THE CYPRUS AGENCY OF QUALITY ASSURANCE
AND ACCREDITATION IN HIGHER EDUCATION

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CYQAA

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Thematic analysis on student assessment practices in the framework of departmental evaluations (Universities)

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Contents

Introduction:

The context & general observations

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), is the competent independent authority responsible to safeguard standards and to support, through the procedures provided by the relevant legislation and the principles underlying the establishment of the European Higher Education Area, the continuous improvement and upgrading of higher education institutions and their programs of study, in order to comply with the ESG and the European policy for mobility and mutual qualification recognition. It also aims at promoting quality culture within the higher education institutions in Cyprus.

Since the establishment of the Agency, in 2015, significant improvements are recorded in all quality indicators related to higher education, as evidenced in the evaluations and comments made by the experts of the External Evaluation Committees (EEC). Focusing on student assessment processes, evidence of quantitative data presented in the current report, indicate that higher education institutions in Cyprus have embraced the European Standards and Guidelines (ESG), thus incorporating a significant number of practises in terms of both planning and implementing learning, reassuring that student assessment reflects this approach. Traditional approaches of student assessment, preceding the establishment of CYQAA, appear to be giving way to a new ethos that safeguards authentic, holistic assessments assuring that programmes are delivered in a way that encourages students to take an active role in creating the learning process. The criteria and the method of assessment as well as criteria for marking are published in advance and the assessments allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, linked to advice on the learning process while assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures. In addition, formal procedures for student appeals are in place. Qualitative data confirms, in most cases, the above findings. Nevertheless, there are still certain areas of consideration, identified in comments made by EEC members. The major comments concerning problems and areas of improvement are listed below:

Assessment practises.
- There is an unclear association between learning outcomes, assessment and feedback.
- A stronger integration of theory and practice is required.
- A broader range of assessment methods should be employed.
- Institutions should consider having more than one examiner per course assessment.
- Online tools could be utilized for more efficient provision of feedback.

Addressing the needs of diverse student population.
- Differentiated feedback methods need to be established that take into consideration the diversity of student population in terms of maturity, nationality, age learning difficulties etc.
- Assessment practises need to be tailored to meet the gradually developing needs development of competencies of students as they move from novice to skilled practitioner. To this end a scaffolding approach on mentoring could be implemented: with further progress of the students into the higher semesters mentoring could be loosened more in order to foster the students' individual and autonomous development.
- The processes to support mature/ working students should be enhanced.
- Strategies on addressing learning difficulties, including dyslexia, could be reinforced.
- Proper staff training should be provided to provide feedback on time and to ensure that the level of feedback is appropriate for students from a range of international background.
- The coordination between the academic members of the department and the centre of student welfare should be improved.

Clarity and effectiveness of the assessment and feedback processes.
- Better communication of the assessment criteria to students to address the lack of sufficient clarity and transparency.
- The processes for ongoing collection of assessment data from students, both in short and the long term, need to be improved to reveal possible bottlenecks for timely graduation and also verify that actions taken in the process are effective.
- The collection and use of data could be improved to further echo feedback from students.
- Feedback forms need to be updated to include, apart from numerical scores, reference to strengths, weaknesses and concrete action points.
- Students' feedback could be linked to staff appraisal.
- The monitoring processes could be enhanced (i.e. by allocating this task to the Dean of the School rather than the faculty members).

Improving the culture of assessment.
- Placing the policy for plagiarism prevention in a more center stage, thus students need to be taught the ethics of authorship and intellectual property.
- Implementing additional measures to safeguard students against intolerance of any kind of or discrimination, like the establishment of an independent complaint body or a "person of trust and further training for the staff in terms of preventing exercising unconscious bias.
- The insufficiency of "assessment literacy" should be actively dealt with, to enable students of different learning (via an array of different forms of assessment) to develop assessment literacy and enhance their overall graduate competencies.

