

Doc. 300.1.1

Date: 20 June 2019

External evaluation report

- **Higher education institution:**

European Institute of Management & Finance

- **Town:** Nicosia

- **Μεταπτυχιακό στη Διοίκηση, τον Κίνδυνο και τη Συμμόρφωση (1,5 Χρόνια Master of Science-90 ECTS)**

- **Master's in Governance, Risk and Compliance (1.5 Years Master of Science-90 ECTS)**

- **Language of instruction:** English

- **Programme's status**

New programme: Yes

Currently operating: No

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].

A. Introduction

The committee is not convinced that the institution does has adequate academic resource, especially in the delivery of a Master program. The information provided in the application of the program was incomplete and full of inconsistencies and errors. On the day of the visit we received several additional documents, many of which where the result of the feedback from the initial institutional and diploma evaluation. The evaluation was challenging as the program has not yet started and therefore there is no real evidence.

The institution is aiming to be a research based academic institution that offers a research based academic Master. There is little evidence that there is adequate research. The research-based must include active researchers, publishing in reputed peer-reviewed scientific journals. The staff is inexperienced in teaching and supervising thesis in a Masters level in the relevant fields of the program.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Robert Dixon	Professor of Management Accounting	Durham University
Professor Mark Wahrenburg	Professor of Banking and Finance	Goethe-University
Prof Dr Rafael Leal-Arcas	Chaired Professor of EU International Economic Law	Queen Mary University of London
Assoc.Professor Christothea Herodotou	Associate Professor (Distance Learning Expert)	Open University, UK
Giorgos Logginos	Student	University of Cyprus

C. Guidelines on content and structure of the report

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

Standards

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

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the programme of study offered*
 - *the selection criteria*
 - *the intended learning outcomes*

- *the qualification awarded*
- *the teaching, learning and assessment procedures*
- *the pass rates*
- *the learning opportunities available to the students*
- *graduate employment information*

Findings

The program design is coherent, but the target market does not appear to be appropriate for this program. The module descriptions in many case gave inadequate information to evaluate the program.

Strengths

The institution has clearly identified the target demand for such a program, and has demonstrated enthusiasm to run the program. The institution shows a high degree of entrepreneurial spirit.

The institution has a reputation in executive education.

Areas of improvement and recommendations

Recruiting somebody who has experience in university program management.

Develop an appropriate marketing strategy.

Rapidly developed detailed distance learning module material for at least one course.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	5
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	9

1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	9
1.3.2	The programme webpage information and material	N/A
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	10
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	9
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	10
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	9
1.5.2	The programme's content	9
1.5.3	The methods of assessment	9
1.5.4	The teaching material	9
1.5.5	The equipment	9
1.5.6	The balance between theory and practice	9
1.5.7	The research orientation of the programme	4
1.5.8	The quality of students' assignments	N/A
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	
1.9	New research results are embodied in the content of the programme of study.	

1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	N/A
1.11	Students' command of the language of instruction is appropriate.	N/A
1.12	The programme 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.	9
1.13	The learning outcomes and the content of the courses are consistent.	9
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	5
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	9
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	9
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	5
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	6
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	N/A
1.20	The admission requirements are appropriate.	7
1.21	Sufficient information relating to the programme of study is posted publicly.	N/A
1.22	The teaching methodology is suitable for teaching in higher education.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.1
Academic oversight does exist but needs to be enhanced.

1.4
There is a mismatch between the target audience and the target audience needs.

1.7
The promised program material for one module delivered by distance learning was not provided. Therefore, this point cannot be evaluated.

1.9
They will benefit from improving reading lists to include more recent literature.

1.14

The workload in the syllabus was not enough to justify 10 ECTS points for each course.

1.17

We have seen things documented but there is no evidence that the internal evaluation committee is working effectively.

1.18

The fact of effective collaboration is understandable since they are not an approved institution and a delay of a year may improve the situation.

1.20

The standard requirements are perfectly acceptable, but the EEC has concerns that there may be a big number of exceptions.

1.22

We have not seen adequate material to assess whether the teaching methodology is suitable.

Please circle one of the following for:

Study programme and study programme's design and development

Non-compliant

Partially compliant

substantially compliant

Fully compliant

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*

- *Assessment, where possible, is carried out by more than one examiner.*

Findings

We did not receive full details of any distance learning module which has hampered the work of the EEC. The EEC questions whether they will have appropriate resources to deliver a program at Masters level.

Strengths

The institution provided details of the curriculum content, including reading lists.

Areas of improvement and recommendations

Recruiting somebody who has experience in Masters level teaching and research.

