

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

Date: Date.

- **Higher Education Institution:**

Neapolis University Pafos

- **Town:** Pafos

- **School/Faculty:** School of Architecture, Engineering, Land and Environmental Sciences

- **Department:** Department of Real Estate

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

Programme 1 – [Title 1]

In Greek:

Πτυχίο στην Εκτίμηση και Ανάπτυξη Ακινήτων

In English:

BSc in Real Estate Valuation and Development

Language(s) of instruction: English and Greek

Programme 2 – [Title 2]

In Greek:

Μεταπτυχιακό στην Εκτίμηση και Ανάπτυξη Ακινήτων

In English:

MSc in Real Estate

Language(s) of instruction: English and Greek

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.

Due to the restrictions of the covid19 pandemic the site visit of the department of Real Estates was conducted remotely by the External Evaluation Committee (EEC). Documents provided by the CYQAA were studied by the committee members before. The committee had a first briefing session on June 16. Documents including the online tour -prepared by NUP- were provided by CYQAA on June 16 to all EEC members. In the first briefing session EEC explored the backgrounds of each member and prepared a plan. Additional sessions on June 24 and June 29 sessions were organized to share information and develop a strategy for the upcoming visit.

The remote site visit took place on July 12th and was structured by the CYQAA in coordination with the department of Real Estate of the Neapolis University of Cyprus (NUP):

After a short briefing with the CYQAA a brief introduction of the EEC followed by a meeting with the Rector, the head of the faculty, and the Vice Rector of Academic Affairs. After these sessions the EEC had the opportunity to meet the Head of the Department of Real Estate. Subsequently, the Bsc and MSc-programme of the department were introduced in combination with a Q&A-session with the head of the programmes.

After the lunch break the EEC met the teaching staff of both programmes, students and graduates of the two programmes. as well as some of the administrative staff. At the end of the virtual site visit the EEC met the Rector of the NUP, head of the department, and the programme's coordinator again. Besides posing last questions, the EEC used this opportunity to thank the attendees for their cooperation and interesting insights. for posing open questions.

09:45 – 10:00 (all EEST)

- Last briefing CYQAA

10:00 – 10:10

- A brief introduction of the members of the External Evaluation Committee

10:10 – 10:40

- A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs – short presentation of the Institution

10:40 – 11:20

- A meeting with the Head of the relevant department.

11:30 – 12:30

Programme 1: Real Estate Valuation and Development (4 years / 240 ECTS, Bachelor)

12:30 – 13:30

Programme 2: Real Estate (18 months / 90 ECTS, Master)

14:30 - 15:30

- A meeting with members of the teaching staff on each course for all the years of study (QA session).

15:40 – 16:20

- A meeting with students and graduates only (5 – 15 participants).

16:20 – 16:40

- A meeting with members of the administrative staff.

16:55 – 17:20

- A meeting with the Head of the relevant department and the programme's Coordinator - exit discussion (questions, clarifications).

18:00 – 18:10

- Debriefing CYQAA

18:10 – 18:30

- Debriefing EEC-only

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof.dr. Arno J van der Vlist (chair)	Professor Real Estate Development Director of Graduate Studies	University of Groningen
Dr Edward Shepherd	Associate Professor of Planning and Development	University of Reading
Prof. Dr.Tobias Keller	Professor of Business Administration, Management & Human Resources Development	EBZ Business School (University of Applied Sciences)
Georgios Nicolaou	Student Member	Cyprus University of Technology

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:*
 - sub-areas*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - 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 each 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.

Findings for [BSc]

The BSc is a 4-year programme of in total 240 ECTS. It is a rather small program with an annual inflow of about 10 students (34 students over 2016-19 according to Table 4). We asked NUP for annual inflow/outflow and dropout rates, and await further information. Average annual outflow is 5 students (19 students in 4 years according to Table 4). So study duration seems rather long for a 4-year program and program productivity seems rather low - although we understand that it is a state requirement that BSc programmes are 4 years in duration.

The BSc does fit nicely in the Faculty of Architecture, Civil Engineering, Land and Environmental Sciences. The BSc has a broad basis with fundamentals in Microeconomics/Macroeconomics/Mathematics and taught by faculty from other Schools. Then in the years thereafter more specialized course units are offered in real estate valuation and development provided by the Department. The core faculty consist of 4 full time professors who are very committed to teaching and connecting to RE practice & Society at large. Also, an Advisory board is in place to bridge practice and academics.