Enhancing admission criteria.
- Gradually tighten admission criteria, in cases of newly established departments.
- Additional and more tailor-made entry requirements could be used in order to attract the most suitable candidates in specialized programs.

Effective management of assessment and feedback processes across faculty members.
- Establishment of processes to guide all faculty members in common practises and inform students about their rights.
- Address difficulties that non-resident staff has in providing timely and effective feedback to students, along with possible overlload of the resident staff.
- Consider the risk of identity loss among students, when programs rely, extensively, on visiting staff affiliated with other institutions.

In light of the above, CYQAA, will continue to mainstream the above suggestions, transforming them into policy recommendations, continuing the positive stream of improvements recorded as of its establishment in 2015.

Part 1: Assessment in higher education

Types and functions of assessment

Assessment has two main purposes: to enhance student learning and to provide evidence for certification (Carless, 2015[i]; Norton et al, 2013[ii]). Within this framework, assessment can be both formative and summative (Carless 2015; Saifiet al., 2011[iii]; Sambell et al., 2013[iv]).

Formative assessment occurs on a continuous basis throughout the course (Saifi et al., 2011; Sambell et al., 2013) aiming to maximize student engagement in the learning process (Jacoby et al., 2014[v]). The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. This type of assessment is aligned with active participation of both the students and the teachers (Jacoby et al., 2014) and with provision of supportive feedback through various assessment tasks (Sambell et al., 2013). Formative assessment results in deeper thinking and long-term retention of learned concepts (McCoy, 2013[vi]). Because of its value to learning, formative assessment is also referred to **as assessment for learning** (Carless et al, 2010[vii]; McDowell, et al , 2011[viii]).

Summative assessment purpose is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark (Gronlund, 2006[ix]). Common methods used for summative assessment include unit tests, exams and final presentations or projects (Gibson and Shaw, 2011[x]). Summative assessments are used to determine grades and are therefore referred **to assessment of learning** (Hernández, 2012; McDowell et al., 2011). Summative assessment could be formative and for learning if there is feedback given that helps students learn (Carless et al., 2010). Thus, in higher education, certain assessment strategies (i.e course assignments), serve both a formative and a summative function (Hernández, 2012[xi]; Taras, 2008;2013[xii]).

Student assessment in terms of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG)

The Standards and guidelines for quality assurance in the European Higher Education Area (ESG[xiii]) provide the framework for internal and external quality assurance. ESG provide a holistic framework for QA in higher education, which defines, among others, specific criteria for qualitative student assessment.

ESG provide guidelines that can be useful in terms of improving both, formative and summative student evaluation. According to ***ESG 1.3, Student-centred learning, teaching and assessment,***

> *Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:*
> *-- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;*
> *-- The criteria for and method of assessment as well as criteria for marking are published in advance;*
> *-- The 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;*

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-- Where possible, assessment is carried out by more than one examiner;
-- The regulations for assessment take into account mitigating circumstances;
-- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
-- A formal procedure for student appeals is in place.

Whereas ESG 1.3, addresses both formative and summative evaluation, **ESG 1.4 Student admission, progression, recognition and certification**, addresses solely the summative function of the evaluation. Accordingly, institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification. ESG 1.4 provides the following guidelines:

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.

It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided.

Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.

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 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.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

Part 2: CYQAA interventions to the Higher Education Institutions in Cyprus

CYQAA, via an announcement on April 23rd 2021[xiv], pointed out that Higher education institutions, in the process of planning and implementation of their curricula should take into account the criterion no. 1.3 of the European Standards and Guidelines (ESG) concerning student-centred learning, teaching and assessment. Thus, they should ensure that programs operate in a way that encourages students to play an active role in creating the learning process and that student assessment reflects this approach.

