

Doc. 300.1.2

Date: 17.06.2025

Higher Education Institution's Response

- **Higher Education Institution:** University of Limassol
- **Town:** Limassol
- **Programme of study Name (Duration, ECTS, Cycle)**

In Greek:

Πράσινη Μετάβαση και τη Βιώσιμη Ανάπτυξη (15 μήνες, 90 ECTS, Μεταπτυχιακό, Εξ' Αποστάσεως)

In English:

Green Transition and Sustainable Development (15 months, 90 ECTS, MSc, E-Learning)

- **Language(s) of instruction:** English and Greek
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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].

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>Programme-University feedback. The university's values ambitiously combine economic and environmental goals. While this is a common starting point in sustainable development discourse (since Brundtland), explicitly addressing the tensions that emerge in the theory and practice of transitioning to green and just societies could further enhance the programme. The programme provides an excellent opportunity not only to reflect the university's strategy but also to actively inform and refine it by delivering research-based insights on the possibilities and limitations of economic growth within sustainability frameworks. This programme offers a valuable platform for strengthening feedback loops between business practitioners and scholars, students and faculty, as well as enhancing the broader QA processes of the university.</p>	<p>Thank you to the EEC for the valuable and constructive feedback. In response, we have implemented the below:</p> <ul style="list-style-type: none"> Enhance the MSc programme by incorporating critical analyses of the complex relationship between economic growth and environmental sustainability, including its inherent limitations and associated challenges. This includes the incorporation of case studies, such as greenwashing, and the examination of alternative models like degrowth and the circular economy, supported by expert guest lectures and academic panels. Students undertake applied research projects in collaboration with regional stakeholders, producing evidence-based insights to inform both their academic development and the institution's sustainability strategy. Stakeholder feedback mechanisms can be enhanced through structured co-design processes, including regular forums involving students, alumni, and industry partners. In this way we are able to develop interdisciplinary projects that critically assess the impacts of economic growth on environmental and social systems, and to co-creating solutions aligned with both growth and sustainability goals. Additionally, the programme's alignment with UoL's institutional sustainability objectives are systematically assessed through annual reviews. These are complemented by benchmarking against international best practices and external peer evaluations to support continuous quality enhancement and strategic alignment. 	<p>Choose level of compliance:</p>
<p>Broadening stakeholder engagement. While the programme already demonstrates exemplary engagement with key stakeholders, there is room to further expand this involvement by including fringe stakeholders whose perspectives are often underrepresented. Economic initiatives related to sustainability can occasionally face resistance or scepticism; therefore, proactively identifying and engaging a broader set of stakeholders could significantly enhance not only the ethical legitimacy and societal acceptance of green transition initiatives but also elevate the programme's academic quality through enriched diversity of viewpoints and experiences.</p>	<p>We thank you for your comment. This is addressed by broadening stakeholder engagement to include underrepresented groups in the Cypriot and Greek contexts, such as smallholder farmers, local cooperatives, migrant worker associations, and environmental NGOs. Through participatory workshops, structured stakeholder consultations, and the integration of case studies from local green transition efforts, the curriculum incorporates a more diverse range of perspectives. This approach not only enhances the social relevance and ethical legitimacy of the programme but also equip students to navigate stakeholder dynamics and address resistance often encountered in sustainability initiatives across the region.</p> <p>As an integral part of our programme implementation process, we have organised the formation of a stakeholder working group with representatives from all relevant communities, ensuring ongoing alignment with real-world needs and continuous improvement.</p>	<p>Choose level of compliance:</p>

<p>Holism and interdisciplinarity. Although technical and economic perspectives form the core of the programme, achieving a greater degree of holism by acknowledging and reconciling diverse disciplinary viewpoints is recommended. Explicitly positioning the programme within the rich tradition of interdisciplinary sustainability studies, clearly demonstrating connections to various established disciplines, and referencing the substantial existing body of knowledge on sustainability will significantly enhance its academic rigor and relevance. Integrating diverse disciplinary perspectives—including social, ethical, cultural, and political dimensions—will further enrich students' understanding of sustainability and improve their capacity to address complex, real-world challenges.</p>	<p>Thank you for the valuable suggestions. The curriculum is adopting a holistic and interdisciplinary approach to sustainability by further integrating social, ethical, cultural, and political dimensions within existing courses. The main topics mentioned are already addressed in the course Leadership, Ethics & Sustainability and additional relevant aspects are incorporated in other modules, such as Green Entrepreneurship & Innovation and Green, Digital, and Social Marketing. This integration is also reinforced through guest lectures by experts in interdisciplinary sustainability studies, as well as practitioners with real-world experience in these areas.</p> <p>Course materials and assignments draw extensively on the rich academic literature and theoretical foundations from established interdisciplinary fields, ensuring that students engage with a diverse range of perspectives. This approach aligns the programme with the broader tradition of interdisciplinary sustainability education and equips students with the critical, integrative thinking skills necessary to address complex, real-world sustainability challenges across sectors and disciplines.</p>	<p>Choose level of compliance:</p>
<p>Local issues. The programme's existing international outlook could be effectively complemented by placing greater emphasis on local sustainability issues relevant to students' home regions or countries. Local case studies and context-specific challenges represent compelling educational tools, providing practical, hands-on learning experiences and opportunities for in-situ collaboration with practitioners. While international partnerships and global perspectives remain essential, systematically incorporating local sustainability contexts into the curriculum could provide novel pedagogical approaches, thereby further enhancing students' practical problem-solving abilities and appreciation of sustainability as both a global and local issue.</p>	<p>Thank you to the committee for the valuable suggestion on this aspect. The programme places a strong emphasis on sustainability challenges specific to Cyprus, Greece, and the wider Mediterranean region, reflecting the backgrounds of the majority of our students. This is achieved with the below: Relevant local issues, such as water scarcity, wildfire management, seasonal tourism pressures, and renewable energy integration in island systems, have been integrated (into the curriculum) through carefully selected case studies presented in class. These are used actively in both formative and summative assessments, including applied coursework and projects developed in collaboration with regional stakeholders</p>	<p>Choose level of compliance:</p>

