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External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
University of Cyprus
- **Town: Nicosia**
- **School/Faculty (if applicable): Faculty of Economics and Management**
- **Department/ Sector: Economics**
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Μάστερ στην Επιχειρηματική Οικονομική

In English:

Master in Business Economics: Technology, Innovation, Management and Entrepreneurship (TIME MBE)

- **Language(s) of instruction: English**
- **Programme's status: Currently Operating**



- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

Following the invitation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) has evaluated the Master in Business Economics: Technology, Innovation, management and Entrepreneurship (hereafter TIME MBE) at the University of Cyprus, coordinated by Mr. Lefkios Neophytou. This is an existing conventional programme from the University of Cyprus (hereafter UoC) in Nicosia.

The EEC consisted of four academics: Professor and Chair Dimitrios Gounopoulos (University of Bath), the members Professor Evangelia Kopanaki (University of Piraeus), Professor Dionisis Philippas (ESSCA School of Management), and the student member Mrs Zoi Aggeli (Cyprus University of Technology).

The evaluation for the programme took place on the 24th of April, 2023. Prior to the visit, the EEC was supplied with a comprehensive documentation, which included the overall description of the University structure, facilities, programme approval and evaluation processes and other useful information, the internal evaluation of the program, a list of the courses together with their description and faculty qualifications, among others. During the meetings, we were given presentations and ample time was allowed for clarifications and discussion.

The EEC met with the senior management team and academic faculty responsible for delivering the MBE programme, the administrative and other support staff from UoC and a number of students from the programme. In particular, during the visit, the EEC met: the UoC Vice Rector for Academic Affairs, Professor Tatiana Eleni Synodinou who is also the Chairwoman of the Internal QA Committee of the University, the Chair of the Department of Economics Professor Andros Kourtellos, the Director of MBE Assoc. Prof. Costas Hadjiyiannis, the University Officer A'– QA Coordinator Ms. Demetra Demetri, members of the teaching staff on each course for all the years of study, undergraduate and graduate students, and the administrative personnel of MBE, Ms Litsia Tsiali and Ms Anastasia Demetriou.

During the morning session, the senior management team of UoC presented the University and the MBE programme under review. Later, the EEC met with faculty members, students, and finally, administrative personnel. The discussion covered the programme under review, its structure, academic issues related to the programme, staff workload and organization, assessments, and resources. During the session with students, the EEC met with students who shared their experiences in UoC and the ongoing programme. The last session was the meeting with members of the administrative team.

Following the presentations in each session, the EEC had the opportunity to ask questions and collect further information. Specifically, the EEC asked questions related to the programme, such as learning objectives (LO), programme structure, delivery methods, assessments of learning (AoL), quality of learning (QoL), infrastructure, and IT support. Additionally, they inquired about the faculty and the institution more broadly.

The visit concluded with a meeting and general discussion with the senior management team to clarify any questions from earlier sessions during the site visit. The EEC members found the discussions to be fruitful



and informative. The committee would like to thank all parties involved for their cooperation and support during the online evaluation. Additionally, the EEC would like to express its gratitude to Mr. Lefkios Neophytou, the CYQAA coordinator, for efficiently managing the process.

As detailed below, we find that the programme under review is mainly overall compliant with the stated criteria and standards, but also partially compliant in few areas that can be improved. Additionally, we provide some suggestions to be considered in the hope of further improvement.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dimitrios Gounopoulos	Chair and Professor	University of Bath
Evangelia Kopanaki	Professor	University of Piraeus
Dionisis Philippas	Professor	ESSCA School of Management
Zoi Aggeli	Student Representative	Cyprus University of Technology
Name	Position	University
Name	Position	University



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 Quality Assurance mechanisms followed by the University and the Department are aligned with international standards. Internal policies and procedures are in place to assure the quality of the programme (and in overall for all the Department of Economics) under review. The resulting Master's degree is clearly specified and conforms to international standards for this level.

The EEC examined all information regarding the admission criteria, learning outcomes, the delivery method of the courses, the assessment procedures, as well as the main features of the learning environment. Program teaching is evaluated according to UoC policies, with policies for continuous improvement of teaching quality among experienced instructors. The program goals, requirements and structure are clearly documented and available to prospective and current students.

The program was first offered in 2016 as a joint program with the University of Crete and the University of Wageningen. The program consists of 105 ECTS spread over three semesters, with 60 ECTS devoted to compulsory courses (16), 30 ECTS devoted to the Master's thesis, and 15 ECTS to an internship. Admissions criteria are consistent with UoC and international standards, allowing the entry of graduates from different educational systems with a bachelor's degree background. The program's structure is designed to be competitive on an international level. The student profiles are well-diversified, including nationality, gender, and diverse opportunities in the job market after graduation.