Findings for [MSc]

The MSc is a 18 month programme of in total 90 ECTS. The structure of the programme is coherent. The programme has no room for electives, and all course units are compulsory. The language spoken seems a mixture of Greek and English.

The annual inflow is about 30 students (Table 4 indicates 94 over 2016-2019). We asked for and await further breakdowns of numbers. From Table 5 we elicit an annual outflow of 10 students (31 over 2016-2019). So study durations must be rather long and seem to increase over the years.

The MSc is a conversion programme for graduates from other academic disciplines irrespective of their background. The first semester is used to provide students with some foundation. The programme is more broad than deep. It aims to provide knowledge and skills to excel in the real estate profession. Students recognize this and indicate that the programme offers local knowledge helpful for their current local job.

What seems missing is a course unit that specifically focuses on Ethics. Given that it is a conversion programme it would be good to integrate that somehow in the programme.

Findings for [PhD]

na.

Strengths

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

Strengths for [BSc]

The core faculty members are well introduced into RE and this provides an excellent basis to develop students' knowledge and skills. Also, a course unit on Ethics is available which is instrumental to develop students' skills to reflect critically and act ethically. The BSc. integrates insights from disciplines like Econ/Fin/Mathematics-Statistics.

Faculty members are also very available to students, and every student has an Academic Advisor. We praise faculty members for this.

The BSc provides students with a good set of skills. The BSc has a broad basis with fundamentals in Microeconomics/Macroeconomics/Mathematics/ Construction engineering. Then in the years thereafter more specialized course units are offered in real estate valuation and development. While some students have questioned

the need for these fundamental course units we strongly agree with the School to keep these course units in and perhaps develop the students' knowledge base even further, particularly when quite some alumni are in finance-related positions.

Strengths for [MSc.]

The MSc provides a coherent set of course units to develop skills to be used in real estate practice. The inflow is good with approximately 30 students. The number of core faculty is rather low, but for students this makes it all very comprehensible. The Dept has good connections with the RE-industry and so the labor market positions are expected to be good. Further, the MSc is RICS accredited which further helps students to secure a job in RE.

Strengths for [PhD]

na.

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.

Areas of improvement and recommendations for [BSc.]

The BSc does fit nicely in the Faculty of Architecture, Civil Engineering, Land and Environmental Sciences. While the BSc in Real estate valuation and development is a strategic choice of NUP the natural question arises as to whether this inflow provides sufficient room for a separate program - now being a mixture of course units from other programs plus some specific RE course units. While we await further information on study duration, the study duration seems longer than the nominal 4 years and seems to develop in the wrong direction.

Areas of improvement and recommendations for [MSc.]

For both BSc and MSc we praise faculty for being available to students. For faculty this comes at a cost also and not everyone seems fully aware of this. Very little time for academic research seems available which may jeopardize long term viability as the strategy of the Dept is to be excellent not only in teaching, but also in academic research. We suggest the Dept. starts a dialogue to better balance time devoted to teaching and academic research, and associated research output.

The international orientation of the program is neither very clear nor obvious. If this is a deliberate strategy the Programme management might reconsider the current Greek - English classes and exams, particularly when already using international textbooks.

Areas of improvement and recommendations for [Ph.D]

na.

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

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

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 and student-centred teaching methodology

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.

Findings for BSc in Real Estate Valuation and Development

Process of Teaching

The department as a whole appears to provide a good quality teaching and learning experience for its students. A variety of assessment methods are employed and a range of different teaching methodologies are described in the module descriptions. The individual and social development of students are supported via the teaching, but also by virtue of other resources and activities such as seminars, societies, engagement with industry etc. This programme has a dedicated Ethics and Professional Practice for Real Estate Students module. There are mechanisms in place for students to provide feedback to staff. Staff are generally readily available to students with good response times. Moodle is used effectively to support the delivery of learning resources and teaching. There appears to be a good balance between student-led learning and the provision of support by lecturers. There is a policy in place (Article 7) that promotes mutual respect between learners and staff. Some consideration is given at an individual lecturer level to how different learning styles can be supported. There is an established student complaints policy and procedure, and students can apply to have their work re-marked with a clear process in place for this.

