

Doc. 300.1.1

Date: 19/06/2023

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

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

In Greek:

Programme Name

In English:

Hydrocarbons and Energy Management (4 years/240
ECTS, Bachelor of Science)

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

In Greek: 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].

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The on-site visit took place on 16/06/2023 at the University of Nicosia main campus. The purpose of the visit was to evaluate the Bachelor of Science program in Hydrocarbons and Energy Management, which spans over a duration of 4 years and consists of 240 ECTS credits.

The External Evaluation Committee (EEC) conducted the visit according to a scheduled plan. The committee members, including Chair Professor Ida Fabricius from the Technical University of Denmark, Member Dr. Christos Kolympiris from the University of Warwick, Member Dr. Roozbeh Rafati from the University of Aberdeen and Student Member Mr. Panagiotis Chrysanthou from the University of Cyprus, were introduced at the beginning of the visit.

The EEC met Prof. Angelika Kokkinaki, Dean of the School of Business; Prof. Despo Ktoridou, Head of the Management Department; and Dr. Theodoros Tsakiris, Program Coordinator. These Business School representatives provided an overview of the School's and Department's structure and program overview.

The day continued with a meeting between the EEC and the administrative staff, allowing for a comprehensive understanding of the department's operations. This was followed by a tour of the institution's premises, encompassing essential facilities such as the library, computer labs and teaching rooms.

During the visit, the External Examination Team made critical observations regarding the program. These observations included an assessment of the curriculum's quality and relevance, the effectiveness of teaching methods employed, the availability of resources to support the program, the assessment and evaluation procedures, and the overall alignment of the program with the field of study's objectives and requirements.

Mr. Avramis Despotis, from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, was present during the day and facilitated the process.

As we detail below, the EEC notes a number of positive aspects of the programme while pointing out areas that can be improved – and offers recommendations to that end.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Ida Fabricius	Professor	Technical University of Denmark (DTU)
Christos Kolympiris	Associate Professor	University of Warwick
Roosbeh Rafati	Associate Professor	University of Aberdeen
Panagiotis Chrysanthou	BCs Student	University of Cyprus

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

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

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
Teaching team and industry experts. The need of society to train
- *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.

The University of Nicosia offers a Bachelor of Science program in Hydrocarbons and Energy Management (formerly Energy, Oil and Gas Management) with a duration of 4 years and a total of 240 ECTS credits. This program aims to provide students with an interdisciplinary academic background in the field of energy, specifically focusing on oil and gas (hydrocarbon) studies. The program's new name accurately reflects the scope of the field of study. That said, the EEC notes that as a Business School program, the School may want to consider moving the Hydrocarbons as the first word of the program's title. The program is designed to equip future junior executives and business managers with comprehensive training in management, economics, politics, law, and technological innovation, enabling them to effectively navigate the competitive and multicultural environment of the global oil and gas industry. The program achieves this by offering substantial practical training experiences in energy businesses both in Cyprus and abroad.

The program admits students in the Fall and Spring semesters. Applications for admission to the program are considered from candidates that fulfil the minimum entrance criteria. Regular admission to academic programmes requires a recognised High School Leaving Certificate with a grade of 7.5 out of 10 or 15 out of 20 or a rank in the top 50%, or equivalent qualifications. Students with the minimum English qualifications will register directly for their academic programme of study. Minimum English qualification TOEFL – 500 and above or IELTS – 5.5 and above.

Strengths

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

-Broad curriculum: The program covers a wide range of topics, ensuring that students acquire a comprehensive understanding of the oil and gas industry. This broad coverage establishes a solid foundation in economic principles, management strategies, and legal frameworks. The EEC commends the Business School for offering a balanced set of modules equipping students both with technical and management-related knowledge, and their intersection.

-Highly qualified lecturers: The courses are designed and taught by well-educated and qualified lecturers who have extensive knowledge and expertise in the field. These lecturers bring their academic excellence and subject matter expertise to the classroom, ensuring that students receive high-quality education and guidance.

-Development of critical thinking skills: The program prioritizes the development of critical thinking abilities. Students learn to analyze complex problems, evaluate diverse perspectives, and propose innovative solutions. This skill set is invaluable in addressing the intricate challenges faced in the oil and gas industry.