TIME MBE is a unique program that provides students with specialized skills and knowledge related to the managerial, entrepreneurial, technological, and economic aspects of innovation management, with emphasis on small and medium sized firms. The comprehensive curriculum combines theoretical foundations with practical applications providing students with the knowledge and the entrepreneurial skills needed to successfully generate and implement innovative ideas in an ever-changing market.

In general, the program under review is well-designed with objectives and learning outcomes in line with the Department's strategy and international practice. The purpose, requirements, and learning objectives are aligned with the mission of the program. The structure and content include appropriate core courses. The Master's thesis is considered a strong point in the structure and delivery of the program, along with the required internship.

The Department of Economics at the University of Cyprus has well-organized processes for internships, with the goal of applying and expanding the knowledge acquired. Assessment of learning is based on examinations and projects, with a minimum of two assessment methods necessary for each course grade and is clearly tracked and monitored. Learning outcomes, expected student progress, and course requirements are specified, including in terms of ECTS units.

Strengths

The strengths of the programme include:

- The quality of teaching personnel and their involvement in high-level research.
- The quality of university facilities for teaching, learning, and student support.
- The potential to appeal to a wide range of local and international students, provided that suitable marketing strategies are implemented.
- The potential to connect to public and private sector employers in the business sector, broadly defined.
- The programme aligns with international best practices in graduate education.

Areas of improvement and recommendations

The committee has the following recommendations to strengthen the programme further and to utilize its full potential:

1. Special attention should be given to marketing and sustainability of the programme to a local and international audience of prospective students. As last year's intake was null, this should include utilizing social media, holding open days (also available online), organizing information meetings with potential students and employers, implementing marketing and communication activities, and more. The achieved accreditation through AACSB (soon expected) should also be prominently featured in these marketing strategies. Another potential way is to promote lifelong learning policies and seek funding from the private sector, secure scholarships for students, and approach governmental institutions (e.g., Bank of Cyprus scholarship, etc.).
2. Consider enriching the content of the courses to better align with the domains covered by the title of the programme. For example, consider topics, such as new technologies, HR management, and more.
3. The case studies and examples used in courses should be more up-to-date and reflective of real-world scenarios.
4. The content of each course should be aligned with its delivery and not overlap with other courses on some topics.
5. Improve the sequence of the courses to facilitate the learning process of students.



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

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

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

Sub-areas

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

2.3 Practical training

2.4 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 the 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

Some of the findings in this area are the following:

The process of teaching and learning in the program follows the practices of UoC, an internationally recognized research university. It considers different modes of delivery including lectures, case studies, exercises, and so on.

The study guide for the program is incorporated into the one for the Department.

Instructors are active researchers who may incorporate state-of-the-art research into course teaching.

Students are encouraged to develop a working knowledge of theory and applications in technology, innovation, and management, and to apply them to relevant class projects, culminating in the Master's thesis. Student needs and feedback are regularly monitored and incorporated into teaching.

The program allows for block format attendance to accommodate student career choices and personal needs. Working students have the opportunity to apply new knowledge and methods to their practical work as they progress through the courses.

Assessment is fully in line with international university standards, best practices, and Cypriot requirements, and it reflects the learning goals of the program. It includes various testing and examination methods and supports the development of the learner. Based on the nature and content of the course, the assessment is based on different methods, including class participation, group or individual assignments, class activities,

analysis of case studies and final examination. The criteria for the methods of assessments are included in the courses' description and published in advance.

Procedures are in place to address any complaints that students may have about the teaching and learning process.

Strengths

The EEC identified several strong points of the programme:

1. The program benefits from the experience and engagement of the UoC faculty, which contributes to good practice in teaching and learning.
2. An appropriate learning infrastructure and instructional methodology have been established.
3. The use of block teaching in the courses is considered a good practice for learning.
4. The programme receives significant administrative support and academic commitment.
5. Practical training is a supported component of the program.
6. The student assessment aligns with international university standards and program learning goals.

Areas of improvement and recommendations

The EEC suggests the following improvements:

The Department should consider enriching the study guide by incorporating the learning outcomes of the programme, as well as adding more detailed information related to the content of the courses.

The Department should also consider including lab teaching in some of the courses (e.g. in Data Analytics and Quantitative Methods).

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	Partially 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

The University follows international best practices and a clearly described legal framework for faculty's workload, recruiting new faculty and tracking faculty development.

The number of teaching staff involved in the program is sufficient as the Department appoints external faculty members in addition to the core faculty members.

All faculty members involved are highly active in research.

The programme is able to combine recent research findings and insights with state-of-the-art teaching methods.

Strengths

The EEC found a number of strengths as follows:

- Innovative application of new teaching methods
- The EEC identified that there is a synergy between teaching and research.
- The EEC observed that members of staff are senior professors and have experience in their field for several years.
- The faculty has a very good network for research. There is also continuous training through workshops, invited speakers, etc.
- Synergies between faculty in research and training within the Department are in place.
- The Department promotes internationalisation by appointing members of staff from the global market (with focus PhD graduates from the USA).