Specifically concerning examinations, CYQAA pointed out that information about the procedure and type of the exam, for the purpose of informing the students should be posted and easily accessible on the relevant website of each course, before the beginning of the teaching of the program. The type of exams should be consistent with the teaching (e.g. if it will be done with open books, the teaching should be based on problem solving, synthetic exercises, etc., if it will be done with multiple choice questions students should practice accordingly).

Later on, taking into account the observations of the External Evaluation Committees, CYQAA emphasized, via an announcement on January 19th 2022[xv], that *demanding assessment and feedback practices are closely linked to the quality of teaching, provide information on teaching and learning, and contribute to the gradual achievement of expected learning outcomes.* CYQAA urged higher education institutions to consider the following criteria, as a prerequisite for the accreditation of their programs of study:

Instructors should

- design appropriate assessment practices based on the learning outcomes and objectives of each lesson.
- use the results of the assessment to diagnose learning needs and plan their coverage.
- provide regular feedback to students on their progress, based on learning outcomes.
- utilize rubrics to help in the analysis of the expected results and facilitate continuous evaluation and specific feedback on identified learning and teaching needs.

In addition, in accordance with Criterion 1.3 of the European Criteria and Guidelines (ESG), taking into account the importance of assessment for the progress of students and their future careers, the quality assurance procedures for assessment take into account the following:

- Assessors are familiar with existing assessment and testing methods and receive support to develop their skills in this area.
- The evaluation criteria and method as well as the grading criteria are published in advance
- Assessment allows students to show the extent to which the desired learning outcomes have been achieved. Students receive feedback, which, if necessary, is linked to guidance to improve outcomes.
- Where possible, the assessment is performed by more than one examiner
- Evaluation regulations take into account specific cases and provide for facilities, as appropriate
- The assessment is consistent, applies fairly to all students and is conducted in accordance with established procedures
- A formal procedure has been established for the submission of objections by students.

As evidenced by the examination of the External Evaluation reports (period) HEI have improved their practices considering student evaluation. The following section provides information from the analysis of the EEC reports of Departmental Evaluation of Universities in the period 2018-2021.

Part 3: Methodology

The analysis studied 60 reports of Departmental Evaluations (24 Departments of public Universities and 36 Departments of private universities) prepared by External Evaluation Committees (EEC) in the period 2018-2021, focusing on specific sections of the reports (Doc.300.3.1[xvi]). Student assessment practises were examined in relation to *Quality Assurance Processes* (Section 2), *Learning and Teaching Processes* (Section 4) and *Teaching Staff Practices* (Section 5). Quantitative analysis of the EEC reports examined the level of compliance of the institutional practises with European standards (1 or 2= Non-compliant; 3= Partially compliant; 4 or 5=Compliant). The Frequency Reports generated statistics about the degree of compliance of the accredited departments concerning the criteria below:

> ❖ ***Student assessment in relation to Quality Assurance Processes***
> - The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.
> - The results from student assessments are used to improve the programmes of study.
> - The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.
> - The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.
> - The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.
> - The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.
> - The Department has the appropriate mechanisms, processes and infrastructure to consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.
> - Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.
>
> ❖ ***Student assessment in relation to Learning and Teaching processes***
> - The teaching staff of the Department provides timely and effective feedback to their students.
> - The criteria and the method of assessment as well as the criteria for marking are published in advance.
> - The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.
>
> ❖ ***Student assessment in relation to the teaching staff***
> - The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study
> - Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.

Qualitative analysis was also used to illuminate additional aspects of the student assessment processes. Comments made by EEC members were recorded and analysed to reveal both strengths and areas of improvement.

Part 4: Experts' remarks and recommendations

Experts' remarks are organised in three sections, following the structure of the reports prepared by the external evaluation committees (EEC).

4.1 Student assessment in relation to Quality Assurance Processes.
4.2 Student assessment in relation to Learning and Teaching processes.
4.3 Student assessment in relation to the teaching staff.

