

Doc. 300.1.2

Date: 22/09/2023

Higher Education Institution's Response

- **Higher Education Institution:**
University of Nicosia, School of Business,
Department of Management

- **Town:** Nicosia

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

In Greek:

Διαχείριση Υδρογονανθράκων και Ενεργειακών
Πόρων (4 έτη / 240 ECTS, Πτυχίο)

In English:

Hydrocarbons and Energy Management, 4years/ 240
ECTS, Bachelor of Science

- **Language(s) of instruction:** English
- **Programme's status:** In operation
- **Concentrations (if any):** N/A

In Greek: N/A

In English: N/A

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 2021 [L.136(I)/2015 – L.132(I)/2021].

**Introductory Remark on behalf of the University of Nicosia, School of Business,
Department of Management,**

BSc Programme titled “Management in the Energy, Oil and Gas Business”.

We would like to commence our reply to the report and the recommendations of the External Evaluation Committee (EEC) by expressing our gratitude to the EEC members and the accompanying officers of the Ministry of Education of the Republic of Cyprus for their valuable insights, their in-depth review and their constructive recommendations and remarks.

We have -almost entirely- incorporated these recommendations in our strategic plan to further ameliorate this unique program of study that according to the EEC’s conclusions provides students with “*a solid foundation in economic principles, management strategies, and legal frameworks*”.

As we will continue to strive to improve our programme’s comparative advantages, we are encouraged by the EEC’s note that “*The courses are designed and taught by well-educated and qualified lecturers who have extensive knowledge and expertise in the field. These lecturers bring their academic excellence and subject matter, expertise to the classroom, ensuring that students receive high-quality education and guidance*”.

We are grateful for the Committee’s comments that “*The program prioritizes the development of critical thinking abilities. Students learn to analyze complex problems, evaluate diverse perspectives, and propose innovative solutions.*”

In conclusion we fully agree with the EEC’s remark that the skillset we are developing for our students “*is invaluable in addressing the intricate challenges faced in the oil and gas industry*”

22 September 2023

Professor Angeliki Kokkinaki, Dean of the School of Business

Professor Despo Ktoridou, Head of the Department of Management

Associate Professor Theodoros Tsakiris, Programme Coordinator

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1.1-Program Name: The current program name, which starts with "Hydrocarbons," may not accurately reflect the management or business aspects of the program.</p> <p>Recommendation: Consider changing the name to incorporate a word that is more relevant to management or business, to better align with the program's focus.</p>	<p>New Program title to reflect recommendation will be:</p> <p>Management in the Energy, Oil & Gas Business</p>	
<p>1.2.-Outdated Curriculum: The curriculum presented to the External Course Committee (ECC) members was deemed outdated and in need of updating.</p> <p>Recommendation: Conduct a thorough review of the curriculum, ensuring it reflects the latest changes.</p>	<p>Please see Annex 1 and Annex 1a- the Academic Path has been restructured to comply with the ECC recommendations. We would also like to underline that following a thorough review of the syllabi of all 22 energy, oil, and gas related courses of the Study Program (see Annex 1a) all of the related courses include more updated bibliography including works published over the last 0-6 years.</p>	
<p>1.3.-Program Level: The program's level can become more challenging as the moment it is likely that students pass courses without engaging in rigorous self-study. The ECC members are somewhat concerned about the quality of assessments and the distribution of marks.</p> <p>Recommendation: Conduct a comprehensive assessment of the program's grading criteria and ensure that it aligns with rigorous academic standards. Evaluate the difficulty level of courses and implement appropriate measures, such as more challenging assignments or assessments, to ensure proper student engagement and learning outcomes</p>	<p>It is important to note that the program's student evaluation methods are already quite rigorous.</p> <p>All courses include apart from a Final Exam, a Midterm exam, the oral evaluation of a student's participation in class, an open books critical thinking examination question and –in lieu of a midterm exam- a term paper that is presented in class by the student in order for the student to receive evaluation and recommendation of his/her work and further improve it.</p> <p>These presentations are important to improve the student's presentation skills and familiarize the student the peer-review process of a potential publication.</p>	