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>Continually evaluating the quality assurance of distance learning by non-mandatory external accreditation organisations, such as EDEN, EFQUEL, and EADTU, is encouraged. The programme and the university are encouraged to apply for these external accreditations to further demonstrate and validate the high quality of its distance learning programmes.</p>	<p>We would like to sincerely thank the Committee for this valuable recommendation. UoL strictly adheres to the requirements and guidelines of CYQAA, which accredits both the University and its individual departments through rigorous, separate evaluations that specifically assess our capacity to deliver high-quality distance learning programmes.</p> <p>While we remain fully aligned with CYQAA’s standards and procedures, we also recognise the value of seeking additional validation through non-mandatory external accreditation bodies. In this context, we are pleased to confirm that the pursuit of such accreditations has already been incorporated into the strategic development plan of the University.</p> <p>As part of our ongoing commitment to quality assurance and excellence in online education, we are actively exploring avenues such as EDEN, EFQUEL, and EADTU. We are also proud to announce that UoL has recently been awarded the ISO 9001 certification, having successfully passed all required evaluations by the relevant ISO Committee (see Annex 4). This internationally recognised certification demonstrates that we have established robust procedures and quality management systems, which serve as a strong foundation upon which we can pursue further accreditations. In the short term, we plan to proceed with the registration of our University as a member of EADTU, as an initial step towards broader recognition and integration into the European network of high-quality distance education providers.</p>	<p>Choose level of compliance:</p>
<p>The EEC suggests that the university considers potential challenges if the programme attracts international students from varied time zones, emphasizing the need for more asynchronous online interaction and collaborations, while continually adapting the distance learning model to meet evolving student needs.</p>	<p>Our programme already includes several asynchronous components such as recorded lectures, self-paced modules, and discussion forums to accommodate students from diverse time zones. To further support international students and ensure inclusive peer learning, especially for professionals in Cyprus, Greece, and abroad, we have enhanced these tools by integrating new technologies that enable more interactive and real-time collaboration, such as virtual breakout rooms, collaborative whiteboards, and advanced communication platforms.</p> <p>Additionally, we continue to adapt our distance learning model based on student feedback and emerging best practices in educational technology to meet the evolving needs of a diverse, global student body.</p>	

<p>Concerning the administration of online final exams, the EEC urges the university to carefully consider the implications of proctoring. While ensuring academic integrity is crucial, it is also essential to stay abreast of the latest advancements in online examination technologies, which offer various methods to secure exams without compromising fairness or student privacy. The EEC recommends exploring innovative solutions that balance integrity with a positive final exam experience for all participants.</p>	<p>Thank you for your comment regarding the use of Proctorio as a proctoring solution. We would like to reassure the Committee that the University of Limassol is fully committed to safeguarding academic integrity while also respecting student wellbeing and privacy. Proctorio has been carefully selected and fully integrated into our Learning Management System (LMS) to ensure secure, fair, and standardised online examinations for all distance learning students. We understand the importance of providing positive student experience and have implemented several support mechanisms, including:</p> <ul style="list-style-type: none"> • Mock exams to familiarise students with the proctoring environment, • Clear guidelines and Q&A sessions before each exam period, • Dedicated technical support available before and during exams. <p>In terms of data protection, our use of Proctorio is governed by strict compliance with the General Data Protection Regulation (GDPR) and the official guidelines issued by the Office of the Commissioner for Personal Data Protection in Cyprus. We also have a designated Data Protection Officer (DPO) and all policies and processes are reviewed in collaboration with the University’s legal and data protection teams. Specifically:</p> <ul style="list-style-type: none"> • 360° desk scans are not required, • Web tracking is disabled, • Students are not required to sign consent forms, but are informed and required to review our Privacy Policy before each examination, • For identification, we use a university - issued e-student card, which includes only the student’s name, photo, student ID number, and a QR code — avoiding the use of national identity documents. <p>We would also like to highlight that the use of Proctorio aligns with practices adopted by the largest private universities in Cyprus, ensuring consistency and sector-wide quality assurance standards. Nonetheless, we are currently exploring alternative proctoring solutions that may offer an even more user-friendly experience soon. Our priority remains to assess students in a fair, transparent, and secure manner, while upholding both regulatory requirements and institutional standards.</p>	<p>Choose level of compliance:</p>
<p>Additionally, building on the already excellent integration of interactive student activities, the university and/or the school might consider further formalizing the structure and guidance provided for group-work activities. While flexibility currently allows tutors and students autonomy, clearer guidelines and defined frameworks could enhance consistency, especially as student numbers grow</p>	<p>We appreciate the suggestion and acknowledge the importance of providing greater structure for group-work activities, particularly as the programme scales. To this end, we are aligning our approach with the guidance provided in The Asynchronous Cookbook, which offers practical frameworks for designing and supporting collaborative, asynchronous group work. (https://pressbooks.middcreate.net/asynchronouscookbook/front-matter/book-cover/). This helps us ensure both consistency and flexibility across courses, supporting tutors in implementing effective group-based learning while enhancing student experience and engagement. Therefore, we are developing clear guidelines outlining roles, deliverables, timelines, and peer feedback to enhance consistency, while preserving tutor flexibility.</p>	

