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Date: Date.

External Evaluation Report

(Programmatic within the framework of
Departmental Evaluation)

- **Higher Education Institution:**
NKUA
- **Town:** Nicosia
- **School/Faculty:** School of Economics and Political Sciences
- **Department:** Economics
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – Economics
In Greek:

In English:
Economics (Bachelor)
Language(s) of instruction: Greek

Programme 2 – [Title 2]
In Greek:
Programme Name
In English:
Programme Name
Language(s) of instruction: Language(s)
- Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
Programme Name
Language(s) of instruction: Language(s)



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



A. Introduction

This part includes basic information regarding the onsite visit.

The visit took place over two days, Monday 21 and Tuesday 22 July, 2025. The visit was to assess NKAU's application and substantive plans for opening a new Branch in Nicosia, Cyprus (findings in a separate report). As part of this evaluation the Committee undertook a specific evaluation of the Department of Economics' proposed new 4-year Bachelors programme in Economics. There was also a tour of new buildings. The sessions were productive and, along with the documentation provided by NKAU, form the basis of the findings in this Report. The Committee records its sincere thanks to the members of the Agency who provided excellent support in advance of, and throughout, the visit.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Kevin Orr	Professor	University of St Andrews, Scotland
Louis Brennan	Professor	University of Dublin, Ireland
Hanna-Leena Pesonen	Professor	University of Jyväskylä, Finland
Denis Derenovschii	Student	University of Cyprus
Alexis Valiantis	Civil Engineer	ETEK
Katerina Evangelou	Student Welfare Expert	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 each programme of study as a whole.*
- ***The report may also address other issues which the EEC finds relevant.***

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

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

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

Findings for Economics

The policy for quality assurance of the Programme follows the NKUA quality policy. It is an integral part of the overall academic strategy of the University and adheres to the standards and guidelines for quality assurance of the European Higher Education Area. Quality Assurance Unit of the Branch has been established by the temporary Academic Council and the Unit's responsibilities have been defined. The quality policy and assurance system and clear, however by the time of the evaluation the effectiveness of the assurance system still relies on the parent University's experiences because the Branch has no faculty, staff or students and the operations have not been launched.

The quality assurance system covers teaching and learning, research, and management and support services.

The undergraduate study programs of the Branch have been operating successfully for years at NKUA and are accredited by the corresponding bodies in Greece. Design and monitoring of programmes is well developed, reflecting the longstanding experience of the institution and its staff.

The curricula define clear and sufficient system and criteria for assessing students' performance.

Student feedback is collected systematically from all courses and used in improving the programmes of study.

Quality assurance policy guarding against intolerance of discrimination against students and staff is evident through principles of equality, transparency and professional development as well as culture of respect through modern management practices. The admission process will be accessible to students with disabilities, and the procedures will be thoroughly communicated to students from the beginning of their studies, ensuring equal access to academic studies.

The Academic Council coordinates the procedures for preventing and addressing plagiarism. A policy dealing with plagiarism exists, and technological means (Turnitin) is used to identify plagiarism.

The Academic Council accepts and examines any student appeals. It is reassuring to see that clear procedures are in place for handling student complaints through a dedicated office. This shows the institution takes student concerns seriously and is committed to maintaining a fair and supportive learning environment. In the discussion with the NKUA students, however, they were not aware of the official procedures of raising objections on their evaluation.

Material and documentation about the Branch's activities have been prepared and will be published as soon as the Branch has the successfully passed the accreditation and has received a permission to launch its operations.

NKUA has systematic practices for data collection and analysis in support of quality assurance.

Development of a quality culture through training and community involvement is emphasized in the quality policy.

Dropout rates vary per department, voluntarily withdrawal mostly happen first to second year, its normal for students to change preference of university or changing opinion about the course and re-entering exams to apply for another university.

It would be good if there were more opportunities for international students - like exchange programs or activities that help them feel more included and involved.

Strengths

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

Strengths for Economics

Strong support from the parent University and the local stakeholders in quality management.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Economics

Quality assurance system of the connection with society could be strengthened. Strengthening cooperation with external stakeholders in program evaluations is recognized as an area of improvement for the Branch.

Clear communication to students of appeals processes and related mechanisms.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Economics</i>	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Compliant	Choose answer	Choose answer
1.2	Design, approval, on-going monitoring and review	Compliant	Choose answer	Choose answer

1.3	Public information	Compliant	Choose answer	Choose answer
1.4	Information management	Compliant	Choose answer	Choose answer

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

Findings for Economics

The university has a well-developed approach to research-led and research-informed teaching. Faculty draw upon their industry and policy-making experiences and networks to the benefit of programmes. Industry connections are used to the benefit of the student experience. There is a strong tradition of plurality within and across the programmes.

They regularly check what is latest in the market, discuss it with the board and regularly update the educational technologies and content. Systems and materials are contemporary and when anything needs update they raise a budget for it.

While a formal procedure for student appeals exists, it's also positive that there's an informal approach where students can directly contact the teacher to review their paper. This encourages open communication and helps resolve issues quickly and respectfully.

Practical training is well-supported throughout the course, with clear guidance and active involvement from the programme. The institution collaborates with training companies, bringing them in to offer hands-on experience and help students build real-world skills. This plays an important role in achieving the study programme's goals. Student feedback shows appreciation for the structure and relevance of the training provided.