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.

-Program Name: The current program name, which starts with "Hydrocarbons," may not accurately reflect the management or business aspects of the program. Recommendation: Consider changing the name to incorporate a word that is more relevant to management or business, to better align with the program's focus.

-Outdated Curriculum: The curriculum presented to the External Course Committee (ECC) members was deemed outdated and in need of updating. Recommendation: Conduct a thorough review of the curriculum, ensuring it reflects the latest changes.

-Program Level: The program's level can become more challenging as the moment it is likely that students pass courses without engaging in rigorous self-study. The ECC members are somewhat concerned about the quality of assessments and the distribution of marks. Recommendation: Conduct a comprehensive assessment of the program's grading criteria and ensure that it aligns with rigorous academic standards. Evaluate the difficulty level of courses and implement appropriate measures, such as more challenging assignments or assessments, to ensure proper student engagement and learning outcomes.

-Evaluation and Update of Course Overlap: It is necessary to review and update the overlap between two geoscience courses and two petroleum engineering courses. Ensuring that there is no redundancy or duplication in the course content is essential.

-Alignment of Course Sequence: The sequencing of two geoscience courses and two petroleum engineering courses needs to be carefully examined and adjusted accordingly. Establishing the appropriate order of these courses is crucial for optimal learning progression.

-Mandatory and Optional Courses: One of the geoscience courses should be designated as mandatory, while the other should be made optional. Similarly, the petroleum engineering courses should follow the same principle of having one mandatory course and one optional course. This approach provides students with flexibility in selecting courses that align with their interests and goals while maintaining a balanced curriculum.

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	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning 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.*

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.

The University of Nicosia has demonstrated commendable efforts in implementing student-centred teaching methodologies and maintaining high standards in practical training and student assessment. It is evident that the staff at the University of Nicosia actively engage in discussions and effectively incorporate their research into the teaching process. By integrating research into teaching, the staff demonstrates a deep commitment to fostering a culture of inquiry and encouraging critical thinking among students. This practice enhances the relevance and applicability of the curriculum, ensuring that students are exposed to current trends, developments, and challenges in the fields of hydrocarbon management and economics.

The promotion of discussions within the teaching environment was also noticeable at the University of Nicosia. Our observations confirmed the staff's commitment to creating a dynamic and interactive learning environment that fostered the exchange of ideas, stimulated critical thinking, and enhanced student engagement. Through their encouragement of discussions, the staff empowered students to express their thoughts, engage in collaborative learning, and develop a deeper understanding of the subject matter.

Strengths

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

-Our observations indicate that the department maintains rigorous monitoring of teaching staff to ensure adherence to objectives and intended learning outcomes. This is achieved through regular curriculum reviews, internal quality assurance processes, and course evaluations. These mechanisms guarantee that teaching and assessment methods align with the desired outcomes.

-Based on our observations, the department effectively integrates theory and practice in teaching and learning. Practical components such as hands-on activities, case studies, simulations, and industry collaborations are seamlessly incorporated. The application of theoretical concepts in real-world contexts is evident, providing students with practical skills and experiences.

-The department places significant emphasis on providing supportive feedback to students regarding their academic progress. They have established procedures to select appropriate assessment methods that align with the intended learning outcomes. Students receive timely and constructive feedback on their assessments, facilitating their understanding of strengths and areas for improvement.

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.

-Lack of anonymous interim feedback: Implementing an anonymous interim feedback system is crucial. The department should develop a feedback form that allows students to provide anonymous feedback during the semester. By analyzing the students' responses, the department can gain valuable insights and take appropriate actions to address concerns and suggestions.

-Raising support for innovative teaching methods and learning environments: It is important to foster a culture that encourages faculty members to engage in ongoing professional development initiatives, enabling them to explore and incorporate creative teaching approaches and utilize various learning resources.