	<p>Nevertheless, in order to comply with ECC recommendation with a view to further incentivizing the student to engage in “rigorous self-study” we have decided to include two additional evaluation methods that will be introduced immediately starting in this semester in all courses of Sections A and B and gradually in all years of study.</p> <p>The first method includes the introduction of several self-assessment questions the students will be asked to reply at home every week by emailing their answers to the lecturer after having processed the coursework presented in class the previous week. Therefore each of the 12 lecture weeks will be accompanied by a Self-Assessment Questionnaire as presented in Annex 2.</p> <p>The second evaluation method consists of two in class closed books short exams, where the students will be asked to reply to in writing over a period of 75 min three questions chosen from the pool of questions they have already processed until the completion of the 4th and then the 8th lecture week</p>	
<p>1.4.-Evaluation and Update of Course Overlap: It is necessary to review and update the overlap between two geoscience courses and two petroleum engineering courses. Ensuring that there is no redundancy or duplication in the course content is essential.</p>	<p>In compliance with the EEC remark we have proceeded with the following restructuring of the academic path of the program. In Section B we have included two introductory courses, one geoscience course (GEOL-110: Physical Geology) and one petroleum engineering course (OGEE-101: Introduction to Oil & Gas Engineering). Under Section C we have included two more specialized and focused courses, one to meet the geoscience</p>	

	<p>requirement (GEOL 210-Petroleum Geology) and one to meet the engineering requirement. Course OGEE-360: Production Engineering, has been selected to meet the specialized petroleum engineering requirement.</p> <p>As it is illustrated by the attached Annexes 3,4,5, and 6 there is practically no overlapping between the four courses per the Committee’s requirement.</p>	
<p>1.5.-Alignment of Course Sequence: The sequencing of two geoscience courses and two petroleum engineering courses needs to be carefully examined and adjusted accordingly. Establishing the appropriate order of these courses is crucial for optimal learning progression.</p>	<p>Per the Committee’s recommendation (GEOL-110: Physical Geology) and (OGEE-101: Introduction to Oil & Gas Engineering) are general courses of an introductory character that cover more general concepts.</p> <p>The first two courses include coursework and study aspects respectively of geology and petroleum engineering that are presented subsequently in much more detail in Section C of the Program’s Academic Path.</p> <p>I.e. the second, petroleum engineering course focuses nearly exclusively on production whereas the Petroleum Geology Course is a specialization of the introductory Physical Geology course as evidenced by the attached syllabi of the four abovementioned courses in Annexes 3,4,5, and 6.</p>	
<p>1.6.-Mandatory and Optional Courses: One of the geoscience courses should be designated as mandatory, while the other should be made optional. Similarly, the petroleum engineering courses should follow the same principle of having one mandatory course and one optional course. This approach provides students with flexibility in selecting courses that align with their interests and goals while</p>	<p>Per the EEC’s recommendation the Section B courses, (GEOL-110: Physical Geology) and (OGEE-101: Introduction to Oil & Gas Engineering) have been classified as mandatory, whereas the Section C courses namely (GEOL 210: Petroleum Geology and OGEE-360: Production Engineering) are classified as optional. Please also see final academic path in Annex 1.</p>	

maintaining a balanced curriculum.

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>2.1.-Lack of anonymous interim feedback: Implementing an anonymous interim feedback system is crucial. The department should develop a feedback form that allows students to provide anonymous feedback during the semester. By analyzing the students' responses, the department can gain valuable insights and take appropriate actions to address concerns and suggestions.</p>	<p>It is important to note that the students are requested to submit an anonymous evaluation report after the completion of their coursework before they are informed of their final grade in that particular course. Currently there is no interim, either anonymous or eponymous, student evaluation procedure in place in any of the Departments of the School of Business and to the best of my knowledge in any of the University's Schools.</p> <p>This is indeed a novel and important observation that is highly valued by the Program Coordinator. Nevertheless its implementation would need to be approved by the School, the Senate and be developed under the supervision and authority of the Vice Rector for Academic Affairs. It cannot, in conclusion, be implemented, autonomously by the program under review per School and University regulations</p>	
<p>2.2.-Raising support for innovative teaching methods and learning environments: It is important to foster a culture that encourages faculty members to engage in ongoing professional development initiatives, enabling them to explore and incorporate creative teaching approaches and utilize various learning resources</p>	<p>Ongoing Faculty Training and Development is of utmost importance for the University of Nicosia (UNIC). A dedicated unit for Faculty Training and Development (the Faculty Training and development Unit - FTDU) has been operating at UNIC since 2021.</p> <p>The Faculty Training and Development Unit is managed centrally by the Rectorate, through the Vice Rector for Faculty and Research, and the support of a</p>	