<p>Given the university's proactive stance on integrating new technologies such as AI into its learning environment, continued emphasis on clearly integrating policies and guidelines on generative AI within core student documentation, such as the study guides and student handbook, is recommended. Ensuring students and staff have straightforward and accessible information will support the responsible and effective use of emerging technologies, aligning with the university's forward-looking approach. AI challenges the practices of higher education (especially in online environments, where the degree of AI use is impossible to control). We as educators can avoid reducing learning to the operation of AI or the means of securing transparency on its use; this technological change calls us to engage in reflecting about both the opportunities and limitations of AI (vis-a-vis actual intelligence).</p>	<p>Thank you to the committee for this valuable and timely suggestion. We fully agree that clear, accessible, and continuously updated guidance on generative AI is essential for ensuring responsible and effective use by both students and staff. The University of Limassol has already taken several steps in this direction, and we are committed to further strengthening our approach.</p> <p>Currently, we:</p> <ul style="list-style-type: none"> • Require students to complete and submit a formal AI Usage Declaration Form with all coursework, reinforcing transparency and academic integrity. • Maintain a dedicated policy on the ethical and appropriate use of AI tools in teaching and learning. • Provide practical guidance and FAQs through our platform's Help Centre, accessible to all students and staff. • Deliver interactive workshops through our "AI in Education" series, helping faculty and students critically engage with AI tools, understand their capabilities and limitations, and apply them responsibly. • Promote AI literacy as part of our broader academic development strategy, encouraging reflection on the implications of AI in educational contexts. <p>In alignment with your recommendation, there is already that is guidance on the responsible use of AI is formally incorporated into the Student Handbook from the next academic year onward. This supports transparency and promotes a shared understanding of the university's expectations and values regarding AI use.</p>	<p>Choose level of compliance:</p>
<p>We expect the university to be aware of the European laws and guidelines regarding data protection and that the recorded data during the course is used in line with the best ethical and academic practices. The students and faculty will be informed about how data on them will be collected and stored.</p>	<p>Thank you for the comment. The University of Limassol fully complies with GDPR, ensuring that all recorded data during courses is handled securely, transparently, and with informed consent. We are committed to keeping students and faculty well-informed about data collection and storage through updated course interfaces and documentation. These communications are regularly reviewed and enhanced to reflect best ethical and academic practices.</p> <p>It is also important to note that we have a designated Data Protection Officer (DPO) and all policies and processes are reviewed in collaboration with the University's legal and data protection teams.</p>	<p>Choose level of compliance:</p>