-Enhancing the review and scrutiny process: A comprehensive examination paper review system should be established, combining internal and external evaluation. This system involves internal reviewers, including subject matter experts, professors, and curriculum designers, who carefully assess the structure and content of the exams to identify any errors, inconsistencies, or biases. Furthermore, external input from field experts should be sought to provide an impartial perspective and ensure that the exams align with internationally recognized standards. This dual scrutiny approach significantly improves the accuracy, validity, and credibility of the examination papers.

-Provision of sample exam papers: It is recommended to make available at least one set of past exam papers as samples for students in each course. These sample papers could accurately reflect the assessment components and expected question formats. By providing access to these samples, students can familiarize themselves with the exam format, style, and expectations, ultimately leading to better preparedness and improved performance during the actual exams.

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	Partially compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

During the evaluation, it was observed that the institution places a strong emphasis on the recruitment of quality teaching staff as the teaching team exhibits very strong educational qualifications and a remarkable career history. Their qualifications are deemed appropriate to achieve the desired objectives and learning outcomes of the study programs. The institution also demonstrates a strong synergy between teaching and research activities. In terms of teaching staff numbers and status, the institution has been found to maintain an appropriate balance. The number of teaching staff is considered sufficient to support the study programs effectively.

Strengths

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

-Strong Competence: The teaching staff demonstrates a high level of competence in their respective fields, showcasing their expertise and knowledge.

-Excellent Educational Qualifications: The teaching staff possesses good educational qualifications, which are deemed appropriate to achieve the objectives and learning outcomes of the study programs.

-Research Background and Capabilities: The teaching staff exhibits a strong research background, engaging in scholarly activities that contribute to the advancement of knowledge in their disciplines.

- Collaboration with industry: The teaching staff collaborates with industry in their fields,

- Mentorship and Guidance: The teaching staff provides effective mentorship and guidance to students, supporting their academic and personal development throughout their educational journey.

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.

-Limited collaborative efforts with other Institutions in Cyprus: The limited collaboration with other institutions in Cyprus acts as a barrier to interdisciplinary learning, research partnerships, and the exchange of resources and best practices.

-Research funding relevant to the subject area needs improvement

-Professional development courses focusing on effective teaching methods and presentations are highly recommended.

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	Partially 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.*

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.

The EEC conducted an on-campus meeting with five students from the Hydrocarbons and Energy Management program. During the meeting, the EEC engaged with the students to gather their experiences and perspectives on various aspects of the programme.

The students expressed a positive sentiment regarding their studies and the programme they were enrolled in. They particularly appreciated the substantial support they received from the programme coordinator and the lecturers. The students emphasized that the programme coordinator and lecturers were readily available and provided valuable guidance and assistance throughout their academic journey. However, some of the students also mentioned that they can easily pass courses without proper self-study which is a concern.

Strengths

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

-Strong Support System: The programme coordinator and lecturers are readily available and provide substantial support to the students throughout their academic journey. Their availability, guidance, and assistance contribute to a positive learning experience.



-Integration of Industry-Relevant Content: The programme incorporates industry-relevant content and practices, ensuring that students acquire the necessary knowledge and skills to thrive in the oil and gas engineering field. This integration enhances the practical applicability of their learning.

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.

-It is recommended to improve student selection as a means to boost the quality of the program.



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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

The ECC members have noted that the University of Nicosia possesses adequate teaching and learning resources. The institution has taken measures to ensure that students have sufficient access to a diverse range of resources to support their studies. These efforts include a well-stocked library that contains various materials like textbooks, eBooks, research journals, and other pertinent academic resources.

Strengths

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

-Computer Labs: The university provides well-equipped computer labs with up-to-date hardware and software resources. These labs cater to the needs of the discipline, offering students access to specialized software and tools required for their coursework and research projects.

-Virtual blackboard: The use of a virtual blackboard was evident as a valuable resource for students at the University of Nicosia. This digital tool was very useful for effective communication between instructors and students, facilitating the sharing of lecture notes, assignments, and other course materials.

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 ECC members recommend that the University of Nicosia improve its library by enhancing its resources and providing a dedicated study area. By expanding the collection of resources such as textbooks (hard copy), and research journals, the university can better support students' studies and research endeavors. Additionally, creating a dedicated study area within the library will provide students with a focused and conducive environment for learning. This improvement will enable students to engage in individual study or collaborative work, fostering a more productive and effective learning experience.