	<p>Director who has been appointed for this purpose.</p> <p>A big part of the professional development trainings and support offered to UNIC faculty members is tailored towards innovative teaching methods and learning environments.</p> <p>Trainings are divided in four categories/types, depending on the content of each training. These categories are the following:</p> <p>Faculty Pedagogical Trainings: i.e., “Faculty Professional Development Seminar on Teaching and Learning Theory and Practice”</p> <p>Faculty Research Training: i.e., “Research Skills Development Program” which offers training on publishing, grant writing, ethics in research etc.</p> <p>Faculty Technical Training: i.e., Trainings on the use of the Learning Management System (Moodle), Teleconferencing System, Interactive Software, Video Production, Multimedia, Collaboration Software etc.</p> <p>Training & Development on Current Topics in Higher Education: i.e. Health and Safety, GDPR, Faculty Welfare, DEI (Diversity, Equity and Inclusion) etc.</p> <p>The “Faculty Pedagogical Trainings” and “Faculty Technical Training” (above) are heavily focused on pedagogical aspects, innovative teaching methods and the pedagogically sound use of educational technologies in teaching. You can find attached the schedule of the:</p>	
--	---	--

	<p>“Faculty Professional Development Seminar on Teaching and Learning Theory and Practice”: The Seminar is offered every Fall and Spring Semesters and lasts for 12 weeks. Each faculty member should attend it once. The successful completion of the Seminar leads to a Certificate.</p> <p>“Faculty Technical Training” from the Fall 2021 and Fall 2022: Some of the fundamental trainings are offered every semester mainly to accommodate new faculty members, whereas the rest of the trainings change depending on the needs of the faculty members and any new technologies available for their teaching at UNIC. Trainings are offered either by UNIC personnel or from our external partners (depending on the topics).</p> <p>Additionally, there are four units that are dedicated to offering support to our faculty members on pedagogical aspects, innovative teaching methods and the pedagogically sound use of educational technologies in teaching. These units are the following. We would like to note that units (a) and (c) are directly pertinent to your comment.</p> <p>a) Pedagogical Support Unit (PSU) b) eLearning Pedagogical Support Unit (ePSU) c) Technology Enchanted Learning Centre (TELC) d) Online Learning Support Unit (OLSU)</p>	
<p>2.3.-Enhancing the review and scrutiny process: A comprehensive examination paper review system</p>	<p>The absence of equivalent undergraduate programs that focus on the business and policy</p>	

<p>should be established, combining internal and external evaluation. This system involves internal reviewers, including subject matter experts, professors, and curriculum designers, who carefully assess the structure and content of the exams to identify any errors, inconsistencies, or biases.</p> <p>Furthermore, external input from field experts should be sought to provide an impartial perspective and ensure that the exams align with internationally recognized standards. This dual scrutiny approach significantly improves the accuracy, validity, and credibility of the examination papers</p>	<p>components of energy management in Cyprus and Greece have increased the level of difficulty regarding the practical ability of the Program to implement this suggestion. Nevertheless since we recognize its validity we will strive to come to contact with equivalent or near equivalent programs of study in the UK. Any more specific proposals on potential academic reviewers on the part of the EEC members will be highly appreciated.</p> <p>Regarding the second component of the EEC’s proposal regarding the “enlistment” of industry experts the Program fully endorses this proposal and will submit all exam papers relating to Oil, Gas, and Renewable Energy to senior HEREMA officials in Greece who have agreed to help us in this matter. HEREMA is Greece’s licensing authority for Hydrocarbon exploration, CCS and Offshore Wind Parks. For more information www.herema.gr</p>	
<p>2.4.-Provision of sample exam papers: It is recommended to make available at least one set of past exam papers as samples for students in each course. These sample papers could accurately reflect the assessment components and expected question formats. By providing access to these samples, students can familiarize themselves with the exam format, style, and expectations, ultimately leading to better preparedness and improved performance during the actual exams</p>	<p>We fully accept the EEC’s recommendation and will implement it accordingly starting in the Fall 2023/2024 semester</p>	