Practical Training

Practical and theoretical studies are interconnected on this programme – with individual lecturers taking their own view on the appropriate balance between the two. Assignments are used to support the students in integrating theory and practice. Teaching delivery and assessment are designed to support clear learning outcomes that are detailed in the relevant module descriptions.

Student Assessment

Based on the sample of assignment briefs, coursework and feedback provided - assessment is generally 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 - although there is room for improvement here (see below). 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 - although there is room for improvement here (see below). Marking is generally carried out by the lecturer who set the assignment. There does not appear to be a clear moderation procedure, beyond a general review of spread module marks for consistency across marking styles of lecturers with different backgrounds. There is room for improvement here. There is a formal procedure for dealing with student complaints, and students can request that their work is re-marked. There is a clear process in place for this. There is room for improvement in how the department ensures that lecturers/assessors remain familiar with testing and examination methods and receive support in developing their own skills in this field. There is a mitigating circumstances policy in place in the department.

Findings for MSc in Real Estate

Process of Teaching

Findings here are as for the undergraduate programme, with the exception that there is no dedicated professional ethics module on the Masters programme. Based on the module descriptions, ethical issues only appear to be covered in relation to valuation e.g. REAL550, REAL555. There is also some coverage on REAL560 in relation to marketing.

Practical Training

Practical and theoretical studies are interconnected on this programme – with individual lecturers taking their own view on the appropriate balance between the two. Given that the masters course is an 18-month conversion aimed at students with no necessary prior academic or practice experience (although, in practice, some of the students are already employed in the sector), the masters course is more oriented towards practice rather than theory. This differentiates it from the four-year undergraduate programme. Nevertheless, assignments are used to support the

students in integrating theory and practice. Teaching delivery and assessment are designed to support clear learning outcomes that are detailed in the relevant module descriptions.

Student Assessment

Findings here are as for the undergraduate programme.

Findings for N/A

Click or tap here to enter text.

Strengths

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

Strengths for BSc in Real Estate Valuation and Development

The range of modules is a strength, with a good mix of theory and practice. It is good to see statistics, mathematical methods and computer skills covered early on. It is also good to see a dedicated ethics-focused module on this programme. There is a good range of pedagogical methods employed, based on the detail in the module descriptions. Lecturers are generally easily available to students and responsive to requests for help. It is positive that there is a mechanism in place to enable students to appeal their marks and request a re-mark. It is positive that there is a double-marking system in place for dissertations. Based on the sample provided, the assignments cover the learning outcomes and are at the appropriate level. There is some evidence of good practice regarding marking and provision of feedback - although room for more consistency here.

Strengths for MSc in Real Estate

There is a good range of modules given the 18 month more compressed timescale in comparison with the undergraduate programme. There is a good range of pedagogical methods employed, based on the detail in the module descriptions. Lecturers are generally easily available to students and responsive to requests for help. It is positive that there is a mechanism in place to enable students to appeal their marks and request a re-mark. It is positive that there is a double-marking system in place for dissertations. There is some evidence of good practice regarding marking and provision of feedback - although room for more consistency here.

Strengths for N/A

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.

Areas of improvement and recommendations for BSc in Real Estate Valuation and Development

Training and Support

There is potential for the university / department to introduce more training and support for staff to develop their pedagogic skills and to stay current in terms of good practice. There is potential for the university as a whole to develop a structured programme of training on pedagogic issues for new lecturers and that can also be taken as a refresher course by established lecturers so that their knowledge remains current.

Community of Teaching Practice

At a departmental level, there is potential for some structures to be put in place for a 'community of practice' i.e. a forum for staff to meet semi-regularly to share good practice and support colleagues in keeping the design and delivery and assessment of their modules fresh. At present, this kind of activity happens in an informal way – which may be okay for the time being – but the introduction of periodic teaching and learning away days, for example, including the involvement of student representatives so that student views are listened to, would be a positive step, particularly as the department grows.