The analysis of each section begins with the presentation of the quantitative data. Quantitative analysis from the EEC reports indicates the level of compliance of the institutional practises with European standards (1 or 2= Non-compliant; 3= Partially compliant; 4 or 5=Compliant). Quantitative analysis in each section is followed by the presentation of the comments made by EEC members, organised as Strengths and Areas of Improvement. Content analysis of the EEC comments indicated specific trends and noteworthy observations concerning student assessment. The analysis of each section appears below.

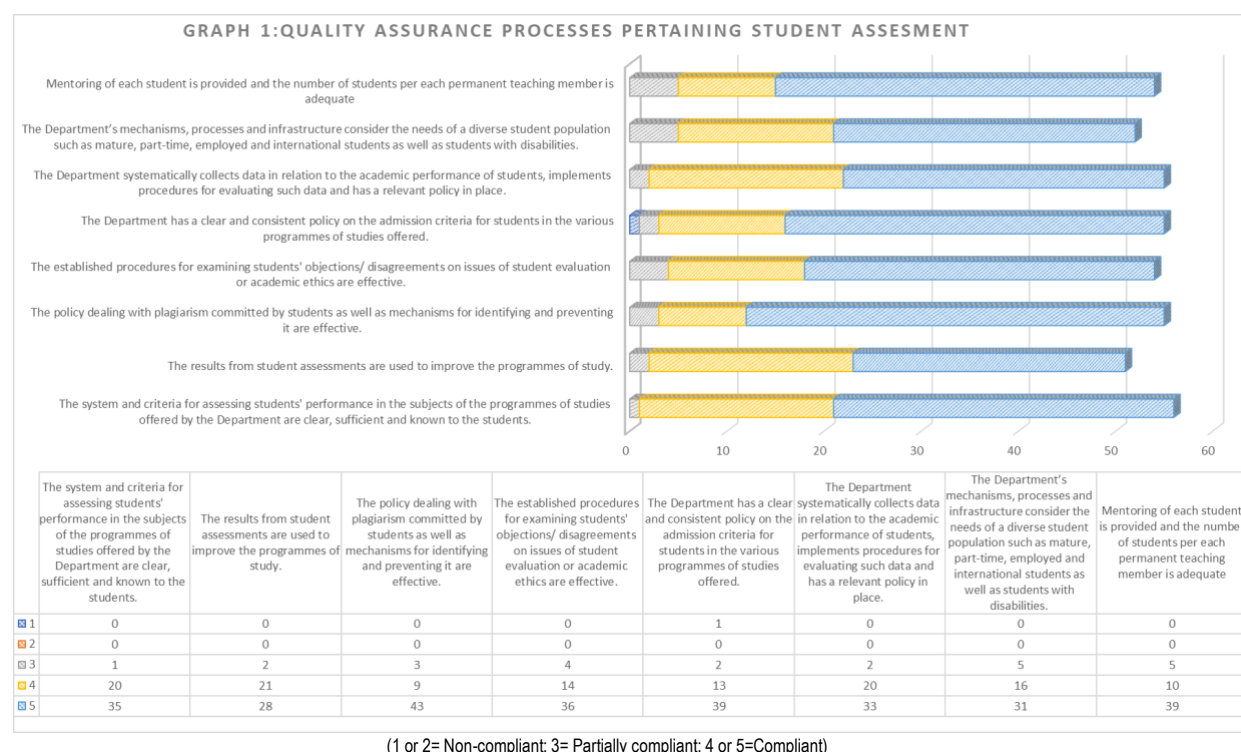## 4.1 Student assessment in relation to Quality Assurance Processes

Analysis of student assessment in the context of Quality Assurance processes examined the following criteria.

> ❖ ***Student assessment in relation to Quality Assurance Processes (criteria)***
> - The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.
> - The results from student assessments are used to improve the programmes of study.
> - The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.
> - The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.
> - The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.
> - The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.
> - The Department has the appropriate mechanisms, processes and infrastructure to consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.
> - Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.

