

Doc. 300.1.1

Date: 22/7/2020

# External Evaluation Report (Programmatic)

- **Higher Education Institution:**  
Larnaca College
- **Town:** Larnaca
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

## In Greek:

Πτυχίο Διοίκησης Επιχειρήσεων συν ένα προπαρασκευαστικό πρόγραμμα ενός έτους (4 έτη, 240 ECTS, BBA)

## In English:

Business Administration plus an optional foundation year (4 years, 240 ECTS, BBA)

- **Language(s) of instruction:** English
- **Programme's status**  
**New programme:** Yes  
**Currently operating:** Choose an item.



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

The site visit at the Larnaca College in Larnaca took place, remotely, on July 20, 2020. The Committee met with members of the Governing Board of the College. More precisely, the Committee met the Rector-Head of the Institution Pambos Neophytou, the Chief Inspector Soteris Kefalas, the Head of Academic Affairs Georgia Nirou, the Head of Hospitality, Tourism and Management Aris Moussolidis, the Head of Accounting and Finance Michalis Stergiou, the Management Coordinator Stalo Markou, the Head of Administration Elena Neophytou, Pete Mavrokodratos, and two Students.

The documents that were provided and examined included the Application for Evaluation-Accreditation, BBA syllabus, academic calendar, BBA calendar, feasibility study, hospitality and tourism management internship, academic staff's CVs and a virtual tour of the Larnaca College's premises.

Furthermore, our committee interviewed members of the faculty teaching staff, a group of students, administrative personnel related to admissions, registration, library facilities, IT and other admin support. Finally, we had a virtual visit of Larnaca College facilities. More specifically, we visited, remotely, teaching areas, library, student meeting rooms, staff offices, cafeteria and some open areas.

Finally, the internal evaluation 'Application' and associated documents, which were submitted by Larnaca College and examined by us, were considered complete, very satisfactory and illuminating.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Kevin Orr</b>	Professor (Chair)	St Andrews University, Scotland
<b>Pernille Eskerod</b>	Professor (Member)	Webster Vienna Private University, Austria
<b>Kyriaki Kosmidou</b>	Professor (Member)	Aristotle University of Thessaloniki, Greece
<b>Michalis Charalambides</b>	Student (Member)	Cyprus University of Technology, Cyprus

## C. Guidelines on content and structure of the report

### 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 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.*

### *Findings*

The application as well as presentations and dialogues at the (remote) site visit provided us with a very clear understanding of the proposed study programme. Larnaca College is offering a Bachelor of Business Administration (4 Years/8 Semesters, 240 ECTS, BBA) plus an optional foundation year in both English and Greek. The study programme offers specializations/pathways in Management; Hospitality & Tourism Management; and Accounting and Financial Management. The programme fits very well with other study programmes offered. Larnaca College offers the students flexibility due to the fact that they can choose between a semester model and a modular model. The semester model follows a classical design for a four years full-time study, i.e. the programme covers 8 semesters (with 2 semesters per year), corresponding to 30 ECTS per semester. The participants in the (remote) site visit demonstrated very good understanding of the target groups of the various specializations as well as of the market situation due to a thorough feasibility study. The programme has been developed with inputs from a number of sources, incl. experience from e.g. an internal program committee, faculty, students, graduates of other programmes, industry contacts, and the newest trends within various professional fields. All participants in the site visit showed great and convincing enthusiasm about the programme.

### *Strengths*

- Through a thorough feasibility study and engagement with stakeholders, Larnaca College has a very good understanding of the market demand for their intended students and the newest trends within various fields.
- Programme goals, learning outcomes and course contents were thoroughly described in the application.
- The programme's academic standard is clearly supported by faculty members that are active researchers.
- The programme allows students to develop their theoretical and practical skills and knowledge within their chosen specialization, both for the local and the global market.
- Larnaca College offers foundation modules to students that do not fulfill the requirements to start on the core modules.
- The structure of the programme is clear, and the modules have a logical sequence, i.e. first part for core modules and second part for concentration modules.
- The modules offered build on deep knowledge within the various fields of specialization.
- The programme offers the students flexibility to choose among a number of modules, as not all are required courses.
- The quality of the programme is monitored by continuous evaluations, and Larnaca College has good quality assurance in place.
- Larnaca College has a broad number of qualified faculty members.
- The modular model offers the student a number of entry points within each calendar year - and hereby flexibility for students who are full time employed.

