

Doc. 300.1.1

Date: *Date*

External Evaluation Report (Programmatic)

- **Higher Education Institution:**
CYPRUS COLLEGE
- **Town:** NICOSIA
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
Γραμματειακές Σπουδές, Διετές, 120 ECTS, Δίπλωμα
In English:
Office Administration 2 years, 120 ECTS, Diploma
- **Language(s) of instruction:** Greek
- **Programme's status**
New programme: No
Currently operating: Yes



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

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Σύντομη περιγραφή των εγγράφων που μελετήθηκαν, των συναντήσεων και των υποδομών στις οποίες πραγματοποιήθηκε η online επίσκεψη.

A Έγγραφα που μελετήθηκαν

Η Επιτροπή (Externa Evaluation Committee – EEC) μελέτησε και έλαβε υπόψη της τα ακόλουθα:

1. Την αίτηση για αξιολόγηση του Προγράμματος Σπουδών σε ηλεκτρονική μορφή μαζί με τα παραρτήματα (όπως απεστάλησαν από τη ΔΙΠΑΕ).

2. Τα έγγραφα που χρησιμοποιήθηκαν από την επιτροπή ήταν τα ακόλουθα:

Κατάλογος διδακτικού προσωπικού

Πρόγραμμα Σπουδών

Πολιτική διασφάλισης ποιότητας

Λίστα συμμετοχής σε σεμινάρια εκπαίδευσης προσωπικού

Μελέτη Βιωσιμότητας

3. Βίντεο των εγκαταστάσεων του Κολλεγίου

B Περιγραφή/Πρόγραμμα online επίσκεψης

Η επίσκεψη πραγματοποιήθηκε στις 10/7/2020, από 10:00 έως 14:00

Κατά την επίσκεψη η επιτροπή συναντήθηκε με τους εξής:

Τον Επικεφαλή του Cyrgus College Nicosia και διευθυντή της Επιτροπής Εσωτερικής Αξιολόγησης, την Υπεύθυνη του Προγράμματος Γραμματειακών Σπουδών, μέλη του διδακτικού προσωπικού, μέλος του διοικητικού προσωπικού. Στην επιτροπή δόθηκε η δυνατότητα να συναντηθεί με δύο φοιτήτριες του προγράμματος.

Πραγματοποιήθηκαν ξεχωριστές συναντήσεις με τους πιο πάνω αναφερόμενους ως ακολούθως:

Τον Επικεφαλή του Cyrgus College Nicosia και την Υπεύθυνη του Προγράμματος Γραμματειακών Σπουδών. Το πρόγραμμα της συνάντησης είχε ως εξής:

- Σύντομη παρουσίαση του προγράμματος σπουδών
- Συζήτηση πάνω σε ερωτήματα που έθεσε η επιτροπή με βάση τα κριτήρια αξιολόγησης του φορέα.

Ακολούθησε συνάντηση με μέλη του διδακτικού προσωπικού.

- Η επιτροπή έθεσε ερωτήματα με βάση τα κριτήρια αξιολόγησης του φορέα, πάνω στα οποία διεξήχθη σχετική συζήτηση. Τα ερωτήματα αφορούσαν κυρίως θέματα σπουδών, ακαδημαϊκά θέματα, διδασκαλία, αξιολόγηση φοιτητών, ποιότητα και αναβάθμιση του προγράμματος σπουδών, συμμετοχή σε έρευνα, επιστημονικές δημοσιεύσεις, ευκαιρίες ανέλιξης, και συνθήκες εργοδότησης.

Ακολούθησε συνάντηση με δύο φοιτήτριες του Κολλεγίου.