Rapidly developed detailed distance learning module material for at least one course.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	9
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	9
2.3	There is an adequate policy for regular and effective communication with students.	10
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	4
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	4
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	9
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	4

2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	9
2.10	It is ensured that teaching and learning are continuously enriched by research.	4
2.11	The programme promotes students' research skills and inquiry learning.	4
2.12	Students are adequately trained in the research process.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 2.1
The number of should be between 15 to 20.
- 2.4
We have seen things documented but there is no evidence.
- 2.5
We have seen things documented but there is no evidence.
- 2.6
They need to clarify the distinctions.
- 2.7
The teachers have not been trained yet and we have not seen evidence how they plan to do it
- 2.10
Lack of research competencies of the faculty
- 2.11
Lack of research competencies of the faculty
- 2.12
They have plans for a research training course but we remain concerned that they do not have adequate research active staff to implement them.

Please circle one of the following for:

Teaching, learning and student assessment

Non-compliant

Partially compliant

substantially compliant

Fully compliant

3. Teaching Staff (ESG 1.5)

Standards

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

Findings

No full-time academic staff currently employed by the institution.

There is a plan to recruit 6 full-time academic staff, by this is not supported by the financial projections of the feasibility study.

The academic staff the institution intends to recruit do not have the range of skills or expertise expected for Masters level delivery in terms of teaching experience and research output.

Strengths

Some of the staff are exceptionally well-linked to the financial services of Cyprus. The indications are that the program offered by the institute is well regarded by clients.

Areas of improvement and recommendations

Recruiting people who have experience in Masters level teaching and research.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	4
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
3.2.1	Subject specialisation	7
3.2.2	Research and Publications within the discipline	1
3.2.3	Experience / training in teaching in higher education	4
3.3	The programme attracts visiting professors of recognized academic standing.	4
3.4	The specialisations of visiting professors adequately support the programme of study.	6
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	N/A
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	7
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	9
3.8	The teaching load allows for the conduct of research and contribution to society.	4
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	7
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	1
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	9
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	9
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
3.1		

Currently they do not have full-time academic staff. The staff has no or limited experience of teaching the courses.

3.2

The projected staff includes people who have no or limited experience in higher education. Few faculty members are specialized in the subjects that they are supposed to teach. There is extremely limited evidence of research activity and even more limited evidence of outputs.

3.3

They attract visiting professors that are predominantly practitioners.

3.4

We didn't see sufficient evidence within the CVs and could not find evidence on the web that support that the visiting professors have adequate teaching experience.

3.6

Fifty percent of the indicated staff will be part time, but this also assumes that the recruitment plans are fulfilled. Given the financial position of the institution we don't believe that the target of recruiting 6 full time staff is realistic and as a result the proportion of part time teachers will become even higher.

3.8

The institution did not provide evidence regarding what the teaching load will be.

3.9

The coordinator has no experience of coordination and has not worked full time in an academic institution. In addition, his areas of interest do not converge with the Masters program's requirements.

3.10

There is extremely limited evidence of research activity and even more limited evidence of outputs.

3.11

We were not provided with sufficient detail on the training program.

Please circle one of the following for:

Teaching Staff

Non-compliant

Partially compliant

substantially compliant

Fully compliant

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Findings

The EEC had difficulties in the evaluation of the students since the program hasn't started. The EEC is concerned that the intended admissions criteria will not be executed, and a significant number of exceptions may be allowed. The marketing strategy has not identified and addressed the right targets.

Strengths

Because of the size of the institution, the communication between the staff and the students will be relatively easy. Their ambition to recruit excellent students is noticeable.

Areas of improvement and recommendations

Ensuring the admissions criteria are applied. Establish the governance procedure to ensure that the registrar can apply the admissions criteria. An independent assessor of the admissions procedure could help in this procedure.

The institution has to clarify its processes and procedures to make the program flexible and adaptable for disabled students.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	7
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	4
4.3	The programme's evaluation mechanism, by the students, is effective.	N/A
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	N/A
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	9
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	6
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	4
4.9	Students are satisfied with their learning experiences.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

4.1
The standard requirements are perfectly acceptable, but the EEC has concerns that there may be a big number of exceptions.

4.2
There was no documentation to answer this.

4.5
There should be an independent assessor in case of a complaint.

4.7

There is an inadequate number of people with university experience that understand the full demand of a mentoring process for students.

4.8

We didn't receive sufficient evidence that they have policies in place to make the program adaptable.

Please circle one of the following for:

Students

Non-compliant

Partially compliant

substantially compliant

Fully compliant

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
** Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

Findings

For a distance learning program, the EEC were surprised that there was so little evidence of the availability of electronic journals and books, despite repeated requests. The reading lists also included a significant number of textbooks and there appeared to be no preparation to make these easily accessible to distance learning students.

Strengths

They have competent administrative staff. The platform supports communication between students and teachers as well as communication between students.

Areas of improvement and recommendations

They need to invest further in staff capable of underpinning a distance learning programme.