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

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

6. Additional for 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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

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

The Bachelor of Science program in Hydrocarbons and Energy Management offered by the University of Nicosia is of good level. It demonstrates several strengths that contribute to its overall quality and effectiveness.

Strengths:

The program offers a broad curriculum that covers a wide range of topics, providing students with a comprehensive understanding of the oil and gas industry. This approach establishes a solid foundation in economic principles, management strategies, and legal frameworks while also offering engineering knowledge. This blending of the two disciplines is a noteworthy achievement.

The program benefits from highly qualified lecturers who possess extensive knowledge and expertise in the field of hydrocarbon and energy management. Their academic excellence and subject matter expertise ensure that students receive high-quality education and guidance.

There is a strong emphasis on the development of critical thinking skills within the program. Students are encouraged to analyze complex problems, evaluate diverse perspectives, and propose innovative solutions. This skill set is invaluable in addressing the intricate challenges faced in the oil and gas industry.

The University of Nicosia actively integrates practical training experiences in energy businesses, both in Cyprus and abroad, into the program. This hands-on approach provides students with valuable real-world experiences and enhances their understanding of the industry.

However, there are several areas where the program can be improved to further enhance its quality and correspondence with the European Qualifications Framework (EQF).

Weaknesses and Recommendations:

The current program name, which starts with "Hydrocarbons," may not accurately reflect the management or business aspects of the program. To better align with the program's focus, it is recommended to consider changing the name to incorporate a word that is more relevant to management or business.

The curriculum presented to the External Course Committee (ECC) members was deemed outdated and in need of updating. It is recommended to conduct a thorough review of the curriculum to ensure it reflects the latest changes and developments in the field.

The program's level is not perceived as sufficiently challenging, potentially allowing students to pass courses without engaging in rigorous self-study. To address this concern, a comprehensive assessment of the program's grading criteria should be conducted, ensuring alignment with rigorous academic standards. The difficulty level of courses should be evaluated, and appropriate measures, such as more challenging assignments or assessments, should be implemented to ensure proper student engagement and learning outcomes.

The overlap between geoscience and petroleum engineering courses needs to be reviewed and updated to avoid redundancy or duplication in course content. Additionally, the sequencing of these courses should be carefully examined and adjusted accordingly to establish the appropriate order for optimal learning progression.

To provide students with flexibility in course selection while maintaining a balanced curriculum, it is recommended to designate one geoscience course and one petroleum engineering course as mandatory, while offering the other as optional.

Implementing an anonymous interim feedback system is crucial to gather student perspectives and address concerns during the semester. The development of a feedback form that allows students to provide anonymous feedback will enable them to express their thoughts and suggestions freely.

The University should foster a culture that encourages faculty members to engage in ongoing professional development initiatives, enabling them to explore and incorporate creative teaching approaches and utilize various learning resources.

Establishing a comprehensive examination paper review system that combines internal and external evaluation is recommended. This system involves internal reviewers, including subject matter experts, professors, and curriculum designers, who carefully assess the structure and content of exams. External input from field experts should also be sought to ensure the exams align with internationally recognized standards.

Providing students with at least one set of past exam papers as samples for each course is recommended. These sample papers should accurately reflect the assessment components and expected question formats, helping students become familiar with the exam format, style, and expectations.


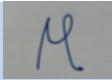
Efforts should be made to attract and admit more female and international students to improve gender and nationality balance within the program. Diverse perspectives and experiences contribute to a richer learning environment.

The University should enhance its library resources by expanding the collection of textbooks, research journals, and

Finally, the EEC would like to thank all involved in the University of Cyprus for the high engagement throughout the evaluation process - and for providing a rich set of supporting documents and videos before and during the site visit.

Finally, we would like to express our gratitude to CYQAA, and to Mr. Avramis Despotis in particular, for organising and facilitating the evaluation process.

E. Signatures of the EEC

Name	Signature
Ida Lykke Fabricius	Ida Fabricius
Roozbeh Rafati	R. Rafati
Christos Kolympiris	
Panagiotis Chrysanthou	

Date: 19/06/2023