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Date: 08.04.2025

External Evaluation Report

(E-learning programme of study)

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** Σχολή Επιστημών
της Αγωγής, Ανθρωπιστικών και
- **Department/ Sector:** Επιστημών της Αγωγής
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Επιστήμες της Αγωγής (18 Μήνες/90 ECTS, Μεταπτυχιακό)-
Εξ Αποστάσεως:

- Εκπαίδευση Εκπαιδευτών Ενηλίκων και
Ανάπτυξη Ανθρώπινων Πόρων
- Ψηφιακές και Ήπιες Δεξιότητες

In English:

Education Sciences (18 Months/90 ECTS, M.A.)-E-Learning:

- Training of Adult Educators and Human Resources
Development.
- Digital and Soft Skills
- **Language(s) of instruction: 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 2021 [L.136(I)/2015 – L.132(I)/2021].

- Programme’s status: New
- Concentrations (if any):

In Greek: • Εκπαίδευση Εκπαιδευτών Ενηλίκων και Ανάπτυξη Ανθρώπινων Πόρων. • Ψηφιακές και Ήπιες Δεξιότητες

In English:

- Training of Adult Educators and Human Resources Development
- Digital and Soft Skills

A. Introduction

The evaluation took place from 7th – 8th April 2025. The site visit took place on Monday, 7th of April. The visit included meetings at the main campus. The report was compiled and finalised on April 8th 2025.

Meetings were held with the Vice-Rector for Academic Affairs and Chair of Committee of Internal Quality Assurance, Vice-Rector Research and External Affairs, Dean of the School of Humanities, Social and Education Sciences, Chairperson, Department of Education Sciences, School representative in the University's 'Committee of Internal Quality Assurance', Programme Coordinator with a delegation of the intended teachers, three external stakeholders, and students and graduates of other e-learning programs offered by the e.g. the European University of Cyprus and, finally, members of the administrative staff (i.e., the Career Advisor, Student Affairs Office, Admissions Coordinator, Admissions Office, International Student Advisor, Department of Enrolment, IT Administrator and the Head Librarian).

The Cyprus context and the strategy of the European University Cyprus:

European University Cyprus adopts a proactive and highly focused stakeholder engagement strategy. The university differentiates itself competitively through its academic programs, which align with Cyprus' broader political strategy to position the island as a prominent business and educational hub. Social accountability plays a pivotal role in Cyprus, and the European University actively contributes to this ethos through its commitment to sustainable practices and community engagement.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Sandra Bohlinger	Chair of the EEC	TU Dresden, Germany
Professor Sam Duncan	Member of the ECC	University College London, UK
Professor Saskia Eschenbacher	Member of the ECC	Akkon University of Applied Sciences, Germany
Professor Denise Whitelock	Member of the ECC – e-learning	Open University, UK
Ms. Vasoulla Michail	Student Member of the EEC	University of Cyprus



C. Guidelines on content and structure of the report

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher*

Education and, consequently, to the Framework for Qualifications of the European Higher Education Area

- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*



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



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Findings

1.1 Quality assurance

As regards quality assurance, there is a Quality Assurance Board (Internal Quality Committee of the Institution). Program Evaluation Reviews are in place which involve various stakeholders groups (e.g. students, externals). Also, a clear program evaluation review process is provided, which is positive.

The overall programme is designed in a way that existing standards and frameworks (e.g. ECTS and EQF application, expected workload etc.) are respected.

Teaching staff obligations and study regulations are available in English on the website. They refer to all study programs of the University.

1.2 Design, approval, on-going monitoring and review, 1.3 Public information, 1.4 Information management:

These sections cannot be addressed since the programme has not yet started.

Strengths

The overall programme structure is well-balanced and provides a good mix of three compulsory courses, four concentration courses and the Master Thesis courses.

Learning outcomes are clearly defined and there is a well-outlined reference to fields of employment (e.g. human resource development management). Learning outcomes are appropriately defined for both profiles (training of adult educators and human resource development; digital and soft skills). The programme is properly indicated in the University's organigram.

The need to offer the programme and potential fields of graduates' employment are clearly outlined. The strengths of the University are well described and the program would enrich the University's program offer.

Areas of improvement and recommendations

For the time being there are no areas for improvement.

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	Not applicable
1.3	Public information	Not applicable
1.4	Information management	Not applicable

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**
- 2.4 Study guides structure, content and interactive activities**

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-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.*
- *For distance learning programs, the number of students in both undergraduate and Master's level postgraduate programs does not exceed 30 students per class.*

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

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *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 e-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.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
 - *Clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

Findings

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

There is a full list of compulsory and elective courses covering all relevant information (e.g. indication of relevant literature, prerequisites, evaluation/assessment forms etc.). Teaching methods are student-centred and cover dialogues, self-assessment activities, case studies etc.