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Recruitment, development, staff numbers and status. Going forward, and as the programme gets larger, it might be prudent to recruit at the associate and assistant levels more vigorously. Clearly there are benefits in recruiting full professors – and of course the panel recognises the value they potentially bring to the wider university environment in terms of leadership, and so on. However, to ensure that your current assistant and associate professors stay, it is important that there are routes for internal progression.</p>	<p>We appreciate the committee’s thoughtful comments regarding recruitment, staff development, and internal progression. The university recognises the importance of maintaining a well-balanced academic staffing structure, with strategic recruitment at all academic levels, particularly at the assistant and associate professor levels, as the programme continues to grow. We are committed to ensuring that there are clear and transparent pathways for career progression for assistant and associate professors. Supporting internal development is essential to staff retention and the long-term success of our academic programmes.</p> <p>Lastly, the University has established policies and procedures for Faculty Recruitment, Evaluation, Development and Internal Progression involving a Tenure System of Employment and Promotion from tenured-tack faculty (Lecturers and Assistant Professors) to Tenured Associate Professors and Full Professors. (see Annex 5). These priorities will remain central as we plan for the continued growth and excellence of the programme. Similarly, for details on staff development, please refer to the attached Academic Staff Training and Development Plan (see Annex 1).</p>	<p>Choose level of compliance:</p>
<p>Also, in terms of recruitment, perhaps think about recruiting a generalist in sustainability, or at least someone who can teach a wider range of subject areas within sustainability. Some of the panel were nervous about the specific knowledge needed to teach on some of the courses. The panel completely accepts that currently the University can reply on its network to give the Programme Director options if a faculty member leaves. However, the risk is still there. It might be that as the programme gets larger and you start to recruit more faculty anyway, the problem resolves itself, but it is perhaps something to keep an eye on.</p>	<p>We appreciate the Committee’s constructive feedback regarding faculty recruitment for the MSc in <i>Green Transition and Sustainable Development</i>, particularly the need to ensure adequate teaching coverage across the programme’s interdisciplinary curriculum.</p> <p>In direct response to the concern raised, we recognise the potential risk associated with the highly specialised knowledge required in certain courses. To mitigate this, we are actively integrating into our recruitment strategy the appointment of faculty members with broad, interdisciplinary expertise in sustainability—professionals who can competently teach across multiple subject areas such as climate policy, environmental economics, sustainable innovation, and green technologies. While we currently rely on a trusted academic network to support the Programme Director, when necessary, we acknowledge that building internal capacity is crucial for long-term stability. Our staffing plan explicitly includes the immediate recruitment of academic generalists in sustainability, who will complement our existing team and provide coverage flexibility across the curriculum (Links: https://www.uol.ac.cy/en/career/senior-faculty-positions-at-the-university-of-limassol/ and https://www.uol.ac.cy/en/career/theseis-akadimaikou-prosopikou-dep-sto-panepistimio-lemesou/).</p>	<p>Choose level of compliance:</p>

	<p>This approach is not only intended to address current risks but is also aligned with our vision for the programme’s sustainable growth. As the MSc evolves, we see this as an essential step to ensure academic continuity, curriculum resilience, and the overall integrity of programme delivery.</p>	
<p>The programme is fortunate to have actively engaged and genuinely interested and enthusiastic external stakeholders -- this was strongly in evidence, and this is a real resource for the programme as a potential mark of quality, but also as a source of competitive advantage. Externals are keen to continue their relationship with the programme, including their offer to provide guest lectures and potential work placements. Please consider following up on their offers and nurturing these relationships. They could enrich the academic team and the course offerings, but they currently feel that their offers are being ignored.</p>	<p>The University of Limassol’s programme already benefits from the involvement of engaged and enthusiastic external stakeholders who contribute as guest lecturers and offer potential work placements. Recognizing the value they bring as a competitive advantage and quality resource, discussions are underway to increase the number of external instructors formally involved in the programme. To capitalize on this, we started to develop a structured engagement plan to nurture and expand these collaborations, ensuring their expertise enriches teaching, mentoring, and placement opportunities, while strengthening the programme’s connections to the Cyprus and broader Mediterranean sustainability sectors.</p>	<p>Choose level of compliance:</p>
<p>Finally for recruitment and development, the EEC notes that the current policy does not require online teaching experience for faculty members beginning to teach online or transitioning from conventional programs. This approach may lead to issues such as reduced student engagement and higher dropout rates. The university is strongly encouraged to revise its hiring criteria to require online teaching experience for new faculty members.</p>	<p>Thank you for your constructive feedback and suggestions. While our recruitment policy does not currently require prior online teaching experience, we fully recognise its importance and have implemented a robust system of support and professional development to ensure high-quality online instruction. Moreover, in response to the EEC recommendation we have incorporated “online teaching experience” as one of the essential criteria in in our faculty recruitment policy from now on.</p> <p>All our current faculty members, and especially those new to online teaching, receive targeted training and ongoing support through our dedicated Distance Learning Training space on Moodle. This includes access to recorded sessions, interactive resources, and guidance on digital pedagogy, student engagement, and the use of learning technologies. In addition, new instructors receive personalised onboarding, and regular group training sessions are held to promote continuous pedagogical improvement.</p> <p>We have also recently launched an “AI in Education” workshop series, co-led by our Pedagogical Team and the Distance Learning Unit, to build faculty capacity in using AI tools ethically and effectively in online education.</p> <p>Furthermore, our 2025 Academic Staff Training and Development Plan includes a 39-hour training programme designed to enhance instructional design, student engagement, and technology-enhanced learning. This structured approach ensures our faculty are well-equipped to deliver engaging and effective online teaching, supporting student success and retention (see Annex 1).</p>	<p>Choose level of compliance:</p>