Assessment: The EEC is grateful for the sample of assignment briefs and marked work that has been provided. This sample gives a good insight into the good quality of the types of assessment being set. However, there may be

potential to introduce more consistency in how coursework assignments are set, in particular with the use of marking rubrics. Some of the briefs provide some rubric-style information and some of the marking appears to be provided using a set template that connects to the original marking rubric - but this does not appear to be consistently used. It may help students to have a clearer and more consistently used template structure for assignment briefs for ease of interpretation. As part of this, marking rubrics could set out in tabular form each key criterion for the assessment in question, with brief but clear explanations of what students need to demonstrate in order to achieve each grade boundary for each criterion. This would give the students a clearer indication as to the relative importance of each criterion and what they need to demonstrate in order to achieve their desired grade. These can be quite time consuming to write when setting the assessment, but can actually save time when it comes to providing students with constructive written feedback on assignments - as the marker can simply incorporate elements of the rubric criteria in the written feedback. It can also help when explaining to students what they needed to have demonstrated in order to achieve a higher grade.

Feedback to Students: Based on the samples provided, markers do a good job of providing written feedback on coursework. However, there may be an opportunity to tighten up on the consistency of how feedback is provided. The department might like to consider introducing greater consistency in how feedback on marked work is provided to students, and in what format. Some of the examples of feedback used a set tabular template that appeared to be connected to a marking rubric, with both a mark provided for the various criteria as well as written feedback explaining what the student did well and what they could have improved on. This approach seems very useful and it would be worth considering ensuring that this is adopted more consistently. Students would therefore be able to consistently and clearly see how their work measures against the rubric. It might also be useful to introduce a mechanism for providing feedback on exams. This could either be at the individual student level, or at a more 'generic' level whereby colleagues provide the student cohort for a particular module with some general commentary on what students tended to do well in the exam and, perhaps more importantly, what they could have done better.

Student Centred Learning and Partnership

Students are involved in the quality assurance of the programmes, but to a somewhat limited extent. There is a student evaluation process for modules which is good. There are Student Representatives, which is also positive. However, there may be potential to consider how more effective student partnership might be developed so that students feel more like they are active stakeholders. This is not to say that the department should simply bow to every whim of the students - but there could be potential for greater ongoing dialogue between students and the department, rather than waiting for formal feedback exercises and evaluations. More regular meetings between student representatives and programme directors might help to foster greater dialogue.

Student Feedback for Teaching Staff

There is a student evaluation process that runs each semester. However, at present there does not appear to be a clear process in place for 'closing the feedback loop' i.e. a means for the academic staff to communicate back to the students the key points that were raised in student feedback, and what is going to be changed as a result. This could be partly to do with the fact there appears to be a long delay between the students providing feedback and it being passed to faculty. Ideally, the results of feedback should be provided to faculty within a week or two of it being submitted by students, with academic staff providing a response to students shortly thereafter. There could also be potential for colleagues to run some kind of mid-semester feedback process with their students to enable them to provide more continuous feedback. Or, alternatively, provide some kind of space for students to provide ongoing feedback with colleagues throughout the semester. This could be on Moodle where students can leave comments and feedback for lecturers to respond to (if Moodle allows such a function). Whatever the method, providing some means for feedback to be provided on a more frequent 'little and often' basis, rather than waiting for the end of the module, might enable more constructive staff student partnership and might help identify issues early so that they can be resolved more quickly for higher student satisfaction. Clearly, there is always a balance to be struck between what students are asking for and what we as academics are willing and/or able to provide, but developing an ongoing dialogue in addition to more formal student evaluations may be useful for students and staff.

Areas of improvement and recommendations for MSc in Real Estate

As for the BSc programme, with the below addition:

Ethics

It would be good for the department to consider how issues of professional and business ethics can be more thoroughly incorporated into the MSc. programme. It may not be possible to introduce a standalone module given other constraints – but there are likely to be opportunities to incorporate more material on business and professional ethics into existing modules e.g. marketing, law, valuation, development modules. It would be good for this material to be incorporated into one or more assessments, so that they are connected to learning outcomes.

Areas of improvement and recommendations for N/A

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>		
		[BSc]	[MSc]	[PhD]
2.1	Process of teaching and learning and student-centred teaching methodology	<i>compliant</i>	<i>compliant</i>	na
2.2	Practical training	<i>compliant</i>	<i>compliant</i>	na
2.3	Student assessment	<i>compliant</i>	<i>compliant</i>	na

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.