We are fully convinced that planned processes of teaching and learning are of an appropriate standard and are meaningfully student-centred, with the eLearning methodology appropriate and (in its reflective nature and the links to adult education and HR) innovative. We are confident that there is enough technological and pedagogical support for both staff and students to meet the needs of this programme.

The students we spoke to from other EUC eLearning programmes were positive about the organization of their eLearning experience and the availability of support for those who struggled with the tech demands at times. They recommended that at the start of each semester, programme teams organize 'tech orientations' to cover the aspects of technology use most vital that coming semester. We feel this is a good idea (and could also be considered for academic literacies too).

The eLearning structure encourages students to play an active and autonomous role, which should work well with the sharing of professional expertise which will come from the planned diverse cohort of motivated individuals from different professional and educational backgrounds. Adaptive/differentiated learning will be important, including around knowledge of pedagogies/teaching methods and confidence with educational literature and the programme structure allows for this. Learning opportunities are also differentiated through the choices students have of modules and also of choices to be made in undertaking various assignments and in their thesis, and the highly reflective nature of the activities suggested. The quality of teaching and teaching methods will also be maintained (and innovation encouraged) through university/departmental processes of peer observation, of team teaching, of staff meetings and professional development to learn from each other. As noted elsewhere, the programme structure allows for students to be closely monitored and those who may be falling behind to be supported in moving forward. Processes for internal and external moderation are in place.

Though students select one of the two specialisms, when they join the programme they will have the opportunity to potentially switch specialism within a certain period of time, which provides important flexibility.

Student pastoral support seems robust and the programme team assured us that the culture of regular communication between tutors and students so that students feel connected to the programme and also so that tutors are able to keep a close eye on student engagement and issues.

The library will source and stock the books that the instructors recommend, as well as the required books from the syllabus. This will be in multiple copies and where possible as ebooks – and once the programme is approved, they will make sure they will have all the materials. Students can use the other university libraries for free as members of this university. For journal subscriptions, students here have access to those journals this university is subscribed to, and this will be organized once the programme goes ahead. There is library orientation and there are courses for students and faculty. Library is open each day from 9am until midnight and study rooms outside the library open until midnight and on weekends (helpful for those who live locally/can commute, as can fit study around work times and good for those without space to study at home). Emergency loan of laptops are available if needed for limited amounts of time.

The university as a whole has a high student employment rate of 97% for the overall University and it is anticipated that this will be mirrored on this programme. The target groups are teachers, including adult education teachers, but

also potentially policy-makers, those with training roles within industry and more. This means a diverse cohort and a wide-range of potential employment roles for graduates. The external stakeholders we spoke to were convinced that a) their feedback had been taken into account in the design of the programme and b) that it will equip students well for a range of future roles.

Recommendations: consider semesterly orientations to cover key technological skills/awareness/knowledge as well as academic literacies.

2.2 Practical Training

The integration of theory and practice is fundamental to this programme and has been incorporated into the design of the teaching and assessment (such as the teaching simulation).

2.3 Student Assessment

The forms of assessment are appropriate, wide-ranging, and include self, peer and tutor feedback. Assessment is appropriate, varied, transparent and both 'higher' and 'lower' stakes'. Assessment will allow students to demonstrate learning as well as to draw on individual strengths and preferences. Assessment are both individual and group, with careful thought given to how individual contributions contribute to group work. Careful thought has also been given to the relationships between uses of AI and assessment.

Students can declare a disability/additional need to receive appropriate support and the teaching team understand well that not all students declare and so look out and address support needs as they identify them.

2.4 Study guide structure

The study guides, material and activities we have seen are appropriate for the level of the programme, coherent and well-organised. The weekly schedule of activities and resources is well thought-through and stimulating.

We note that there seem to be some dates missing from the bibliographic entries on the reading lists in the study guides and/or course information we have received. These should be checked against expected conventions.

The teaching staff are research active and well engaged in research projects and professional networks which will enhance the experience of their students.

Recommendations: we would recommend considering some updating and internationalizing of the bibliographies of the courses we have seen, both in terms of books and journal articles, and that the teaching team aim to regularly update readings based on their diverse backgrounds and experiences in research teams, professional networks (EPALE, EBSN etc) and beyond. Also, there are some courses including a detailed overviews of the type of delivery (methodologies such as e.g. case studies, discussions etc.) whereas others only indicate 'e-Learning'. We recommend balancing this and assurance that all courses cover several teaching methodologies. See also above points about conventions of academic references (and inclusion of dates).