- Η επιτροπή έθεσε ερωτήματα με βάση τα κριτήρια αξιολόγησης του φορέα, πάνω στα οποία διεξήχθη σχετική συζήτηση. Τα ερωτήματα αφορούσαν κυρίως τη φοιτητική μέριμνα και τις υπηρεσίες προς τους φοιτητές σε θέματα



εκπαίδευσης και ειδικότερα σε θέματα προγράμματος σπουδών, τις ευκαιρίες απασχόλησής τους και επαγγελματικής αποκατάστασης, τον μηχανισμό έκφρασης παρατηρήσεων και παραπόνων, την αξιολόγηση καθηγητών, τα δίδακτρα, και τις υπηρεσίες που προσφέρει το Κολλέγιο προς τους φοιτητές του.

Ακολούθησε συνάντηση με μέλος του διοικητικού προσωπικού.

- Η επιτροπή έθεσε ερωτήματα με βάση τα κριτήρια αξιολόγησης του φορέα, πάνω στα οποία διεξήχθη σχετική συζήτηση. Τα ερωτήματα αφορούσαν κυρίως τις υπηρεσίες διοίκησης, ευκαιρίες ανέλιξης, εργασιακό κλίμα.

Η online επίσκεψη ολοκληρώθηκε, αφού η επιτροπή μελέτησε το σχετικό υλικό αναφοράς.

Η επιτροπή ζήτησε πρόσθετο υλικό σχετικά με το περιεχόμενο της αίτησης, το οποίο τέθηκε στη διάθεση της.

Σημειώνεται η προθυμία και η συνεργασιμότητα των μελών του ιδρύματος στο πλαίσιο που προβλέπεται από τη διαδικασία.

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|-----------------------|-----------------|-------------------------|
| Αντώνης Γεωργόπουλος | Καθηγητής | Πανεπιστήμιο Πατρών |
| Κατερίνα Σαρρή | Καθηγήτρια | Πανεπιστήμιο Μακεδονίας |
| Γιώργος Μιχαήλ Κλήμης | Καθηγητής | Πάντειο Πανεπιστήμιο |
| Γιώργος Παναγιώτου | Φοιτητής | Πανεπιστήμιο Κύπρου |

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

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*

1.2 Design, approval, on-going monitoring and review

Standards

- *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*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *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*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Το πρόγραμμα σπουδών είναι ένα διετές ολοκληρωμένο πρόγραμμα στις “Γραμματειακές σπουδές” ως προς το περιεχόμενο και τη διάρθρωσή του.

Θετικό είναι ότι υπάρχει η δυνατότητα εισδοχής των αποφοίτων του σε επόμενο σχετικό πρόγραμμα σπουδών (π.χ., bachelor στη Διοίκηση Επιχειρήσεων)

Συνολικά η δομή του προγράμματος εξασφαλίζει την επίτευξη των προσδοκώμενων μαθησιακών αποτελεσμάτων και την δυνατότητα των αποφοίτων να διεκδικήσουν μια θέση εργασίας.

Το πρόγραμμα σπουδών συμμορφώνεται με το Ευρωπαϊκό Σύστημα Μεταφοράς Πιστωτικών Μονάδων (ECTS) και η επιτυχής ολοκλήρωσή του αντιστοιχεί συνολικά σε 120 ECTS. Η αντιστοίχιση των ECTS ανά μάθημα με το φόρτο εργασίας είναι ικανοποιητική.

Το Κολλέγιο έχει αναπτύξει εσωτερικούς κανόνες, στους οποίους καθορίζεται η διαδικασία εισαγωγής, ανάπτυξης, παρακολούθησης, αξιολόγησης και αναθεώρησης των προγραμμάτων σπουδών.