Concerns have been identified above that the institution has inadequate academic staff with distance learning experience and therefore needs to recruit appropriately qualified staff.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	10
5.2	The library includes the latest books and material that support the programme.	4
5.3	The library loan system facilitates students' studies.	N/A
5.4	The laboratories adequately support the programme.	N/A
5.5	Student welfare services are of high quality.	6
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	4
5.7	Suitable books and reputable journals support the programme of study.	9
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	9
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	7
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

5.2

We were not able to investigate the amount of books and journals (online sources) that are electronically available for the students.

5.5

There is a student welfare officer at the moment and there is a plan to provide increased results but we saw insufficient detail.

5.6

No statutory mechanisms were provided.

5.10

The university failed to provide us with the list of available journals.

Please circle one of the following for:

Resources

Non-compliant

Partially compliant

substantially compliant

Fully compliant

6. Additional for distance learning programmes (ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*

- *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
- *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
- *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
- *Self-assessment exercises and self-correction guide*
- *Bibliographic references and suggestions for further study*
- *Number of assignments/papers and their topics, along with instructions and additional study material*
- *Synopsis*

Findings

The EEC was concerned in its evaluation of distance learning delivery by not having access to at least one fully detailed module. The resource-base required for the delivery of distance learning programs appears to be underestimated by the institution, both in terms of academically experienced staff and technical support staff.

Strengths

The platform supports communication between students and teachers as well as communication between students.

Areas of improvement and recommendations

Concerns have been identified above that the institution has inadequate academic staff with distance learning experience and therefore needs to recruit appropriately qualified staff. The institution needs to recruit appropriately qualified academic and support staff.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	7
6.2	The institution safeguards the interaction:	
6.2.1	Among students	9
6.2.2	Between students and teaching staff	9
6.2.3	Between students and study guides/material of study	9
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	3
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	9
6.5	Student performance monitoring mechanisms are satisfactory.	9
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	9
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	9
6.8	Assessment consistency is ensured.	9
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	9
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	6
6.11	The supporting infrastructures are easily accessible.	9
6.12	Students are informed and trained with regards to the available educational infrastructure.	9
6.13	Procedures for systematic control and improvement of the supportive services are set.	6
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	6
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	6

6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	6
6.17	Students' weekly assignments are appropriate for the level of the programme.	7
6.18	Feedback on students' assignments is regular through concrete and published procedures.	6
6.19	The quality of students' final exams is ensured and evidenced.	N/A
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	6

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

6.1

There are plans for the unit but at the moment the detail of the plan is not clear.

6.3

There are no plans to recruit staff with explicit distance learning experience.

6.10, 6.13

There are no clear plans for the recruitment for appropriately skilled staff for the operation of the system.

6.14

The experience of the EEC is that distance learning programs requires higher level of support that was is indicated on the plans.

6.15, 6.16

We were not provided with the details regarding the electronic library.

6.17

We were not provided with the details regarding the level of weekly assignments.

6.18, 6.20

Fuller documentation of the procedures and the material is required.

Please circle one of the following for:

Additional for distance learning programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

7. Additional for doctoral programmes (ALL ESG)

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

Findings

Strengths

Areas of improvement and recommendations

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	N/A
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	N/A
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	N/A
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	N/A
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	N/A
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	N/A
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	N/A

7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	N/A
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	N/A
7.13	There is a clear policy on authorship and intellectual property.	N/A
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Please circle one of the following for:

Additional for doctoral programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

8. Additional for joint programmes (ALL ESG)

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

Findings

Strengths

Areas of improvement and recommendations

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	N/A
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	N/A
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	N/A
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	N/A
8.5	The joint study programme is based on the needs of the target group and of the labour market.	N/A
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	N/A
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	N/A
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	N/A
8.9	The partner universities ensure the economic sustainability of the joint study programme.	N/A
8.10	The degree awarded is justified by:	N/A
8.10.1	The learning outcomes	N/A

8.10.2	The collaboration between/among the institutions delivering the programme	N/A
8.11	The jointness of the programme development is effective.	N/A
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for joint programmes

Non-compliant *Partially compliant* *Substantially compliant* *Fully compliant*

D. Conclusions and final remarks

We were impressed with the entrepreneurial spirit of the institution and its reputation in executive education, although the EEC is unconvinced that the institution is fully conversant with the requirements of completing a program at a Masters level. As a consequence, it does not appear to be recruiting appropriately qualified academic and support staff. In order for the institution to progress in the offering of a Masters program by distance learning, there is a need to become fully aware of the challenges of offering programs at Masters level. This includes the need to ensure the presence of research-active academic staff who can ensure appropriate supervision of research thesis and, when necessary, support other members of staff to do so.

To offer a program by distance learning is challenging for many established institutions and requires a substantial level of expertise of at least some of the academic staff members and a significant level of support for creating distance learning materials. The EEC were impressed by the online platform, but encourages the institution to further develop the material for at least one course.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Robert Dixon	
Professor Mark Wahrenburg	
Prof Dr Rafael Leal-Arcas	
Assoc.Professor Christothea Herodotou	
Giorgos Logginos	

Date: 20 June 2019