2.5 Overall findings

As noted above, the processes of teaching and learning and student-centred teaching methodology, practical training, student assessment and study guides structure, content and interactive activities are all of an appropriate standard, well-designed, stimulating and supportive.

Strengths

Course outlines: Strengths: The list of course outlines is complete and comprehensive. All relevant information is provided. Courses are flexible and can include both synchronous and asynchronous activity.

A key strength seems to be the research-active and well-connected nature of the teaching team (as well as their pedagogical experience), the eLearning expertise, the drawing on adult education and lifelong learning networks, and the varied nature of assessment.

Areas of improvement and recommendations

We have not identified any areas which we feel need improvement. We have identified ideas we would encourage the team to consider (so these are more considerations than recommendations), which are: a) consider semesterly orientations to cover key technological skills/awareness/knowledge as well as academic literacies and b) consider some updating and internationalizing of the bibliographies of the courses we have seen, both in terms of books and journal articles, and that the teaching team aim to regularly update readings based on their varied experiences in research teams and professional networks (EPALE, EBSN etc). See also comment above about academic conventions of referencing and dates.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	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.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *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

3.1 Teaching staff and recruitment

All teaching staff are involved in three types of activities including research (40%), teaching (40%) and involvement in society (20%). While all staff is granted a particular salary, additional parts of the salary can be gained based on performance criteria. Such criteria refer to e.g. service within University committees, service for NGOs or service for EU or enterprise involvement.

A full outline of all teaching staff is indicated. Approx. half of the staff are externals, most of them from the National and Kapodistrian University of Athens.

There are clear procedures for recruitment, promotion and sabbaticals (e.g. eligibility to take a sabbatical every six years). A system is in place to ensure that staff can reduce the teaching load when they adopt additional tasks such as the development of study programs.

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.

Adopting and applying new technologies is at the core of the programme and well integrated into all courses.

3.2 Number of Teaching staff

13 Full-time staff members are available for the department and an additional two persons will be hired until the end of the year. Five persons are specifically dedicated to the programme. Staff qualifications and expertise is appropriate to offer the necessary quality of the programme. The number of teaching staff is in balance with the number of permanent staff.

3.3 Synergies of teaching and research

Teaching is well connected with research. For example, the programme teaching staff is involved in numerous grant projects (mostly EU-funded) which ensures the interlinkage between research and teaching. Some grants are linked with the programme content-wise and link tools and methods that are developed in research with the courses' topics (e.g. on AI-based teaching).

Scholarly activity to strengthen ties between research and teaching is encouraged by e.g. involvement in grant applications and integrating research findings into courses.

Strengths

- Staff has the relevant expertise in their field and all teaching staff are committed to the new programme. While the programme is provided in an online format, it remains a challenge for staff to regularly keep updated with new technologies in the field. It is a strength of the staff members that they are very well aware of this challenge and integrate new technologies from research findings from grant projects.
- All academic staff members receive an annual budget per academic year for conferences etc.

Areas of improvement and recommendations

- In some cases, the linkage between the courses and the staff expertise is unclear.
- While the overall number of staff is appropriate it is recommended that the Department ensures there is a balance between University staff and external lecturers. Also, given that many staff members have a teaching reduction, there is a need to ensure that the majority of the teaching activity is actually provided by those persons who are indicated on the list of teaching staff.

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 European University of Cyprus fully meets all required standards for student admission, progression, recognition, and certification. The university maintains pre-defined and published regulations across all these areas, implementing them consistently and transparently (as published on their website and the documents provided).

The admission processes feature well-documented criteria with equitable application procedures. Student progression is effectively monitored through a feedback system, including conversations with students that fail (or are at risk of failure) courses, offering additional support. Recognition practices seem to align with the University's principles, with proper procedures for acknowledging prior formal learning.

Strengths

Of particular note is the Center of Applied Psychology and Personal Development (C.A.P.P.D.), which offers psychological and counselling services to all members of the European University Cyprus. This centre represents a significant institutional commitment to student wellbeing and progression by:

- Providing prevention, assessment, and therapy services
- Making mental health support accessible to both students and staff free of charge
- Creating a safety net that addresses psychological barriers to academic progression
- Taking a holistic approach to student success that recognizes the connection between personal wellbeing and academic achievement

The strong coordination between academic departments, student support services, and specialized centres like C.A.P.P.D. creates a comprehensive ecosystem that effectively supports student progression while maintaining academic standards.