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>3.1.-Limited collaborative efforts with other Institutions in Cyprus: The limited collaboration with other institutions in Cyprus acts as a barrier to interdisciplinary learning, research partnerships, and the exchange of resources and best practices</p>	<p>The limited nature of the collaboration noted by EEC members is primarily attributed to the fact that there is no equivalent program in that particular area of study (non-engineering business focused energy studies program at the undergraduate level) which is offered in any other Cypriot academic institution.</p> <p>Nevertheless, due to the extensive engagement of senior faculty members with the energy business community in Cyprus and abroad both in a consulting as well as directing capacity, we have had the pleasure of hosting several guest lecturers from several energy companies over the program's duration, particularly after 2015</p>	
<p>3.2.-Research funding relevant to the subject area needs improvement</p>	<p>In the spirit of compliance with EEC recommendation it is important to note that new research funding proposals will be prepared and submitted to appropriate authorities. In this regard it is notable to add that the Program Coordinator will participate in a research program titled "Floatmast Forward" which refers to the deployment of innovative technologies for the support of offshore wind park. The program is co-funded by the Greek Ministry of Education (General Secretariat for Research & Innovation) and the European Commission (Resilience & Recovery Fund). The budget of the research program is estimated at EUR 3 million.</p>	
<p>3.3.-Professional development courses focusing on effective teaching methods and</p>	<p>Regarding the professional development of our Teaching Staff that should focus on "effective</p>	



presentations are highly recommended.	teaching methods and presentations” we would like to refer back to our answer on your recommendation number 2.2 that is included above in pages 6-8.	
---------------------------------------	--	--

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>4.1.-It is recommended to improve student selection as a means to boost the quality of the program</p>	<p>We appreciate your recommendation to improve student selection as a means to boost the quality of our program. We currently use a combination of factors to select students, including their high school grades and level of English knowledge (primarily) and other foreign languages.</p> <p>However, we recognize that there may be other factors that are also important to consider, such as students' extracurricular activities, work experience, letters of recommendation that we will also take under serious advisement.</p> <p>As an additional vetting criterion all applicants should have a minimum GPA average of 15/20 which is also the minimum GPA for applicants to receive scholarship support. All other students potentially admitted with a lower GPA will be accepted on the basis of probation.</p> <p>Thank you for your feedback. We will continue to review our student selection process and make changes as needed.</p>	

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>5.1.-The EEC members recommend that the University of Nicosia improve its library by enhancing its resources and providing a dedicated study area. By expanding the collection of resources such as textbooks (hard copy), and research journals, the university can better support students' studies and research endeavors.</p> <p>Additionally, creating a dedicated study area within the library will provide students with a focused and conducive environment for learning. This improvement will enable students to engage in individual study or collaborative work, fostering a more productive and effective learning experience.</p>	<p>Per the recommendation of the EEC the Library is already in the process of expanding its hard copy collections for all courses of Section A and Section B (as well as the most energy relevant section C courses).</p> <p>Around 40 hard copies are currently being ordered for this semester alone.</p> <p>It is also important to note that the Library is in the process of also expanding its dedicated study area to be made available for students</p>	

6. Additional for doctoral programmes

Not applicable

7. Eligibility (Joint programme)

Not Applicable

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The current program name, which starts with "Hydrocarbons," may not accurately reflect the management or business aspects of the program. To better align with the program's focus, it is recommended to consider changing the name to incorporate a word that is more relevant to management or business.</p>	<p>New Program title to reflect recommendation will be:</p> <p>Management in the Energy, Oil & Gas Business</p>	
<p>The curriculum presented to the External Course Committee (ECC) members was deemed outdated and in need of updating. It is recommended to conduct a thorough review of the curriculum to ensure it reflects the latest changes and developments in the field.</p>	<p>Please see Annex 1 and Annex 1a- the Academic Path has been restructured to comply with the ECC recommendations. We would also like to underline that following a thorough review of the syllabi of all 22 energy, oil and gas related courses of the Study Program (see Annex 1a) all related courses include more updated bibliography published over the last 0-6 years.</p>	
<p>The program's level is not perceived as sufficiently challenging, potentially allowing students to pass courses without engaging in rigorous self-study. To address this concern, a comprehensive assessment of the program's grading criteria should be conducted, ensuring alignment with rigorous academic standards. The difficulty level of courses should be evaluated, and appropriate measures, such as more challenging assignments or assessments, should be implemented to ensure proper student engagement and learning outcomes</p>	<p>It is important to note that the program's student evaluation methods are already quite rigorous.</p> <p>All courses include apart from a Final Exam, a Midterm exam, the oral evaluation of a student's participation in class, an open books critical thinking examination question and –in lieu of a midterm exam- a term paper that is presented in class by the student in order for the student to receive evaluation and recommendation of his/her work and further improve it.</p> <p>These presentations are important to improve the student's presentation skills and familiarize the student the peer-review process of a potential publication.</p>	