<p>Synergies of teaching and research. As above, the University is clearly encouraging its faculty to research and is investing resources to do so. Clearly, results will not occur overnight but going forward, we encourage you to devise some sort of system that monitors the impact of research outputs in the classroom. Metrics on whether faculty generated research is being used within the courses, how and the student satisfaction with these outputs, might be a start.</p>	<p>We acknowledge the committee's valuable feedback. Actions taken in response to this comment are:</p> <ul style="list-style-type: none"> • Audit and Mapping of Research in the Curriculum: Conduct a brief internal audit to identify where and how faculty research is already being integrated into courses (e.g., readings, case studies, guest lectures, project topics). • Create a Simple Reporting or Reflection Mechanism: Request faculty (on a semester basis) to include a short section in their course outlines or annual module reports describing how their recent research (or research in general) is informing their teaching. • Student Feedback Collection: Add a few specific questions to course evaluations to measure student perceptions of the relevance and usefulness of research-informed teaching. 	
--	--	--

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>The University of Limassol has established strong foundations in student monitoring and support through the effective use of the Moodle platform and its sophisticated analytics tools. While recognizing these commendable efforts, the university could further strengthen this good practice by systematically evaluating and documenting the direct benefits these tools have on student outcomes, such as improved academic performance and retention.</p> <p>Demonstrating the positive impact of these analytics could serve as a benchmark for continuous enhancement of the programme.</p>	<p>We thank the panel for highlighting the university's strong foundations in student monitoring and support through the effective use of Moodle and its advanced learning analytics. While these tools already enable timely interventions and support, we recognize the value in systematically assessing and documenting their direct impact on various student outcomes. To this end, we have instituted structured and ongoing evaluations to assess the impact of research integration on various outcomes such as student engagement, retention, satisfaction, and academic performance, and use the findings to continuously refine and enhance our pedagogical approach. As suggested, this initiative aims not only to improve internal practices but also to establish benchmarks for good practice within Cyprus, Greece, the broader Mediterranean region, and internationally.</p>	<p>Choose level of compliance:</p>
<p>The university's existing mechanisms for collecting student feedback are already effective and actively acknowledged by students. To build upon this strength, it is recommended that the university explores additional structured opportunities for continuous feedback throughout each course. This could further enhance the responsiveness of academic staff t. The student needs, promoting an even more dynamic and engaging learning environment.</p>	<p>We appreciate the recognition of our effective student feedback mechanisms. To further strengthen this, we have introduced additional structured opportunities for continuous feedback, such as pulse surveys to gather quick, real-time feedback from students (automated answers for assignments on Moodle). These surveys can be short and concise, frequent and regular, and also focused on specific aspects. In this way we will be able to promote continuous improvement, encourage a feedback culture but also identify emerging issues early.</p>	<p>Choose level of compliance:</p>
<p>Regarding assessment practices, the programme employs clear and transparent evaluation criteria aligned</p>	<p>We thank the panel for this valuable suggestion. We fully agree that diverse assessment methods can enrich the learning</p>	<p>Choose level of compliance:</p>

<p>with international standards. Nevertheless, introducing slightly more varied assessment approaches—such as project based assignments, collaborative group activities, or interactive presentations—tailored specifically to the distinct objectives and content of each course, could enrich the learning experience. This would not only reduce potential workload pressures during examination periods but also actively encourage the development of important soft skills, such as teamwork, creativity, and communication, further enhancing student employability.</p>	<p>experience and support the development of essential soft skills such as teamwork, creativity, and communication. Currently, the programme already includes a number of such approaches - for example, group projects and collaborative activities are used in selected courses to encourage active learning and peer engagement. In response to the EEC recommendations, we further integrated a broader variety of assessment methods, such as project-based assignments and interactive presentations, across additional courses. This is not only aligning assessment more closely with the distinct learning objectives of each course, but also help to alleviate end-of-term workload pressures and enhance student employability.</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>The extensive library resources available, both digital and physical, already provide robust support for postgraduate study. Continued monitoring and regular updates of the library's holdings—particularly specialized literature related to sustainability and green transition topics—are recommended to ensure sustained alignment with evolving academic standards and industry trends.</p>	<p>To support the ongoing development of extensive library resources, we continue to regularly update both our digital and physical collections. Priority is given to emerging topics related for example to green transition and circular economy. Specifically, our library officer has already initiated the request for access to additional academic databases and resources, including Springer, Scopus, and Web of Science. At the same time, we are awaiting an offer from the Cyprus Libraries Consortium. Meanwhile, we continue to update and enrich our physical library collection with the latest publications.</p>	<p>Choose level of compliance:</p>
<p>The University's IT infrastructure is currently comprehensive and effective. Nonetheless, given the rapid pace of technological advancement, it is advisable to maintain proactive planning and periodic reviews of technological resources. Thoughtful integration of emerging tools, particularly in areas such as Artificial Intelligence (AI), will further enhance the already excellent online learning environment provided to students.</p>	<p>We appreciate the committee's positive assessment of the University of Limassol's robust IT infrastructure and thank them for both their recognition and constructive feedback. In light of the rapid evolution of technology, we are committed to conducting systematic and periodic reviews of our technological resources. Furthermore, we strategically integrate emerging innovations, such as Artificial Intelligence and personalized learning platforms, to continually advance the quality and effectiveness of our digital teaching and learning environment. In support of this, our Distance Learning team regularly participates in professional training to stay up to date with the latest technological developments and best practices, ensuring that new tools are effectively embedded into the programme to benefit both students and faculty.</p>	<p>Choose level of compliance:</p>