Findings for BSc in Real Estate Valuation and Development

Teaching staff recruitment and development: Because numerous modules of the BSc-programme are taught by staff members of different departments of the NUP, recruitment (and to some extent also staff development) of these lecturers do not fall in the decision authority of the department of Real Estate. Although some of the teaching staff does not belong to the department of Real Estate but to the NUP the recruitment standards and regulations of the department also apply to them. Within the program a high value is put on the alignment of competencies of the lecturer with his or her courses. So the programme succeeded in attracting visiting scholars from abroad. The huge practical experience of the lecturers was also highlighted by the students in the evaluation meeting. Meetings for programme development and course alignment are kept regularly.

The teaching staff of the BSc-programme confirms that didactic-skills are transferred directly among the teaching staff of the programme. Experts of didactic methods (e.g. simulation games, case study work) transfer their knowledge to their colleagues. At least once a year the teaching staff participates in a development lecture. In addition, numerous development courses are offered in Moodle. However, development of teaching staff seems to be more ad hoc than institutionalised.

Teaching staff number and status: The ratio between permanent staff and visiting staff in the programme is 11:5. Most of the teaching staff has a PH. D. The ratios between teaching hours and management activities are only given for the four permanent staff members of the department of Real Estate. It can be seen from the report that the workload of Marta Katafygiotou exceed 40 hours per week.

Synergies of teaching and research: There is a close contact between teaching staff of the BSc-programme in reference to alignment of course contents, development and research. The program's coordinator stays in close contact to each lecturer concerning the students' progress. Every lecturer is encouraged to include his or her research in the courses and to support the excellence strategy in teaching and research by own research efforts. As stated by the rector of NUP teaching only comprises 26 weeks, while the rest of the time can be awarded to research activities. As a standard at the NUP research of the academic staff is supported by incentives (e.g. reducing teaching hours). A leave-program can also be used for focussing on research projects. Also it was stated in the meeting that every request of a leave was granted, explicit numbers of academics who conducted a leave were not provided. Academic publishing is also a criterion for promotion decisions.

Findings for MSc in Real Estate

Teaching staff recruitment and development: The MSc-programme is run by the permanent staff of the department and visiting lecturers of the department. So academics teaching in this programme are members of the faculty and have been recruited according to the departments recruitment standards and regulations: The University council is responsible for approving academic vacancies and acts on the recommendation from the senate. The latter considers the requests by the department. Applications will be proved by an Electoral Body that is composed of external and internal academics. High focus is put on teaching competencies and research experiences. The process of hiring new academics is well regulated by consideration of legislative standards. A proof of teaching competencies will be given by new candidates. Therefore, mutual observations of the teaching staff are conducted.

In the evaluation meeting the teaching staff confirmed that staff development plays an important role within both programmes. Meetings of the teaching staff of both programmes are conducted regularly. Didactical skills often are transferred directly among the teaching staff. At least once a year the teaching staff participates in a development lecture. In addition, numerous development courses are offered in Moodle.

Teaching staff number and status: The ratio between permanent staff and visiting staff in the programme is 5:1. Two of the teaching staff have a PH. D. Each lecturer has academic and practical competencies in the field of his or her course content. It can be seen from the report that the workload of Marta Katafygiotou exceed 40 hours per week. As the head of the department explained in the meeting, each teaching staff of the department of Real Estate should be responsible for not more than four courses for having enough time for management and research activities.

Synergies of teaching and research: Because the courses of the whole programme are covered by academic staff of the department of Real Estate no collaboration there is no collaboration with external staff in reference to teaching. Nevertheless, a connection to the Real Estate industry is ensured by excursions and communication with practitioners within the courses. The committee sees a link between research activities of the academics and their teaching in the courses. Research is actively encouraged by leave-programs and incentives (e. g. reducing learning hours). Academic publishing is regarded as a criterion for promotion (see above). However, research activities in reference to citation can only be evaluated by the external evaluators until 2019. Information about research activities after 2019 are requested.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for BSc in Real Estate Valuation and Development

High variety of different qualifications among the teaching staff due to collaboration with other departments of the NUP can be seen as a strength of the programme. This followed interdisciplinary approach provides the students with a variety of different theoretical and practical insights.

That the programme attracts specialized visiting scholars from abroad is another strength. It ensures a broader scope of international problems and solutions in the Real Estate industry.

Strengths for MSc in Real Estate

Having the decision authority about teaching and research under the authority of the department of Real Estate ensures that alignments of the program can easily be made. This offers the option to react on current topics in Real Estate very quickly.

Strengths for [Title 3]

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.