- Students and faculty are offered the opportunity to broaden their international experience through the ERASMUS+ programme.

*Areas of improvement and recommendations*

- We (i.e. the EEC) acknowledge and appreciate that Larnaca College wants to provide their students with the opportunity to gain experience in the tourism industry, and therefore offers an internship/summer practicum and supports the activity with an internship coordinator and required activities. However, due to EU legislation all obligatory parts of a study programme must carry ECTS credit, as the ECTS system is made to inform students and other stakeholders about the workload timewise of the study programme. To ask students to complete 500 hours of practice during his/her studies as an obligatory Internship/ Summer Practicum that does not carry any ECTS is not acceptable and must be changed. We offer the following ideas:
  1. Let the internship/summer practicum carry ECTS credit that reflects the 500 hours, i.e. 25-28 hours per ECTS credit point;
  2. Offer the students a choice between the internship/summer practicum and another activity (e.g. undertaking a research activity that involves collecting secondary (and primary) data on a certain industry/number of concrete business within and industry) that reflects the same amount of ECTS, summing up to 500 hours; or
  3. Offer the internship/summer practicum as a voluntary activity, i.e. an extracurricular activity that is not carrying ECTS credits.
- It was revealed at the online visit that Table 1 in the application was not fully reflecting the programme. Please update it and resubmit it.
- Larnaca College states that the class size can be 8-80 students. We recommend that the College decides for a lower max. number of students per class, e.g. 25 or 30 students - and offers more sections if a module has more applicants. By such a policy the College can better gain a competitive advantage due to small classes and the teaching style - and communicate it to relevant stakeholders.

**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	Non-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.*

### *Findings*

The faculty demonstrated awareness of appropriate pedagogical approaches to teaching and learning for the Programme, including lecture inputs, discussion and group work. There was a strong articulation of aims of the Programme, informing the learning outcomes and assessment strategies.

Assessments appear to be appropriate and overseen by the College's wider management and governance procedures.

We heard evidence of processes in place for feedback, and student complaints, in line with the structure of the programme and the College.

There appears to be strong management oversight of the Programme, alongside well-developed pedagogical support amongst colleagues.

The teaching methodology and processes are comprehensive and well considered, and support the intellectual development and progression of students across the Programme, in line with the learning outcomes.

The College has invested in modern educational technologies. From our meetings with staff, we heard evidence that these had been very useful during the Covid19 period.

### *Strengths*

There is a distinctive and welcome emphasis on developing critical thinking among students.

We noted commitment and a strong team spirit among the teaching staff.

The staff also have strong enthusiasm for their research and scholarly activities. We note that the College has invested in this aspect of staff development and the Committee very much welcomes this significant institutional commitment. It should help differentiate the College in the market,

provide an excellent basis for staff development, and bring value to the quality of the teaching provision.

Teaching and learning materials (including access to online sources) appear to be modern and well resourced. We welcome the College's continuing investment in its various academic subscriptions which should enable staff and students to access state of the art materials in support of the Programme.

The College's management and committee structure is designed to support appropriate delivery of module material and maintain consistent quality standards.

The students were very positive about the quality of teaching and level of support that they receive from teaching staff, including clarity about how to access personal feedback and developmental guidance on their work.

Communication with faculty members and the wider administrative team seems to be effective and embedded in the culture of the College.

### *Areas of improvement and recommendations*

We understand that part of the motivation for this Programme is attract local students. It is important that this is not achieved at the expense of the experience and support for international students. Furthermore, the content and focus of the teaching should equip all students for engaging with the global context of business and management. The linkages with local networks are excellent, but we see scope for internationalization as well.