Με βάση τα μαθήματα του προγράμματος σπουδών, το υπό αξιολόγηση πρόγραμμα απευθύνεται σε μια συγκεκριμένη αγορά υποψήφιων φοιτητών/τριών που προσδοκούν να εργοδοτηθούν σε θέσεις όπου χρειάζεται εξειδικευμένη γνώση και δεξιότητες.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. Η πολυετής παρουσία του προγράμματος και η εμπειρία του Κολλεγίου στην Κυπριακή αγορά του προσδίδουν κύρος και φήμη και ενισχύουν το προφίλ των αποφοίτων του.
2. Ο σχεδιασμός του προγράμματος και το περιεχόμενο των μαθημάτων είναι πολύ ικανοποιητικός και αντικατοπτρίζει τις σύγχρονες τάσεις στον κλάδο.
3. Η καλλιέργεια δεξιοτήτων όπως ανάληψης πρωτοβουλίας και λήψης απόφασης, καθώς και γενικότερα η καλλιέργεια κριτικών και αναλυτικών δεξιοτήτων, κρίνεται ιδιαίτερα θετική και αποτελεί στοιχείο διαφοροποίησης από τον ανταγωνισμό.
4. Το πρόγραμμα καλύπτει τις ανάγκες της τοπικής αγοράς εργασίας. Οι απόφοιτοι μετά την περάτωση των σπουδών τους μπορούν να εργοδοτηθούν άμεσα ή και να συνεχίσουν ομαλά τις σπουδές τους σε πτυχίο ανώτερης βαθμίδας.
5. Στο πρόγραμμα περιλαμβάνεται Πρακτική Άσκηση σε επιχειρήσεις και οργανισμούς. Θα πρέπει να σημειωθεί πως τουλάχιστον το 1/3 των ασκούμενων φοιτητριών εργοδοτείται στην εταιρία στην οποία πραγματοποιήθηκε η Πρακτική τους Άσκηση.
6. Το πρόγραμμα περιλαμβάνει επισκέψεις σε επιχειρήσεις και οργανισμούς καθώς και πρόσκληση εξειδικευμένων ομιλητών.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. Προτείνεται ο περαιτέρω εμπλουτισμός του περιεχομένου των μαθημάτων, με θεματικές όπως marketing communications και χρήση μέσων κοινωνικής δικτύωσης.
2. Προτείνεται ο εμπλουτισμός, η ανανέωση και η επικαιροποίηση των προτεινόμενων διδακτικών εγχειριδίων προκειμένου να είναι συμβατά με τις σύγχρονες τάσεις στον κλάδο.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|-----------------|--|--|
| 1.1 | Policy for quality assurance | Compliant |
| 1.2 | Design, approval, on-going monitoring and review | Compliant |
| 1.3 | Public information | Compliant |
| 1.4 | Information management | Compliant |

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *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.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *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.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

1. Η διδασκαλία ενσωματώνει σύγχρονες εκπαιδευτικές μεθόδους και τεχνολογίες όπως π.χ. την χρήση της πλατφόρμας Moodle οι οποίες χρησιμοποιούνται από όλα τα μαθήματα του προγράμματος.
2. Με δεδομένο ότι το πρόγραμμα αφορά επαγγελματική κατάρτιση και το πτυχίο που προσφέρει είναι επαγγελματικό, η ενασχόληση και συμμετοχή των φοιτητριών στην έρευνα δε θεωρείται απαραίτητη.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. Σαφές σύστημα αξιολόγησης και κριτηρίων επίδοσης των φοιτητριών.
2. Σύγχρονες εκπαιδευτικές μέθοδοι και τεχνολογίες.
3. Μαθησιακές δραστηριότητες που ενθαρρύνουν την συμμετοχή στη διαδικασία της μάθησης.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. Προτείνεται ο εμπλουτισμός και η ανανέωση του εκπαιδευτικού υλικού και της βιβλιογραφίας σε τακτά χρονικά διαστήματα
2. Προτείνεται η δυνατότητα εξέτασης προσφοράς και μαθημάτων επιλογής με απώτερο στόχο την ενίσχυση της ευελιξίας του προγράμματος.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|------------|---|---|
| 2.1 | Process of teaching and learning and student-centred teaching methodology | Compliant |
| 2.2 | Practical training | Compliant |
| 2.3 | Student assessment | Compliant |

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *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 is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *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).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's*

courses.