As evidenced by the data presented in Graph 1 (below), external experts consider that student assessment practises in the context of Quality Assurance processes are overall compliant with international and European standards. Experts assessments suggested that *The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students* (Compliant=55, Partially Compliant =1, Non-Compliant=0), *The results from student assessments are used to improve the programmes of study* (Compliant=49, Partially Compliant =2, Non-Compliant=0), *The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective* (Compliant=52, Partially Compliant =3, Non-Compliant=0), *The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective* (Compliant=50, Partially Compliant =4, Non-Compliant=0), *The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered* (Compliant=52, Partially Compliant=2, Non-Compliant=0), *The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in*

place (Compliant=53, Partially Compliant=2, Non-Compliant=0), *The Department has the appropriate mechanisms, processes and infrastructure to consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.* (Compliant=47, Partially Compliant =5, Non-Compliant=0), and finally *Mentoring of each student is provided and the number of students per each permanent teaching member is adequate* (Compliant=49, Partially Compliant =5, Non-Compliant=0).

GRAPH 1:QUALITY ASSURANCE PROCESSES PERTAINING STUDENT ASSESMENT

	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	The results from student assessments are used to improve the programmes of study.	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate
1	0	0	0	0	1	0	0	0
2	0	0	0	0	0	0	0	0
3	1	2	3	4	2	2	5	5
4	20	21	9	14	13	20	16	10
5	35	28	43	36	39	33	31	39

(1 or 2= Non-compliant; 3= Partially compliant; 4 or 5=Compliant)

The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient, and known to the students
(Compliant=55, Partially Compliant =1, Non-Compliant=0)

Strengths
EEC members pointed out that the criteria were clear, transparent, and clearly communicated to students. Most of the departments had processes in place to ensure that students, along with other potential stakeholders had access to all information pertaining their evaluation, as well as information about the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.

The assessment methods of each course can be found in the course descriptions) and are explained to the students in the course outline at the beginning of each semester. The grading system is furthermore publicly accessible for example through the University's Charter. The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. Information can be found on the University's webpage and in the Prospectus(…) Names and position of the teaching staff of each programme are published and easily accessible.

(…) the Department has a clearly documented and systematic process for evaluation. The PER-strategy includes programme review and input from external stakeholders, including industry, academic and collaborative staff, as well as students. It is evident that graduate employment data is gathered and informs the evaluation of programmes.

The assignment and the marking criteria are clearly explained to students. It is a clear principle that the assignment briefs as well as the marking criteria are well communicated to students. The students interviewed by the EEC confirmed that.

Information relating to the programmes of study are posted publicly and include the provisions regarding unit credits, the expected learning outcomes, the methodology, course descriptions, the programmes' structure, the admission requirements and the methods of assessment. Additionally, via the Blackboard online learning environment students are provided with a Programme Handbook and a Module Handbook for each module they study.

The students' evaluation is widely adopted and offers a feed-back to be used intelligently. All the relevant information is made public through the Prospectus and the syllabus of the courses. Grading and exam rules are explicitly stated. Rules are transparent on grading.

Areas of improvement

Interestingly, areas of improvement suggested by EEC members were in the same lines as the strengths identified in the previous section. Thus, many departments appeared to lack sufficient clarity and transparency as well as proper deliberation and communication in terms of the assessment criteria.

"Quality assurance and quality control of the learning process", that sounds too generic. In other words, it is not a description of an already existing process, but just an overall discussion on how such a process could work. As said, the Quality Assurance office has not been established yet.

(…) it was not possible to discern whether this data is made public. It was not easily discoverable on the University's website.

The Department's website should clearly indicate which modules are being taught in Greek, what choice non-Greek speakers have in terms of modules and what support would be available to those who wish to learn Greek.

It was not always clear to the committee that in all programs adequate academic support is given to the students. Especially in the large internship parts if the program this was not very clear. Dissertations should be examined/supervised only by members of staff who hold a PhD.