	<p>Nevertheless, in order to comply with ECC recommendation with a view to further incentivizing the student to engage in “rigorous self-study” we have decided to include two additional evaluation methods that will be introduced immediately starting in this semester in all courses of Sections A and B and gradually in all years of study.</p> <p>The first method includes the introduction of several self-assessment questions the students will be asked to reply at home every week by emailing their answers to the lecturer after having processed the coursework presented in class the previous week. Therefore, each of the 12 lecture weeks will be accompanied by a Self-Assessment Questionnaire as presented in Annex 2.</p> <p>The second evaluation method consists of two in class closed books short exams, where the students will be asked to reply to in writing over a period of 75 min three questions chosen from the pool of questions they have already processed until the completion of the 4th and then the 8th lecture week</p>	
<p>The overlap between geoscience and petroleum engineering courses needs to be reviewed and updated to avoid redundancy or duplication in course content. Additionally, the sequencing of these courses should be carefully examined and adjusted accordingly to establish the appropriate order for optimal learning progression</p>	<p>In compliance with the ECC remark we have proceeded with the following restructuring of the academic path of the program. In Section B we have included two introductory courses, one geoscience course (GEOL-110: Physical Geology) and one petroleum engineering course (OGEE-101: Introduction to Oil & Gas Engineering). Under Section C where we have included two more specialized and focused courses, one to meet the geoscience requirement (GEOL 210-Petroleum Geology) and one to meet the</p>	

	<p>engineering requirement. Course OGEE-360: Production Engineering has been selected to meet the specialized petroleum engineering requirement.</p> <p>As it is illustrated by the attached Annexes 3,4,5, and 6 there is practically no overlapping between the four courses per the Committee's requirement</p> <p>Per the Committee's recommendation (GEOL-110: Physical Geology) and (OGEE-101: Introduction to Oil & Gas Engineering) are general courses of an introductory character that cover more general concepts.</p> <p>The first two courses include coursework and study aspects respectively of geology and petroleum engineering that are presented subsequently in much more detail in Section C of the Program's Academic Path.</p> <p>I.e. the second, petroleum engineering course focuses nearly exclusively on production whereas the Petroleum Geology Course is a specialization of the introductory Physical Geology course as evidenced by the attached syllabi of the four abovementioned courses in Annexes 3,4,5, and 6.</p>	
<p>To provide students with flexibility in course selection while maintaining a balanced curriculum, it is recommended to designate one geoscience course and one petroleum engineering course as mandatory, while offering the other as optional.</p>	<p>Per the ECC's recommendation the Section B courses, (GEOL-110: Physical Geology) and (OGEE-101: Introduction to Oil & Gas Engineering) have been classified as mandatory, whereas the Section C courses namely (GEOL 210: Petroleum Geology and OGEE-360: Production Engineering) are classified as optional. Please also see final academic path in Annex 1</p>	
<p>Implementing an anonymous interim feedback system is crucial to gather student perspectives and</p>	<p>It is important to note that the students are requested to submit an anonymous evaluation report after</p>	

<p>address concerns during the semester. The development of a feedback form that allows students to provide anonymous feedback will enable them to express their thoughts and suggestions freely</p>	<p>the completion of their coursework before they are informed of their final grade in that particular course. Currently there is no interim, either anonymous or eponymous, student evaluation procedure in place in any of the Departments of the School of Business and to the best of my knowledge in any of the University's Schools.</p> <p>This is indeed a novel and important observation that is highly valued by the Program Coordinator.</p> <p>Nevertheless, its implementation would need to be approved by the School, the Senate and be developed under the supervision and authority of the Vice Rector for Academic Affairs. It cannot, in conclusion, be implemented, autonomously by the program under review per School and University regulations.</p>	
<p>The University should foster a culture that encourages faculty members to engage in ongoing professional development initiatives, enabling them to explore and incorporate creative teaching approaches and utilize various learning resources</p>	<p>Ongoing Faculty Training and Development is of outmost importance for the University of Nicosia (UNIC). A dedicated unit for Faculty Training and Development (the Faculty Training and development Unit - FTDU) has been operating at UNIC since 2021.</p> <p>The Faculty Training and Development Unit is managed centrally by the Rectorate, through the Vice Rector for Faculty and Research, and the support of a Director who has been appointed for this purpose.</p> <p>A big part of the professional development trainings and support offered to UNIC faculty members is tailored towards innovative teaching methods and learning environments.</p>	