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

1. Στο διδακτικό προσωπικό περιλαμβάνονται έμπειροι διδάσκοντες όλων των επιπέδων εκπαίδευσης, σε κάθε περίπτωση τουλάχιστον μια βαθμίδα πάνω από το επίπεδο του πτυχίου που προσφέρει το πρόγραμμα.
2. Τα γνωστικά και ερευνητικά αντικείμενα καθώς και η εμπειρία των διδασκόντων είναι συναφή και σε αντιστοιχία με τις αναθέσεις των μαθημάτων τους στο πρόγραμμα σπουδών.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. Συνάφεια των γνωστικών και ερευνητικών αντικειμένων των διδασκόντων με το πρόγραμμα
2. Σημαντική επαγγελματική εμπειρία των διδασκόντων σε συναφή αντικείμενα
3. Ικανοποιητικός δείκτης αριθμού φοιτητών προς αριθμό διδασκόντων με βάση τον προβλεπόμενο αριθμό συμμετεχόντων φοιτητών.
4. Εργασιακή αφοσίωση και δέσμευση των διδασκόντων.
5. Πολύ καλό και δημιουργικό εργασιακό κλίμα.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Προτείνεται η ενθάρρυνση των διδασκόντων προκειμένου να συμμετέχουν πιο ενεργά σε προγράμματα κινητικότητας και έρευνας, όπως ενίσχυσή τους για τη συμμετοχή σε συνέδρια, ημερίδες κ.α. στο πλαίσιο ερευνητικής κουλτούρας που καλλιεργεί ο οργανισμός.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|------------|--|---|
| 3.1 | Teaching staff recruitment and development | Compliant |
| 3.2 | Teaching staff number and status | Compliant |
| 3.3 | Synergies of teaching and research | Compliant |

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *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.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *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.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

1. Η συμμετοχή των φοιτητριών στη διαδικασία αξιολόγησης είναι σημαντική.
2. Διαπιστώθηκε υψηλό ποσοστό ικανοποίησης των φοιτητριών από το πρόγραμμα και τις παρεχόμενες υπηρεσίες σε όλα τα επίπεδα.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. Ποιοτική εξυπηρέτηση των φοιτητριών του προγράμματος σε όλα τα παραπάνω επίπεδα
2. Ειδική μέριμνα για ΑΜΕΑ
3. Διευκόλυνση των εργαζόμενων φοιτητριών
4. Λειτουργία γραφείου σταδιοδρομίας και κέντρου ψυχολογικής στήριξης φοιτητριών (ΚΕΨΥΠΑ)

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Ενίσχυση της κινητικότητας των φοιτητριών μέσω προγραμμάτων (π.χ. ERASMUS) σε χώρες της ΕΕ.



Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|---|---|
| 4.1 | Student admission, processes and criteria | Compliant |
| 4.2 | Student progression | Compliant |
| 4.3 | Student recognition | Compliant |
| 4.4 | Student certification | Compliant |

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *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.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *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.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Όλοι οι πόροι και υποδομές του κολλεγίου εξυπηρετούν πολύ ικανοποιητικά τις ανάγκες του προγράμματος, των φοιτητών και των διδασκόντων. Αυτό ενισχύεται με την κοινή χρήση των εγκαταστάσεων όπως βιβλιοθήκη, καφετέρια κλπ. του Ευρωπαϊκού Πανεπιστημίου Κύπρου.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. Πολύ καλή εργαστηριακή υποδομή
2. Πολύ καλές εγκαταστάσεις και υποδομών βιβλιοθήκης
3. Πολύ καλές δομές και πλαίσιο στήριξης φοιτητών

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Υπάρχουν περιθώρια βελτίωσης στις υποδομές πάρκινγκ όπως αναφέρθηκε στην συζήτηση.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|-----------------|---------------------------------|--|
| 5.1 | Teaching and Learning resources | Compliant |
| 5.2 | Physical resources | Compliant |
| 5.3 | Human support resources | Compliant |
| 5.4 | Student support | Compliant |