<p>Regarding staffing, the current faculty team demonstrates impressive qualifications and strong dedication. As the programme expands, continuing to ensure a suitable balance of full-time academic staff is advisable to sustain personalized support, mentoring, and meaningful student-faculty interactions, further enriching the student learning experience.</p>	<p>We appreciate the committee's observations and feedback. The Department is always operating under the suggested rules by CyQAA which requires all programs to cover the teaching by at least 70% with permanent staff and no more than 30% from special teaching staff.</p>	<p>Choose level of compliance:</p>
<p>Student support services are already commendably inclusive, addressing a diverse student community effectively. Moving forward, regularly reviewing and refining these services to cater to potential new student groups—such as mature professionals or recent graduates—could enhance the already positive student experience. Periodic evaluation of the Virtual Learning Environment (VLE) will help ensure continued responsiveness and effectiveness, particularly as student cohorts grow or diversify.</p>	<p>We appreciate the panel's recognition of our inclusive and effective student support services. As the University of Limassol continues to grow and actively seeks to attract a more diverse student body, including international students, mature professionals, and recent graduates, we fully recognise the importance of continuously adapting our support systems to meet evolving needs. To this end, we are committed to regularly reviewing and enhancing our student support services to ensure they remain responsive, culturally sensitive, and accessible to a wide range of learners. Additionally, we have scheduled periodic evaluations of our Virtual Learning Environment (VLE) to ensure it continues to offer a high-quality, flexible, and user-friendly learning experience for all students, particularly as cohorts become more diverse and global.</p>	<p>Choose level of compliance:</p>
<p>Additionally, given the practical nature of sustainability studies, maintaining and expanding partnerships with relevant industries for internships and placements is recommended. This will complement the already strong academic foundation with enhanced real-world experience, benefiting student employability.</p>	<p>Thank you for the suggestion. We will leverage our strong external networks to offer students valuable placement opportunities within the green sector both in Cyprus and Greece, ensuring that practical experience complements their academic foundation. We started to develop a structured engagement plan to nurture and expand these collaborations, ensuring their expertise enriches teaching, mentoring, and placement opportunities.</p> <p>Though already in place, we steadily expand industry partnerships to create more internships and placement opportunities, thereby enhancing real-world learning and employability in the green economy across the region.</p>	<p>Choose level of compliance:</p>
<p>The EEC positively notes the proactive steps already taken regarding generative AI policies. As a further enhancement, integrating this information directly into existing study guides and the student handbook, rather than in separate documents, is recommended. Clearly outlined guidance will help students effectively navigate and responsibly use these technologies, aligning with the university's forward-thinking approach.</p>	<p>We thank the committee for their observations and valuable feedback. Towards the completion of this comment, there is embedded a short, clear, and comprehensive guide on AI use directly within the study guides (and in preparation for the student handbook). Furthermore, the University of Limassol has implemented a formal University Policy on the use of Generative AI (see Annex 2), as well as a declaration of the use of Generative AI (see Annex 3). All these help students navigate these technologies responsibly and align with the university's forward-looking vision.</p>	



6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The evaluation visit confirmed that the University of Limassol has developed a robust, innovative, and highly relevant MSc programme in Green Transition and Sustainable Development. Throughout the process, key stakeholders provided consistently excellent ideas and feedback, underscoring their positive perception and strong support for the programme's aims and structure. It is recommended that the university continues to nurture and deepen, as well as broaden, stakeholder engagement in various dimensions of the programme, such as guest lectures, student theses, and context-specific case studies, to maintain the strong practical relevance and enhance students' experience on the diversity of issues and perspectives on green transition and sustainable development.</p>	<p>We would like to sincerely thank the committee for their valuable feedback, and also for confirming that the program is robust, innovative, and highly relevant. We wholeheartedly agree with the recommendation to further nurture, deepen, and broaden stakeholder engagement across various dimensions of the program, including guest lectures, student theses, and context-specific case studies. This is definitely something we intend to prioritize. We believe that by leveraging our strong existing relationships and network with stakeholders, we can significantly benefit our students by maintaining the program's practical relevance and enriching their experience with a diverse range of perspectives on green transition and sustainable development. The Department benefits from the strong industry connections established over CIIM Business School's 35-year history. These links are already actively leveraged in our MBA programme through industry guest lectures, and we plan to integrate them into the MSc programme as well. In addition, we organize site visits to our industrial partners, and similar visits are planned for key MSc courses such as <i>Green Entrepreneurship & Innovation</i> and <i>Green Transition of Businesses and Organizations</i>, ensuring students gain practical, real-world insights.</p>	<p>Choose level of compliance:</p>
<p>A key strength of the programme lies in its comprehensive yet focused approach to sustainability. Moving forward, it will be essential for the programme to consistently maintain the balance between business and the environment, openly addressing both the opportunities and the challenges associated with sustainable development. This will ensure that students gain a 360-degree perspective, preparing them effectively to navigate and critically assess the complex realities of sustainability in the (post-)modern world.</p>	<p>Thank you for your comments. We fully agree that a core strength of our program is its comprehensive yet focused approach to sustainability, and that maintaining the crucial balance between business and the environment is paramount. Here's how we can ensure students gain that essential 360-degree perspective:</p> <ul style="list-style-type: none"> • Integrated Curriculum Design • Highlighting Opportunities and Challenges: We need to consistently dedicate time to discussing both the opportunities presented by the green transition and the challenges. This can be achieved through dedicated lectures, panel discussions, and assigned readings. • Diverse Case Studies: We incorporate a wider array of real-world case studies that specifically illustrate successful green business models alongside examples of where the balance has been challenging to achieve. • Expert Guest Speakers: Bringing in guest lecturers from both the business sector (e.g., sustainability officers, green entrepreneurs) and environmental organizations exposes students to diverse perspectives and practical applications of sustainability principles. • Critical Thinking and Problem-Solving: Our assessments encourage students to critically analyze complex sustainability dilemmas, requiring them to propose solutions that consider both economic viability and environmental impact (including business simulations, policy analysis assignments, or capstone projects). 	<p>Choose level of compliance:</p>