Areas of improvement and recommendations

Some admission preconditions seem vague: applicants must hold any degree or an equivalent qualification from a recognized higher education institution. Recommendation: we recommend specifying the type of higher education institution in more detail. For example, it is not clear if non-academic higher education certificates would be accepted as entrance qualifications for this programme.

Apart from that, there seem to be no problem areas.

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

Sub-area	<p style="text-align: center;"><i>Non-compliant/ Partially Compliant/Compliant</i></p>
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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

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

5.1 Teaching and learning resources

The teaching and interactive materials leverage the pedagogical affordances of the digital ecosystem supplied by the BlackBoard Learn Ultra platform. As referenced in Section 2 there is sufficient technological and pedagogical support to produce eLearning resources.

The University's physical resources are not relevant for this programme as it is presented online. However, students undertake a Microteaching unit, with peer feedback, taking full advantage of a range of Educational Technology tools.

5.2 Physical resources

Physical resources are not applicable, but students can take advantage of using the library premises if required. The IT infrastructure is adequate to support the study programme, with Cybersecurity measures in place.

5.3 Human Resource development

The human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are well able to support the study programme. Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).

5.4 Student support

Student support is provided by e.g. a School Secretariat and Student Advisors, Programme Coordinators and Course Instructors. The university admissions and student affairs offices adopt numerous functions to ensure student support such as immigration issues for international students or information compilation for University surveys and reports. A Centre for Applied Psychology and Personal Development offers psychological and counselling services for students and staff. Support for special educational needs and/or disabilities is available to support students. Additional support is provided by e.g. a Career Centre and an Alumni Committee.

Student support is well provided by covering the needs of a diverse student population, such as mature, part-time, employed, 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.

All resources are fit for purpose and students are informed about the services available to them.

Strengths

The University has an explicitly student-centred pedagogy, with both pastoral and learning support. The study guides are well structured, clearly explaining the individual unit's structure, online activities and the configuration of all the assessments. There are clear set of learning activities which students can share in the Blackboard Learn Ultra Platform. The students we interviewed (from other EUC online courses) were content with the support they received, and one has continued her studies as a doctoral student. They all reported that the eLearning delivery suited their personal circumstances and was an important consideration for continuing with their educational goals.

The University has an AI policy which can support the use of Gen AI for assessment, avoiding unintentional plagiarism together with its regular use of Turnitin.

It is particularly positive that each student is assigned a Student Advisor.

The University provides numerous support services for all students and the future MA students may benefit from the existing support infrastructure.

A particular feature is the regularly conducted survey on "Students' Feedback on their Learning Experience". This survey covers not only teaching effectiveness but also many additional topics (e.g. Programme Evaluation Review, diversity and equity issues)

Areas of improvement and recommendations

Although there is sufficient IT support, one of the students we interviewed suggested that it would be beneficial to add an orientation session at the beginning of each semester, to alert the students to the different EdTech tools they would use in that period of study.

There is some information on financial aid and stipends for students, but it should be noted that most avenues of financial support seem to be available to undergraduate students only.

We recommend providing an additional section, with a focus on AI use, to the existing cover sheet for the thesis, entitled ‘Declaration of Non-Plagiarism and Assumption of Personal Responsibility.’

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	Not applicable
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

There is staff enthusiasm for this programme, and all were very aware of the task ahead of them and the particular needs of the students who will register for this programme. The student-centred approach to teaching and learning, together with the 'Team Spirit' should be commended.

Another key strength is the research-active nature of this teaching team, and how well connected they are to a range of professional networks. This will be a huge asset to the dissertation process. Similarly, the teaching team liaises well with the library staff to ensure that a range of appropriate resources are available online, as well as in person where the library also offers quiet study spaces and guidance with research.

The students at the European University of Cyprus which the committee met (online) were enthusiastic and satisfied with their academic e-Learning programmes. With respect to the mental health challenges often associated with eLearning, the students have access to a psychological counselling support service, C.A.P.P.D. operated for the University from the School of Humanities, Social and Education Sciences. One of the strengths of the European University of Cyprus programs is the strong and frequent interaction between students and School members, with teachers trained specifically in eLearning and introduction of new Ed.Tech. tools. The European University of Cyprus has a track record in successful e-Learning programmes and we expect this to continue with this new programme.

The European University of Cyprus also seem to have a strong track record of market research as part of the development of new programmes and we feel this is the case for this present programme too. The external stakeholders we spoke to felt they had been consulted and their input has had an impact in the development of the programme.

After reviewing thoroughly all criteria we highly recommend accrediting the programme.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Sandra Bohlinger	
Professor Sam Duncan	
Professor Saskia Eschenbacher	
Professor Denise Whitelock	
Ms Vasoulla Michail	
Click to enter Name	

Date: 8 April 2025