The Department should ensure that detailed assessment criteria for each piece of assessment is explicitly available to students in the course documentation.

Although there is a good paper trail, consisting of guidance and policies, it is unclear what assessments exactly relate to. What is a good research paper? What does the grading scale of a research paper in Year 4 reflect or should reflect, as opposed to a research paper in Year 1. What does a grade 50 in an exam reflect? What are the standards which an examiner seeks in giving a grade of 50? Apart from the grading scale, qualitative indicators are insufficient

(…) transparency of procedures, understanding of graduate destinations and employability need to be systematic and a key focus. Similarly, the students the Committee talked too were unsure about processes in case of significant problems

The EEC was not able to assess several areas of quality assurance due to lack of information. This especially pertains to several policies which were not made public.

From the course documentation there was some instances where intended learning outcomes for courses were not well structured, and the links to assessment not clear. There should be coherent links between courses, programmes and aligning assessment strategies to learning outcomes. This should be the case across the board.

The results from student assessments are used to improve the programmes of study
(Compliant=49, Partially Compliant =2, Non-Compliant=0)

Strengths

In many occasions the comments of the EEC members were quite favourable in terms of exploitation of student assessments for the improvement the programs of study. EEC members pointed out good practises like the use of anonymously collected data from students and the use of specifically developed apps.

Student feedback is acted upon.

Students contribute to the teaching programs through their evaluations and participation in the Programs' Committees.

An example of good application of systematic feedback is an App that allows students to grade a teaching unit almost real time. Teachers get this and are also controlled by this way to make sure that their units are up to required levels.

Results from student assessments are collected, reported and discussed and taken into account in end of the year report of the module. External Examiners' reports also examine results from student assessments and may make suggestions/recommendations which are taken into account and are implemented.

The connection between teaching, research and society is supported at the departmental level. Students are involved in the evaluation as well as the redesign of the programmes.

It is common among faculty within the same department that the average evaluation from student assessment is distributed anonymously between faculty to see how they perform with respect to their peers. This offers opportunities between faculty to discuss effective ways of teaching to improve the overall teaching experience.

The student feedback for the courses and the teachers was impressively comprehensive and the results positive. It is clearly a valuable asset in developing curricula and the Department more generally.

Student assessment of the learning process is taken into account in assessing the quality of modules and the effectiveness of their delivery and the Department uses a wide range of pedagogical methods.

Two examples are shown in the applications, which relate to the incorporation of feedback from students as well as instructors. Furthermore, the interviews with former students confirmed that the Department takes feedback seriously and has the right processes in place to incorporate it. (…) Based on talks with several alumni, the EEC found that students are actively involved in designing the programme and given the opportunity to provide ample feedback, which in turn is used to further improve the programme.

Areas of improvement

Concerning areas of improvement, EEC members pointed out the necessity to incorporate ongoing feedback processes to reveal possible bottlenecks for timely graduation, along with collecting assessment data from students at the end of their degrees to verify that actions taken in the process were effective, both in short and the long term. Furthermore, comments from the EEC members pointed out that, even in cases were processes for collecting student evaluations were in place, no evidence was provided to indicate whether these data were considered and if so, the degree in which these evaluations were acted upon.

Student evaluations (on-line) are collected at end of module only. No indication of 'within' module evaluation to correct deficiency. Unclear to what extend these evaluations are consider, and acted upon, by Programme Committees.

Although mechanisms for student evaluation of their programmes were described, we were not provided with examples of this evaluation, or evidence of actions taken as a result. The Department and University could

The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective
(Compliant=52, Partially Compliant =3, Non-Compliant=0)

Strengths

EEC members commented on instances where the policy dealing with plagiarism as well as mechanisms for identifying and preventing it, are effective predefined and clearly communicated to the students. Furthermore, EEC members pointed out cases where clear guidance is provided to students on how to prevent committing plagiarism while also noted, as a good practice, cases were penalties were in place for repeated academic dishonesty.