Areas of improvement and recommendations

The EEC has some minor suggestions for improvement in this area, which can be achieved through support from the state to the Department and the UoC in the following ways:

1. Increase the budget for research. PhD students' programmes should be encouraged, funded, and expanded.
2. Recruitment of new faculty should be on the future agenda. The Department should recruit more core faculty members to strengthen its ability to teach in the master's programs. This will enhance the Department's autonomy.

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, 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.*

Findings

The EEC met students, coming from the MBE programme. The EEC asked them about their experiences, why they chose UoC and this programme, and what they like (or don't like). In general, the EEC noted that students are mostly positive about their studies, the program they followed and the support received.

The main findings are the following:

The student admission requirements have been found to be clear and in line with the criteria set by the UoC, which comply with best international university standards.

These requirements are effectively communicated by the Department to prospective students.

The EEC observed that the Department and the Master's programme have policies and mechanisms in place to ensure students' development.

Regulations regarding students' progression are published and the student's progression is monitored.

Strengths

The main strengths of the MBE program are listed below:

1. The teaching block format works well for the majority of the students, despite time pressure.
2. The University takes good care of the students, providing materials, academic support, databases, IT support, and library services, among others.
3. The programme adheres to international university practices.
4. The faculty encourages excellent students to continue their studies at a PhD level in US universities.

5. The department's excellent reputation secures excellent jobs for its graduates.
6. The experienced administrative staff provides great support to the students.
7. High ratio of graduates.

Areas of improvement and recommendations

Some suggestions for improvement are listed below:

- A fundamental knowledge related to the content of the Master's programme should be provided to students as an introductory course. Students from diverse backgrounds other than economics may underperform without it.
- A wider range of time slots for teaching blocks would benefit students, especially to provide more time before exams.

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

The EEC had the opportunity to visit the premises of UoC and the Library in Nicosia and discussed with administrative personnel. The EEC believes that UoC offers entirely adequate resources and a wide range of services to both students and teaching staff, such as access to library materials (including online), IT infrastructure, databases, administrative support, career services, and so on.

Administrative staff with great experience supports the students throughout the programme under evaluation.

Special mention should be given to the library facilities, which feature a wide range of sources from reputable publishers, including books, e-books, journal databases, etc.

The School and the Department also offer access to specialised databases and software related to the learning goals of the programme.

In terms of human capital support, there is highly competent administrative staff that supports the smooth operations of the programme under evaluation.

Strengths

The EEC would like to emphasise the following strong points:

- The members have formed a clear impression that the leadership team of the Department is committed to providing a high-quality programme and enabling students to pursue rewarding careers in both the public and private sectors.
- With regards to personnel, the EEC also acknowledges the experience, well-educated, dedication and enthusiasm. They cater to any need raised that is relevant for completing the programme.
- The library has exceeded expectations within the university environment and serves as a central hub of knowledge for students, faculty, and the broader community.

Areas of improvement and recommendations

The EEC believes that the administrative part of the UoC does a very good job. However, they lack the budget to hire new personnel. They have a significant workload that many times exceed the office hours. Therefore, a recommendation from EEC to the senior management is to acquire more human capital in the Department.

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

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

D. Conclusions and final remarks

This program has great potential to appeal both to Cypriot and international students interested in careers in the private sector, central banking, finance companies, engineering companies, maritime affairs, regulatory bodies and so on. The focus of this programme should be attractive to many but also it needs to be communicated, locally and internationally, with targeted marketing efforts.

The EEC has identified a number of strengths in the various sub-areas listed above, but has also made concrete recommendations for specific improvements with a view to meeting these objectives. Rather than summarising or selecting a subset of these recommendations, we prefer to refer the reader to the bullet lists in the relevant sections of this report, as we believe that all recommendations should be carefully reviewed and taken into account. Our overall conclusion for purposes of this evaluation is that the programme should be considered COMPLIANT with the recommendations listed in the relevant sections above.

Key recommendations

1. Additional funding for (but not only) student support, marketing activities, promotion of the master programme, internal processes and human capital with regards to programme, and so on.
2. Targeted marketing and communication activities.
3. Slight improvements to the programme's structure and courses' content.

The EEC would like to thank all involved in the University of Cyprus and the Department of Economics for the high engagement throughout the evaluation process - and for providing a rich set of supporting documents, before and during the site visit. We also appreciate the constructive, lively and reflective spirit during the visit as well as the commitment to continuous improvement, expressed by the various representatives of the UoC.

We also thank Mr. Lefkios Neophytou for the smooth organization of the evaluation process.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Dimitrios Gounopoulos	
Evangelia Kopanaki	
Dionisis Philippas	
Zoi Aggeli	
Click to enter Name	
Click to enter Name	

Date:27/4/2023