Areas of improvement and recommendations for BSc in Real Estate Valuation and Development

The external evaluators are convinced that the teaching staff maintain a close contact within the programme. However, it may be helpful to institutionalise regular meetings and development activities between the teaching staff from different departments. Communicating ad hoc can become difficult the more lecturers from different departments are involved. It should be good to have a fixed meeting with all teaching staff each semester for discussing problems and further developments of the program.

The academics of the department of Real Estate are highly involved in both programs. This raises concerns about their options for participation in the leave program. The rector of NUP and the head of the department ensured that requests of a leave will be granted in close alignment with the organization of the programs. Yet, taking a leave can be difficult for the academics of the department of Real Estate when there is no substitute for their courses in each semester. The external evaluators recommend to consider this by clear and transparent admission criteria for the leave program that take into account teaching demands and organizational needs but do not penalise teaching staff because of their high involvement in teaching in both programmes.

Areas of improvement and recommendations for MSc in Real Estate

Attracting more visiting lecturers from abroad may broaden the scope of the programme and expand its internationality. Even for a MSc programme delving more deeply into theoretical and practical problems should be essential. Visiting lecturers from other universities can provide the students with different approaches to problem solving.

The scope of the MSC-programme should also profit from external collaborations. Because in the current state there are no external collaborations within the MSc-programme the external evaluators encourage establishing external collaborations with academics outside of the department of Real Estate.

The external evaluators recommend to rearrange some of the duties of Martha Katafygiotou to ensure a more balanced workload. A more balanced distribution of management and even teaching activities in the Master's programme also reduces risks due to illness.

The leave-program offered by the NUP also raises concerns about substitutions within the programme (see above). Because the courses are related to very specific disciplines covered by only one lecturer, a leave of one lecturer challenges the organization of the whole program. We recommend that setting up substitution plans in combination with attracting more visiting lecturers for the program can help to become more flexible within the program.

Areas of improvement and recommendations for [Title 3]

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>		
		[BSc]	[MSc]	[PhD]
3.1	Teaching staff recruitment and development	<i>compliant</i>	<i>compliant</i>	na
3.2	Teaching staff number and status	<i>compliant</i>	<i>compliant</i>	na
3.3	Synergies of teaching and research	<i>compliant</i>	<i>compliant</i>	na

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, processes and criteria

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.

Findings for BSc in Real Estate Valuation and Development

Student Admission, Processes and Criteria

There are pre-defined rules for student admission – these are set out in the Student Handbook. They are presumably also published elsewhere in a format suitable for prospective, rather than current students – although this was not made clear. We were also reassured during the site visit that access policies, admissions processes and criteria were consistently applied in a transparent manner.

Student Progression

During the site visit we were reassured that it is made clear to students what they need to do in order to progress through each year of the programme. Recommendations on student progression are made by the Assessment Board and the External Advisory Panel. Details of what students need to achieve in order to graduate are set out in the Student Handbook. 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.

Student Recognition

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

According to the documentation provided, the programme has a system in place for Accreditation of Prior Learning which supports student mobility.

We were assured by faculty during the virtual site visit and following in writing, that appropriate recognition procedures are in place that rely on institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention and cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Student Certification

Pre-defined rules for degree grade calculation are available in the Student Handbook.

We were assured during the site visit that students receive a degree certificate and transcript explaining the qualification gained, level, content and status of the studies that were pursued and successfully completed.

Findings for MSc in Real Estate

Student Admission, Processes and Criteria

As for the BSc programme.

Student Progression

As for the BSc programme.

Student Recognition

As for the BSc programme

Student Certification

As for the BSc programme

Findings for N/A

Click or tap here to enter text.

Strengths

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

Strengths for BSc in Real Estate Valuation and Development

These criteria are generally met by the department.

Strengths for MSc in Real Estate

These criteria are generally met by the department.

Strengths for N/A

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.

Areas of improvement and recommendations for BSc in Real Estate Valuation and Development

Admission Requirements

These are set out in the Student Handbook – but this is presumably available only to current students, who have already been admitted to the programme. It is not obvious where else these requirements are published. They do not appear to be easily available on the university website - although the website text does suggest that the Departmental Handbook is published as well as the University Student Handbook (which is easily available online). It would be worth considering making the admissions requirements more easily available to prospective students.

Areas of improvement and recommendations for MSc in Real Estate

Admission Requirements

As for the BSc programme.