**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.*

### *Findings*

We met with 10 out of 29 teaching/faculty members (the missing members were said to be on vacations). We had a comprehensive view of the entire teaching staff of Larnaca College. Most of the faculty members we met had a tenure of many years. The majority of them holds PhD degrees, and many of them hold these and other degrees from foreign institutions. They all seem engaged and professional and have very good English language skills.

In addition, they seem to be pleased with their salaries, working conditions and the overall College working environment. They appear to take teaching seriously and are supportive of the initiatives regarding research (i.e. they have taken into account the suggestions of the previous accreditation/evaluation and most members seem to be doing some research, attending conferences and the like, and have a good understanding of the value of doing research for an educational institution). There is only a positive consequence (bonus, reduction of teaching load, recognition etc.) for faculty in case of research performance, but apparently not for teaching performance.

### *Strengths*

The faculty seemed to be well integrated and on good working terms. The experienced faculty, in addition, have been with Larnaca College for a long time, which means there seems to be a good work environment that is beneficial to the BBA program.

Furthermore, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a process of "self-evaluation" of the faculty regarding their own courses which was often reported and mentioned during our (remote) field visit.

### *Areas of improvement and recommendations*

When we asked the teaching staff about their interactions with outside stakeholders, they mentioned that there are enough touchpoints with practice. Only permanent faculty exists. 80% of them are full time faculty members. Visiting faculty was not mentioned. This seems a bit unfortunate since there could be an interaction with other universities and practitioners

from outside. They could just invite a practitioner or a professor to come and present for an hour regarding a topic the BBA students discussed in the classroom.

Finally, although the academic staff of Larnaca College does research, we would encourage them to continue with the research process, attend conferences, organise actual research seminars in which faculty would present research papers to others in order to discuss these, a practice that may improve the quality of the research.

**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.*

##### *Findings*

Larnaca College has very clear and transparent regulations, policies, processes and criteria for student admission, incl. transfer students. Processes and tools to collect, monitor and act on information on student progression are in place. Larnaca College ensures that students benefit from their knowledge from practice as well as apply the gain knowledge in practical settings through-out the study. Students are provided with certificates that clearly acknowledge the knowledge they have gained during the studies.

##### *Strengths*

- Larnaca College is doing very good expectation alignment by being transparent about admission procedures and about progress monitoring.
- Larnaca College offers students opportunities to achieve supplementary knowledge, experiences and recognition by offering e.g. ERASMUS+ opportunities for going abroad.

##### *Areas of improvement and recommendations*

- As mentioned in Section 1, the internship/summer practicum needs to be changed, and the changes should be clearly communicated to students prior to study start.

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**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.*

### *Findings*

As noted earlier this was a remote 'visit', but from the materials and virtual tour supplied the infrastructure standards are very good. The students spoke positively about the library and IT resources and of how the College responded supportively and during the time of the Covid19 outbreak. It is therefore important that such learning and contingency planning are incorporated into the strategic and operational planning of the College. This should include consideration of how it can continue to support student-centred learning and flexible modes of provision during times of lockdown or social distancing.

From our remote inspection of physical resources (premises, libraries, study facilities and so on) we conclude that the standards are adequate to support the programme.

We met with a dedicated administrative staff who clearly contribute to the student experience and who support college life, beyond the Programme. Administrative systems appear to be well designed, with clear structures and roles.

It is important that the College recognizes the need to maintain capacity in the administration team if the programme is successful in recruiting more students. The plan for investment in this area should include provision for pastoral and welfare services for students.

### *Strengths*

We were impressed by the developmental progress achieved by the College. It has succeeded in nurturing administrative and teaching teams who have a strong commitment to the College and its students.

The students are aware of how to access different support services in the College and value the extra curricular opportunities on offer.

We heard compelling examples from the students about the practical help they had received from College staff during the pandemic, including help addressing welfare and financial challenges.

### *Areas of improvement and recommendations*

The recruitment targets for the programme are considerable and will increase demand for academic materials and IT resources and support, as well as placing more demands on teaching and administrative staff. It is therefore important the College recognizes the potential for increased demand in its strategic, operational and budgetary processes.