6. Additional for distance learning programmes (ALL ESG)

Sub-areas

- 6.1 Distance learning philosophy and methodology
- 6.2 Distance learning material at the appropriate level according to EQF
- 6.3 Interaction plan and Interactive weekly activities
- 6.4 Study guides

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *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.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *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.*

6.3 Interaction plan and Interactive weekly activities

Standards

- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and 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, and students' activities 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*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|------------|--|---|
| 6.1 | Distance learning philosophy and methodology | Not applicable |
| 6.2 | Distance learning material at the appropriate level according to EQF | Not applicable |
| 6.3 | Interaction plan and Interactive weekly activities | Not applicable |
| 6.4 | Study guides | Not applicable |

7. Additional for doctoral programmes (ALL ESG)

Sub-areas

7.1 Selection criteria and requirements

7.2 Proposal and dissertation

7.3 Supervision and committees

7.1 Selection criteria and requirements

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*

7.2 Proposal and dissertation

Standards

- *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 process of submitting the dissertation to the university library is set.*

7.3 Supervision and committees

Standards

- *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.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|-----------------|-------------------------------------|--|
| 7.1 | Selection criteria and requirements | Not applicable |
| 7.2 | Proposal and dissertation | Not applicable |
| 7.3 | Supervision and committees | Not applicable |



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



8. Additional for joint programmes (ALL ESG)

Sub-areas

8.1 Legal framework and cooperation agreement

8.2 The joint programme

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *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*

8.2 The joint programme

Standards

- *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.*
- *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.*

You may also consider the following questions:

- Does the joint study programme conform to the requirements of a study programme offered at the specific level?
- Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?
- Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?
- Is the division of responsibilities in ensuring quality clearly defined among the partner universities?
- Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?
- What is the added value of the programme of study?
- Is there a sustainable funding strategy among the partner universities? Explain.

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|------------|---|---|
| 8.1 | Legal framework and cooperation agreement | Not applicable |
| 8.2 | The joint programme | Not applicable |

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Η εικόνα που σχημάτισε η επιτροπή εξωτερικής αξιολόγησης για το προτεινόμενο πρόγραμμα σπουδών, από την εξέταση της αίτησης, του συνοδευτικού υλικού και από την online επίσκεψη, είναι πολύ θετική.

1. Το υπό αξιολόγηση πρόγραμμα προσφέρεται από έναν εκπαιδευτικό οργανισμό με πολυετή εμπειρία στο συγκεκριμένο τομέα σπουδών.
2. Έχει επιτύχει σημαντικά αποτελέσματα στη σύνδεση με την τοπική αγορά εργασίας, μέσα από την Πρακτική Άσκηση και τις επαφές με επιχειρήσεις και οργανισμούς που λειτουργούν και ως φορείς εργοδοσίας.
3. Επένδυση για το πρόγραμμα αποτελεί το ανθρώπινο δυναμικό του, τόσο το εκπαιδευτικό όσο και το διοικητικό.
4. Η υλικοτεχνική υποδομή είναι εξαιρετικά ικανοποιητική.
5. Οι διοικητικοί μηχανισμοί είναι σαφείς και καθορισμένοι.
6. Το περιεχόμενο του προγράμματος σπουδών ανταποκρίνεται στις απαιτήσεις του σύγχρονου εργασιακού περιβάλλοντος με δυνατότητες βελτίωσης σε επίπεδο περιεχομένου μαθημάτων (π.χ. social media) και προτεινόμενης βιβλιογραφίας.
7. Η βιωσιμότητα του προγράμματος είναι ικανοποιητική και αναμένεται η ενίσχυσή της, σύμφωνα με αντίστοιχη έρευνα της Αρχής Ανθρώπινου Δυναμικού Κύπρου για την περίοδο 2017-2027 που αφορά στις προοπτικές του κλάδου.



E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|-----------------------|------------------|
| Αντώνης Γεωργόπουλος | |
| Κατερίνα Σαρρή | |
| Γιώργος Μιχαήλ Κλήμης | |
| Γιώργος Παναγιώτου | |

Date: 11/07/2020