<p>Moreover, given the programme's interdisciplinary aspiration, it is essential that students are adequately introduced to the fundamentals of relevant disciplines of sustainability and business in their studies. Providing a clear and structured introductory component at the programme's outset, possibly through an existing module, a dedicated kick-off seminar, or a similar initiative, would offer students foundational clarity and coherence, setting the stage for reflective learning.</p>	<p>We acknowledge the committee's valuable feedback regarding the need to adequately introduce students to the fundamental disciplines of sustainability and business, especially given our program's interdisciplinary nature. We agree that providing foundational clarity and coherence from the outset is crucial for setting the stage for reflective learning. To address this, we have planned to implement a mandatory kick-off seminar at the beginning of the program. This dedicated initiative serves as a comprehensive introduction, ensuring students receive all essential information on the program's core aspects, overall structure, and learning outcomes. Our goal is to provide a complete picture of the MSc in Green Transition and Sustainable Development before students delve into the more specialized core courses. This equips them with the foundational knowledge and context necessary for a successful and coherent learning journey.</p>	<p>Choose level of compliance:</p>
<p>Infrastructure was frequently discussed during the site visit, highlighting some existing limitations. While current facilities adequately support the programme's immediate needs, the new planned infrastructure is anticipated to significantly enhance the overall learning environment and resource availability, providing a strong foundation for sustainable growth and innovation. The university is encouraged to ensure timely progress on this new infrastructure to maximize its positive impact.</p>	<p>We sincerely appreciate the committee's valuable feedback regarding the program's infrastructure. The current facilities support the immediate needs of the MSc program.</p> <p>These developments form a strong foundation for the program's sustainable growth, academic excellence, and ongoing innovation. The University of Limassol demonstrates full commitment to the timely implementation of these upgrades, recognizing their importance for the overall quality and expansion of the program, as well as for all academic activities across the institution.</p> <p>Some adjustments to the initial timeline result from our conscious decision to prioritize environmentally sustainable and energy-efficient building practices. By integrating green design principles, we ensure that the new infrastructure reflects our institutional values and contributes to a resilient and responsible academic environment.</p>	<p>Choose level of compliance:</p>
<p>Regarding the naming of the programme, the university is advised to reflect on its suitability to ensure that the programme's title will help ensure it is clear, attractive, and fully representative of its comprehensive curriculum, enhancing its market appeal and resonance with prospective students.</p>	<p>Regarding the programme's title, the University of Limassol recognises the importance of a name that is clear, compelling, and truly representative of the curriculum's comprehensive scope. Over the past months, significant work has been undertaken to develop the content and structure of this Master's programme, with a strong emphasis on clarity, relevance, and alignment with emerging trends in sustainability and the green transition.</p> <p>Following a thorough review and careful consideration of various naming options, the University has confirmed that the title MSc in Green Transition and Sustainable Development most accurately reflects the programme's academic vision, interdisciplinary focus, and future-oriented objectives. This title has therefore been decisively retained as the most appropriate and meaningful for the Master's degree we have designed.</p>	
<p>Considering the prevailing resource constraints, the university is encouraged to utilize additional resources strategically, thus effectively leveraging the expertise and availability of existing</p>	<p>In light of the prevailing resource constraints, the University of Limassol adopts a strategic approach to the allocation and deployment of supplementary resources to ensure the effective delivery of the MSc program.</p>	