The ongoing uncertainty faced by all education institutions about ‘face to face’ teaching post-Covid19 means that the College should ensure that it has robust contingencies in place to ensure its students can continue to learn remotely at any times when this becomes necessary.

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

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

**N/A**

#### *Findings*

Click or tap here to enter text.

#### *Strengths*

Click or tap here to enter text.

*Areas of improvement and recommendations*

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	Choose answer
6.2	Distance learning material at the appropriate level according to EQF	Choose answer
6.3	Interaction plan and Interactive weekly activities	Choose answer
6.4	Study guides	Choose answer

## 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.*

**N/A**

***Findings***

Click or tap here to enter text.

***Strengths***

Click or tap here to enter text.

***Areas of improvement and recommendations***

Click or tap here to enter text.

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

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>7.1</b>	Selection criteria and requirements	Choose answer
<b>7.2</b>	Proposal and dissertation	Choose answer
<b>7.3</b>	Supervision and committees	Choose answer

## 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.*

N/A

### *Findings*

Click or tap here to enter text.

### *Strengths*

Click or tap here to enter text.

### *Areas of improvement and recommendations*

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>
<b>8.1</b>	Legal framework and cooperation agreement	Choose answer
<b>8.2</b>	The joint programme	Choose answer

## **D. Conclusions and final remarks**

The College engages with the work of the Agency and the EEC with an ethos of learning and improvement and it is evident that it has responded well and constructively to previous EEC visits. This is pleasing and the College should be congratulated for working so developmentally.

### *Strengths*

The program of study is well-designed and delivered in line with its objectives and the College's strategy. The programme provides an appropriate blend of theoretical and practice-oriented content. We saw very good levels of commitment among management, teaching and administrative staff. The programme's academic standard is supported by faculty members that are active researchers.

The programme allows students to develop their theoretical and practical skills and knowledge within their chosen specialization, both for the local and the global market.

Through engagement with various relevant stakeholders, the College has built up a robust understanding of market demand. It is evident that the Programme is being proposed on the basis of planning and consultation.

The programme is also supported by the College's foundation modules to help students prepare for the core modules.

The structure of the programme is clear, and the modules have a logical sequence, i.e. first part for core modules and second part for concentration modules.

## Areas for Improvement

The most significant areas for attention and action in our findings relates to Section 1 of this Report.

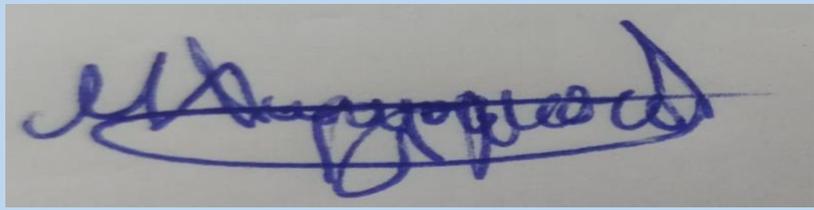
We are not content that it is appropriate to *oblige* students to undertake (500 hours of) a summer practicum *without* this being reflected in ECTS credits. We provide several ways in which this could be addressed, including awarding ECTS credits for this activity; making the practicum optional and offering an alternative (credit-bearing) research activity or similar; or making the internships purely extra curricular and voluntary. We identify this as a significant design element that needs to be re-considered.

The College needs to continue its support for faculty members' research and professional development, so that the programme can benefit from this work, and that the College can continue to develop. In particular, it is important to continue to support opportunities for staff to pursue research that can be reflected in the teaching provision. In addition, it could further develop its use of visiting staff to further develop capacity and enhance provision.

If student numbers grow as anticipated, the College needs to be realistic in its resourcing of the teaching and administrative staff in support of the programme.

In addition, we feel that the projected maximum class size of 80 students is too high a number. Learning outcomes, teaching quality and student experience would be better supported through capping class sizes at a lower number. This would also help the marketing of the programme.

**E. Signatures of the EEC**

Name	Signature
Kevin Orr	
Pernille Eskerod	
Kyriaki Kosmidou	
Michalis Charalambides	

**Date:** 22/7/2020