Areas of improvement and recommendations for N/A

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>		
		[BSc]	[MSc]	[PhD]
4.1	Student admission, processes and criteria	<i>compliant</i>	<i>compliant</i>	na
4.2	Student progression	<i>compliant</i>	<i>compliant</i>	na
4.3	Student recognition	<i>compliant</i>	<i>compliant</i>	na
4.4	Student certification	<i>compliant</i>	<i>compliant</i>	na

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.

Findings for BSc in Real Estate Valuation and Development

Teaching and learning resources: Multiple learning methods are used within the programme (e. g. lectures, seminars, projects, case studies, simulation games). Moodle is used as a platform for teaching and learning. Although some students and also the head of IT confirm that access to already visited courses in Moodle is possible, how to access already visited courses is not known to every student. Courses are held in Greek and English. Sometimes the lecturer switches between both languages when necessary. Some students prefer learning material in English than Greek but there seems to be no concordance. Because not every lecturer speaks Greek, a tutor sometimes has to translate (e.g. feedback on assessments).

Physical resources: Physical Facilities required for studying are already existing. The library offers numerous books and journals even in the disciplines of Real Estate. Databases of collaborating universities and other universities in Cyprus can also be used for literature research. Academic works of authors from NUP (e.g. dissertation, research papers) are stored in an online deposit of the university. The IT-infrastructure is modern and robust. Microsoft Office 365 is used by teaching staff and students. Communication in Moodle is synchronized with Microsoft Teams. It can be easily switched from onsite to online learning as this was necessary due to covid19. Any IT-problems can be addressed via a ticket system, email or a hotline. In the student meeting it was mentioned that access to learning material of already visited courses would be helpful (e.g. for preparing advanced courses, for repeating a failed examination).

Human support resources: A personal tutor system in both programmes is established. The tutor supports students to reach their academic goals and also helps in respect to difficulties. Special services for students with disabilities are established to provide equal opportunities. The university also set up an array of services to support students' research and employability (e.g. liaison offices). A counselling centre also offers support for morale issues of the students. The information platform is Moodle that is synchronized with Microsoft Teams. Students mentioned that the waiting time of a reply on requests via email is no longer than two days.

Student support: As part of the NUP both programmes participate in ERASMUS +. Both programmes target students from abroad. Aiming to attract high level students and to provide students with equal opportunities, scholarships are available as well as different services for students with disabilities. An advisory service consisting of personal tutors, consultant professors and special advisers is established. The NUP also provides academic partnerships with universities from abroad (Middlesex University, Hull University) offering double degrees for NUP students. Recognising courses from other universities to some extent) is possible. Exchange of students and academics with other universities over the last years seemed rather low.

Some students mentioned a missing or not sufficient feedback on their assessment, so that areas for improvement are not sufficiently addressed.

Findings for MSc in Real Estate

Teaching and learning resources: See above.

Physical resources: See above.

Human support resources: See above.

Student support: See above. Students of the MSc.-programme mentioned difficulties in finding information about RICS. They wish to be better informed about the options for becoming a RICS member.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for BSc in Real Estate Valuation and Development

A broad advisory system that supports students in reaching their academic and professional goals and also ensures well-being among the students.

Numerous facilities can be used due to being part of the NUP.

Because of some interdisciplinary courses, recognising courses from partner universities should be easier. Thus, international exchange of students is supported.

Strengths for MSc in Real Estate

A broad advisory system that supports students in reaching their academic and professional goals and also ensures well-being among the students.

Numerous facilities can be used due to being part of the NUP.

Accreditation by The Royal Institution of Chartered Surveyors.

Strengths for [Title 3]

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.

Areas of improvement and recommendations for BSc in Real Estate Valuation and Development

Because feedback on students' assessment is a necessary condition for their professional development as well as reaching their academic goals, feedback on assessments should be improved. Although feedback on assignments from the tutor was mentioned by the students as being very extensive, the missing feedback was related only to some assessments/examinations. The external evaluators recommend to analyse the feedback on assessments/examinations more deeply and give more explicit feedback to students where necessary.