<p>faculty and staff. Targeted use of administrative or technical support, adjunct faculty, or teaching assistants can maximize efficiency, improve faculty availability for meaningful student engagement, and ensure the sustained high quality of teaching.</p>	<p>For this purpose, concrete steps already have been implemented including the recruitment of qualified adjunct instructors for specific course modules, the assignment of teaching assistants to support both teaching and assessment activities, and the reallocation of internal administrative support to reduce non-academic workload for faculty. It is also worth noting that the positions in green management remain open to further strengthen faculty availability. (Links: https://www.uol.ac.cy/en/career/senior-faculty-positions-at-the-university-of-limassol/ and https://www.uol.ac.cy/en/career/theseis-akadimaikou-prosopikou-dep-sto-panepistimio-lemesou/)</p>	
<p>Library resources, already commendable, should continue to be systematically reviewed and expanded, ensuring they align with evolving programme requirements and student needs. Continuous improvement in this area will further strengthen student research capacity and learning outcomes.</p>	<p>UoL acknowledges the commendable state of its current library resources and remains committed to their systematic review and continuous expansion. This ongoing process ensures that the library's physical and digital holdings remain fully aligned with the evolving requirements of the programme and the diverse needs of our students. For this purpose, UoL library officer has already initiated the request for access to additional academic databases and resources, including Springer, Scopus, and Web of Science. At the same time, we are awaiting an offer from the Cyprus Libraries Consortium. Meanwhile, we continue to update and enrich our physical library collection with the latest publications.</p>	
<p>In terms of faculty recruitment going forward, the university will need to pay attention to the changing needs of the programme on numerous dimensions such as more faculty who are specifically trained in online teaching and learning, the balance between sustainability generalists and those who have more niche areas of expertise, the level at which faculty are recruited and the international dimension.</p>	<p>Thank you for your thoughtful comments. We fully agree with the importance of aligning faculty recruitment with the evolving needs of the programme, and we are committed to incorporating these considerations into our strategic planning. At the same time, it's worth highlighting that our current faculty already brings substantial experience in key areas such as online teaching and learning, interdisciplinary approaches to sustainability, and international engagement. Building on these strengths by recruiting individuals who complement and enhance this existing expertise, ensuring that we remain responsive to emerging priorities while maintaining the high standards already in place. Further to this, we have developed the 2025 Academic Staff Training and Development Plan that includes a 39-hour training programme designed to enhance instructional design, student engagement, and technology-enhanced teaching and learning (see Annex 1). It is also worth noting that the green management positions remain open, as part of our continued efforts to strengthen faculty recruitment and respond effectively to the programme's changing needs. (Links: https://www.uol.ac.cy/en/career/senior-faculty-positions-at-the-university-of-limassol/ and https://www.uol.ac.cy/en/career/theseis-akadimaikou-prosopikou-dep-sto-panepistimio-lemesou/)</p>	
<p>Lastly, given that many students in this programme will likely balance academic responsibilities with professional and personal obligations, careful consideration should be given to ensuring a manageable and balanced exam load. Maintaining flexibility with</p>	<p>We acknowledge the committee's valuable comment on ensuring a manageable and balanced exam load, especially for students juggling professional and personal obligations. We are committed to an assessment strategy that combines both rigor and flexibility. Therefore, we have instituted the following actions:</p>	<p>Choose level of compliance:</p>

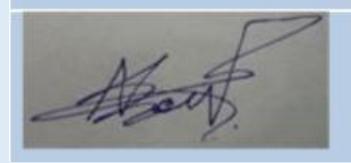
<p>rigour in assessment scheduling and diversifying assessment methods can significantly enhance the programme’s accessibility and attractiveness to working professionals, further enriching the learning experience for all students.</p>	<ul style="list-style-type: none"> • Limit and space exams: Limit the number of exams per assessment period and space out exam dates to prevent student overload. • Diversify assessment methods: Incorporate a variety of assessment formats, including projects, presentations, and continuous coursework, alongside traditional exams. • Coordinate deadlines: Assessment deadlines are coordinated to avoid clustering. • Provide flexibility: Where feasible, we offer alternative assessment windows or accommodations for working professionals. 	
---	---	--

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Theodoros Panayiotou	Rector of the University of Limassol	
Prof. Andreas Artemou	Dean of the Technology and Innovation School, Professor of Quantitative Methods and Analytics and Chair of the Internal Quality Committee	
Prof. William Brian Howison	Vice Rector of Research and International Affairs and the School's Dean of the CIIM Business School	
Dr Paris Cleanthous	Chairperson of the Department of Management, Programme Director of the MBA and MPSM programmes, Associate Professor of Strategy and Marketing and Member of the Internal Quality Committee	
Dr Georgia Sakka Vronti	Assistant Professor of Marketing, Corporate Social Responsibility, Ethics and Sustainability and Programme Director of the MSc in Green Transition and Sustainable Development	

Dr Andreas Sousanis

Lecturer of
Sustainability and
Green Management
and Co-Director of the
MSc in Green
Transition and
Sustainable
Development



Date: 17.06.25