	<p>Trainings are divide/d in four categories/types, depending on the content of each training. These categories are the following:</p> <p>Faculty Pedagogical Trainings: i.e., “Faculty Professional Development Seminar on Teaching and Learning Theory and Practice”</p> <p>Faculty Research Training: i.e., “Research Skills Development Program” which offers training on publishing, grant writing, ethics in research etc.</p> <p>Faculty Technical Training: i.e., Trainings on the use of the Learning Management System (Moodle), Teleconferencing System, Interactive Software, Video Production, Multimedia, Collaboration Software etc.</p> <p>Training & Development on Current Topics in Higher Education: i.e. Health and Safety, GDPR, Faculty Welfare, DEI (Diversity, Equity and Inclusion) etc.</p> <p>The “Faculty Pedagogical Trainings” and “Faculty Technical Training” (above) are heavily focused on pedagogical aspects, innovative teaching methods and the pedagogically sound use of educational technologies in teaching. You can find attached the schedule of the:</p> <p>“Faculty Professional Development Seminar on Teaching and Learning Theory and Practice”: The Seminar is offered every Fall and Spring Semesters and lasts for 12 weeks. Each faculty member should attend it once. The successful completion of the Seminar leads to a Certificate.</p>	
--	---	--

	<p>“Faculty Technical Training” from the Fall 2021 and Fall 2022: Some of the fundamental trainings are offered every semester mainly to accommodate new faculty members, whereas the rest of the trainings change depending on the needs of the faculty members and any new technologies available for their teaching at UNIC. Trainings are offered either by UNIC personnel or from our external partners (depending on the topics).</p> <p>Additionally, there are four units that are dedicated to offering support to our faculty members on pedagogical aspects, innovative teaching methods and the pedagogically sound use of educational technologies in teaching. Please note that units (a) and (c) are directly pertinent to your comment.</p> <p>a)Pedagogical Support Unit (PSU) b) eLearning Pedagogical Support Unit (ePSU) c)Technology Enchanted Learning Centre (TELC) d) Online Learning Support Unit</p>	
<p>Establishing a comprehensive examination paper review system that combines internal and external evaluation is recommended. This system involves internal reviewers, including subject matter experts, professors, and curriculum designers, who carefully assess the structure and content of exams. External input from field experts should also be sought to ensure the exams align with internationally recognized standards</p>	<p>The absence of equivalent undergraduate programs that focus on the business and policy components of energy management in Cyprus and Greece have increased the level of difficulty regarding the practical ability of the Program to implement this suggestion.</p> <p>Nevertheless, since we recognize its validity, we will strive to come to contact with equivalent or near equivalent programs of study in the UK. Any more specific proposals on potential academic reviewers on the</p>	

	<p>part of the EEC members will be highly appreciated.</p> <p>Regarding the second component of the EEC's proposal regarding the "enlistment" of industry experts the Program fully endorses this proposal and will submit all exam papers relating to Oil, Gas, and Renewable Energy to senior HEREMA officials in Greece who have agreed to help us in this matter. HEREMA is Greece's licensing authority for Hydrocarbon exploration, CCS and Offshore Wind Parks. For more information www.herema.gr</p>	
<p>Providing students with at least one set of past exam papers as samples for each course is recommended. These sample papers should accurately reflect the assessment components and expected question formats, helping students become familiar with the exam format, style, and expectations</p>	<p>We fully accept the EEC's recommendation and will implement it accordingly starting in the Fall 2023/2024 semester</p>	
<p>Efforts should be made to attract and admit more female and international students to improve gender and nationality balance within the program. Diverse perspectives and experiences contribute to a richer learning environment.</p>	<p>Following the EEC's recommendations, we have doubled our efforts in this respect and are happy to report that out of an incoming class of 11 new students registered in Fall 2023, 4 students are women (compared to only 1 last year) and 5 students are international (compared to only 1 last year). We will continue to improve our recruitment method along the lines of your valuable recommendations.</p>	
<p>The University should enhance its library resources by expanding the collection of textbooks, research journals</p>	<p>Per the recommendation of the EEC the Library is already in the process of expanding its hard copy collections for all courses of Section A and Section B (as well as the most energy relevant section C courses). Around 40 hard copies are currently being ordered for this semester</p>	



C. Higher Education Institution academic representatives

Name	Position	Signature
Professor Angeliki Kokkinaki	Dean of the School of Business	
Professor Despo Kloridou	Head, Department of Management	
Associate Professor Theodoros Tsakiris	Program Coordinator	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 22/09/2023