Strengths

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

Strengths for Economics

Culture of engagement with the students and good level of student support from faculty.
Diverse range of assessments used.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Economics

It is important to maintain the strong tradition of pluralism within and across the programmes in the new Branch.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Economics</i>	[Title 2]	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Choose answer	Choose answer
2.2	Practical training	Compliant	Choose answer	Choose answer
2.3	Student assessment	Compliant	Choose answer	Choose answer

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1. Teaching staff recruitment and development

Standards

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

3.2. Teaching staff number and status

Standards

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

3.3. Synergies of teaching and research

Standards

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

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

Findings for Economics

The Cyprus Branch will be immediately recruiting for the first full-time members of the Department of Economics. There will be an initial recruitment of five full-time faculty members. In total there will be ten full-time faculty members recruited for the Department. Based on the data provided by NKUA and the commitment given by NKUA in relation to recruitment of faculty members for the Cyprus branch, the Programme is compliant in respect of all of the criteria.

It is positive that students can evaluate their teachers and share their thoughts on courses, teaching, and exams through online questionnaires. This feedback is reviewed and used to improve teaching, like planning staff training and it shows the institution truly values students' opinions.

Strengths

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

Strengths for Economics

NKUA has in place a clear plan for the recruitment of dedicated faculty members for the Cyprus Branch. There is a clear intent and commitment from NKUA to implement this plan. NKUA are cognisant of the critical need to have full-time faculty members based at the Cyprus branch.

Support for research by teaching staff strengthens the link between education and research.

Teaching staff are committed to pluralism in teaching.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Economics

It is imperative that NKUA implement its recruitment teaching plans for the staffing of the Cyprus Branch.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Economics</i>	[Title 2]	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Choose answer	Choose answer
3.2	Teaching staff number and status	Compliant	Choose answer	Choose answer
3.3	Synergies of teaching and research	Compliant	Choose answer	Choose answer

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1. Student admission, processes and criteria**
- 4.2. Student progression**
- 4.3. Student recognition**
- 4.4. Student certification**

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

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

Findings for Economics

Processes for student admission, progression, recognition, and certification are clearly defined, following the policies and practices of the parent University.

The curricula define methodologies for learning process.

A degree certificate explains the qualification gained.

Strengths

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

Strengths for Economics

The parent Institution has a long track record of developing and managing appropriate and effective systems which cover student admission, progression, recognition, and certification. It also has experience of working within relevant governmental and European frameworks.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Economics

At present the EEC has no specific concerns but the Branch needs to ensure excellent systems as above.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Economics</i>	[Title 2]	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Choose answer	Choose answer
4.2	Student progression	Compliant	Choose answer	Choose answer
4.3	Student recognition	Compliant	Choose answer	Choose answer
4.4	Student certification	Compliant	Choose answer	Choose answer

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1. Teaching and Learning resources

5.2. Physical resources

5.3. Human support resources

5.4. Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

Findings for Economics

Teaching facilities and student residences have been made available for students of the Branch, through facilities granted by the Archdiocese and the Municipality of Nicosia. The evaluation committee has visited the facilities, which by the time of the visit are still under construction, and received information about the plans for technological infrastructure, support structures and student welfare services. They all are of good standard. The Holy Archdiocese of Cyprus has granted the use of its restaurant facilities at 'The Theological School' to serve temporarily as a cafeteria/restaurant for the needs of the branch. Moreover, the Municipality of Nicosia has granted access to sports facilities at the centre of Nicosia free of charge for student use.

There will be a strong network of academic counselling providing guidance and support to the students. Each student will be assigned an Academic Advisor from the first day of their studies who will assist them with academic planning, course selection and addressing any problems or concerns.

NKUA branch will offer scholarships up to 10% of undergraduate students based on excellence or socio-economic criteria.

A number of advisory services will be available for students. The office will be staffed by at least one Officer with expertise in counselling.

The Career Advisor will support students in their career development and job placement.

The office will be staffed by at least one Officer that will operate under the guidance of a three-member academic committee.

The office will be staffed by at least one Officer that will be responsible for establishing bilateral agreements and partnerships with other Universities.

Upon enrolment students will be encouraged to establish a student association to participate in the Branch's collective governance bodies. No student clubs are planned.

Strengths

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

Strengths for Economics

The EEC was impressed by the quality and location of the facilities still under construction. As a student commented: "It is great that the institution keeps resources available even when things change (like student numbers), showing it can adapt well and cares about keeping education quality high."

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Economics

Creating a stronger student community through e.g. student clubs and alumni collaboration is recommended. The smaller student cohort lends itself to building up a strong community.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Economics</i>	[Title 2]	[Title 3]
5.1	Teaching and Learning resources	Compliant	Choose answer	Choose answer
5.2	Physical resources	Compliant	Choose answer	Choose answer
5.3	Human support resources	Compliant	Choose answer	Choose answer
5.4	Student support	Compliant	Choose answer	Choose answer

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1.Selection criteria and requirements

6.2.Proposal and dissertation

6.3.Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-areas		<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 each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The proposed Programme capitalizes on the existing programme delivered by the Department of Economics at NKUA in Athens. The Programme incorporates all the bodies of knowledge that are inherent in undergraduate programme of Economics. The faculty are enthusiastic about the prospects of the new Programme. They have an established record in research and in teaching. Facilities and resources planned for the Programme are of good standard. The planned student numbers are consistent with the numbers of faculty being recruited. The Programme has good potential for societal relevance in Cyprus and beyond. The EEC is confident that it will be a good addition to the learning landscape.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Kevin Orr	
Louis Brennan	
Hanna-Leena Pesonen	
Denis Derenovschii	
Alexis Valiantis	
Katerina Evangelou	

Date: 24.07.2025