The external evaluators appreciate the teaching staff's endeavour for teaching in Greek and English. Even the students highlighted the efforts by the teaching staff to involve students with difficulties in either English or in Greek. Because some lecturers only speak English and have to be translated by others, teaching in Greek and English seems to be a challenging demand. Translating can also cause conflicts in the progress of courses, because it should be time consuming and interrupts a free flow of discussions. Furthermore, students with difficulties in either Greek or English can be lost in discussions and suffer from disadvantages in preparing for exams. The teaching staff confirms that nearly the entire course literature is in English. Given the internationality of the Real Estate industry and the high focus on internationality of the NUP, the external evaluators therefore encourage that translating from Greek into English and vice versa should be kept to a minimum. Regarding the admission process of both programmes English language skills are a very important criterion. Students with difficulties in English could be offered special support in the form of language training to improve their English language skills.

Areas of improvement and recommendations for MSc in Real Estate

For recommendations concerning the feedback and language see above.

Because the courses of the MSc-programme are specifically in the disciplines of Real Estate recognising courses from a visiting semester abroad should be limited. The external evaluators therefore recommend building collaborations with Real Estate faculties from other universities for expanding the student exchange in the MSc-programme.

Students of the MSc-programme wish for more information about RICS. Students of the BSc.-programme get information about RICS in their Ethics module. Such a module is missing in the MSc.-programme. The external evaluators therefore recommend to include an Ethics module in the curriculum of the programme or at least integrate information about RICS in the existing courses.

Areas of improvement and recommendations for [Title 3]

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>		
		[Bsc]	[MSc]	[PhD]
5.1	Teaching and Learning resources	<i>compliant</i>	<i>compliant</i>	na
5.2	Physical resources	<i>compliant</i>	<i>compliant</i>	na
5.3	Human support resources	<i>compliant</i>	<i>compliant</i>	na
5.4	Student support	<i>compliant</i>	<i>compliant</i>	na

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1. Selection criteria and requirements
- 6.2. Proposal and dissertation
- 6.3. Supervision and committees

6.1 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*

6.2 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.*

6.3 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-areas		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	na
6.2	Proposal and dissertation	na
6.3	Supervision and committees	na

D. Conclusions and final remarks

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

Overall the EEC has been impressed by the quality of the two programmes offered by the department. The structure of the programmes is logical and the content is relevant. The delivery incorporates a range of approaches and assessment methods. Faculty members are knowledgeable and committed colleagues who clearly care about their students and the quality of the programmes provided by the department. The number of faculty seems adequate to support the delivery of the programmes. Faculty are generally readily available to students who need support. The broader facilities are sufficient to support the students in their learning and development. There are good links with industry. There are robust admissions, planning, review and quality assurance processes in place.

Various comments have been provided in the relevant sections of this report that suggest areas of potential improvement for the department to consider. These include (but are not limited to) matters relating to:

- The incorporation of more material specifically relating to business and professional ethics into the MSc programme.
- Provision of more structured training and support for staff development relating to teaching and assessment methods and practice.
- Provision of more formal structures for sharing good practice in relation to teaching and knowledge sharing.
- Greater consistency in terms of the volume and quality of feedback provided to students, for exams as well as coursework.
- Clearer identification of assessment criteria on assignment briefs.
- Potential for ongoing student/staff dialogue with clearer processes for 'closing the feedback loop'.
- More timely provision of student feedback to staff, with more timely responses to students based on their feedback.
- Clearer processes and criteria in relation to the academic leave programme, with clearer processes for 'filling the teaching gap' left by an academic on leave.
- More investment in and support for research activities by a wider range of academic staff.
- Greater support for external collaborations with researchers in other universities.
- Greater clarity in terms of public availability of various processes and regulations relating to admission requirements.
- Fuller consideration of how the balance between Greek and English works in the delivery of the teaching.
- Incorporation of more material covering the RICS into the teaching on the MSc programme.

It is emphasised that the suggestions for improvement are just this - suggestions, not requirements. There may be structural, regulatory or institutional reasons why some of these suggested improvements cannot be implemented in the short term. However, the EEC hopes that these comments are helpful in supporting the department in continually reflecting on how it can improve its programmes. It is evident that this process of continual reflection is already in place - so we hope that this report contributes in some way.

Finally, the EEC would like to thank all those members of staff and students who were so helpful and positive in the site visit.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof Arno J van der Vlist	
Dr. Tobias Keller	
Dr Edward Shepherd	
Georgios Nicolaou	
Click to enter Name	
Click to enter Name	

Date: July 15, 2021