 | |
| 2.4.7 | The effectiveness of the program's evaluation mechanism, by the students, is ensured. | | | | 4 | |
| 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. | | | 3 | | |
| Justify the answer you have provided and note the additional comments you may have on each standard / indicator. | | | | | | |

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- 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

NA

2.4.2 The timeframe is challenging for achieving all learning outcomes. Please, see also comment 2.2.6

| 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. | | | | 4 | |
| 2.5.2 | The program attracts Visiting professors of recognized academic standing. | | | | 4 | |
| 2.5.3 | Students participate in exchange programs. | | | | 4 | |
| 2.5.4 | The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally. | | | | 4 | |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Evidence was provided that there will be an international dimension of the program once it commences. It is noteworthy that UNIC has already established international links

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.

The degree is comparable to other similar MSc programs in Cyprus and abroad.

| 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. | | | | 4 | |
| 2.6.2 | According to the feasibility study, indicators for the employability of graduates are satisfactory. | | | | 4 | |
| 2.6.3 | Benefits, for the society, deriving from the program are significant. | | | | 4 | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>It is positive that the Student Affairs office systematically organizes employability events.</p> | | | | | | |

| 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. | | | | 4 | |
| 3.1.2 | New research results are embodied in the content of the program of study. | | | | 4 | |
| 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 | | |
| 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. | | | | 4 | |
| 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 | | |
| 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 | | |

| | | | | | |
|-------|--|--|--|---|---|
| 3.1.7 | The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory. | | | | 4 |
| 3.1.8 | The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory. | | | 3 | |
| 3.1.9 | Student training in the research process is sufficient. | | | | 4 |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.3 Adequate and sufficient computing facilities are provided. On the other hand, lab facilities are limited (see also remark 1.1.4.3)

3.1.5 It would be beneficial if effort to this direction is intensified.

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 with regards to academic and personal problems and difficulties. | | | | | 5 |
| 4.1.2 | Statutory administrative mechanisms for monitoring and supporting students are sufficient. | | | | 4 | |
| 4.1.3 | The efficiency of these mechanisms is assessed on the basis of specific criteria. | | | | | 5 |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

UNIC has up-to-date student support services and mechanisms to enhance the quality of the student experience.

| 4.2 | Infrastructure / Support | 1 | 2 | 3 | 4 | 5 |
|--|--|----------|----------|----------|----------|----------|
| 4.2.1 | There are suitable books and reputable journals supporting the program. | | | | 4 | |
| 4.2.2 | There is a supportive internal communication platform. | | | | | 5 |
| 4.2.3 | The facilities are adequate in number and size. | | | | 4 | |
| 4.2.4 | The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate. | | | 3 | | |
| 4.2.5 | Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students. | | | | 4 | |
| 4.2.6 | Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications. | | | 3 | | |
| 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. | | | 3 | | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.4 See remark 3.1.3</p> <p>4.2.6 See remark 1.2.7</p> <p>4.2.7 UNIC is currently addressing these particular issues and is exploring solutions (e.g. UKPSF)</p> | | | | | | |
| 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 | |
| 4.3.2 | The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments. | | | | 4 | |
| 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 | |

| | | | | | |
|--|---|--|--|---|--|
| | | | | | |
| 4.3.4 | Student tuition and fees are consistent to the tuition and fees of other respective institutions. | | | 4 | |
| 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.

NA

| 5. | DISTANCE LEARNING PROGRAMS | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 5.1 | Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory. | | | | | |
| 5.2 | 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. | | | | | |
| 5.3 | Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process. | | | | | |
| 5.4 | Student performance monitoring mechanisms are satisfactory. | | | | | |
| 5.5 | Adequate mentoring by the teaching personnel, is provided to students, through established procedures. | | | | | |
| 5.6 | The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree. | | | | | |
| 5.7 | Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured. | | | | | |
| 5.8 | Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly. | | | | | |

| | | | | | | |
|------|---|--|--|--|--|--|
| 5.9 | The program of study has the appropriate and adequate infrastructure for the support of learning. | | | | | |
| 5.10 | The supporting infrastructures are easily accessible. | | | | | |
| 5.11 | Students are informed and trained with regards to the available educational infrastructure. | | | | | |
| 5.12 | The procedures for systematic control and improvement of the supportive services are regular and effective. | | | | | |
| 5.13 | Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally. | | | | | |
| 5.14 | Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel. | | | | | |
| 5.15 | 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. | | | | | |
| 5.16 | The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, 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. | |

NA

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.

NA

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The EEC:

- **verifies the objectivity of information appearing In the Application for Evaluation Accreditation of a New Program of Study (Doc. Number: 200.1) submitted by the UNIC, checking where necessary, the original data collected for evaluation purposes;**
- **assessed and evaluated, quantitatively and qualitatively, the results of the work done by the academic unit and found it is comparable with current, internationally accepted best practices;**
- **advised and suggested specific alternative practices and improvements as described in the previous parts of this document.**

Having examined the submitted Application we found it detailed, clear and without any inconsistencies or any information missing.

The Department has a realistic and functional action plan for improvements. And therefore, we consider this Program of Study viable and sustainable.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

| Name: | Signature: |
|---------------------------|-------------------|
| Charalampos Baniotopoulos | |
| Costas Georgopoulos | |
| Alexander Demetracopoulos | |
| Marios Alkiviades | |

Date: 17 April 2018