The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. All the forms of academic dishonesty are predefined. The program Turnitin is used. Therefore, the faculty member
may apply several procedures or penalties (e.g., rewriting a paper, lowering or failing grade etc). Repeated academic dishonesty will result in heavy penalties and be indicated in the students' record.

Plagiarism is detected through Turnitin and is managed via arelevant committee as part of a comprehensive procedure.

There is clear guidance for students on issues such as plagiarism, etc.

The student handbooks written by the Department are excellent. They contain clearly articulated admission criteria, learning aims and outcomes, and information on modules and plagiarism.

Areas of improvement

Comments concerning areas of improvement, addressed the enhancement of the monitoring processes, by allocating this task to the Dean of the School rather than the faculty members. In addition, comments were made concerning percentage of the acceptable plagiarism, which should not be less than 30%. EEC members also pointed out that the policy for plagiarism prevention should be more centre stage, thus students need to be taught the ethics of authorship and intellectual property.

The EEC strongly recommends that the responsibility of dealing with plagiarism lies with the dean and executive management rather than faculty members.

The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective
(Compliant=50, Partially Compliant =4, Non-Compliant=0)

Strengths

Procedures of examining students' complaints and objections were in most cases compliant with the European standards. EEC members observed that a transparent and effective array of measures as concern student complaints on academic matters was in place. It is worth mentioning a comment made by an EEC concerning the implementation of a student advocate system as an additional mean to deal with students' grievances.

The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective…(.). If students disagree with the grade awarded, they shall in first place address the student instructor. Afterwards an appeal can be filed with the Office of Registrar within four weeks of the grade being awarded whereby the Head of the Department seeks to resolve the issue between the student and the faculty member. Finally, there is a Grievance Committee that aims to promote non-discrimination, objective and proper administrative action and decision making at the School.

The appeals and complaints procedure is well explained. A meeting with students confirmed that students are aware of the process. Discussions with staff led to the conclusion that there was no any grievance in relation to these programs.

There is a clear and established grievance procedure that includes both staff and student representation.

An accessible procedure with three stages exists for students' grievances. The procedure for dealing with students' grievances is accessible, fair and straightforward. This ensures effective, prompt and appropriate responses.

The Department is using a Student Advocate System as an additional means to deal with students' grievances.

The policies do refer to other issues and we are satisfied there is a very good array of measures as concern student complaints on academic matters

Areas of improvement

EEC members identified additional measures that are required to safeguard students against intolerance of any kind of or discrimination, like the establishment of an independent complaint body or a "person of trust. Furthermore, the main weakness found in this area focus on the necessity to enhance the communication of the processes to the students in order to exercise their rights. In addition, one EEC recommended further training for the staff in terms of preventing exercising unconscious bias.

It remains unclear - whether the Department's policy for quality assurance supports guarding against intolerance of any kind of or discrimination against students or staff (…) The Committee would recommend the creation of an independent complaint body or a "person of trust" for that purpose.

Although students understand that they can question the marks awarded to them, in practice it seems that this opportunity is rarely – if ever – taken

The Department has procedures and rules on professional standards and ethics in the relations between staff and students but not adequate mechanisms regarding unconscious bias and it seems not to be even aware of unconscious bias. The answer 'we are experienced teachers' is not sufficient and more training is needed

There seem to exist procedures for examining students' objections / disagreements on student evaluation(…). But a clear and thorough procedure for addressing students' objections/disagreements with academic ethics in general was not presented.

Staff could not articulate in a consistent way the application of the complaints procedure which highlights the need for a more comprehensive and centrally organized induction and training as part of staff development.

Ultimately, the onus is on the Department to ensure that all students are fully aware of complaint and resolution procedures should they experience significant difficulties during their time at the University

While going through the information distributed regarding the course syllabus, the department should consider adopting the policy of incorporating the grading scheme and assessment methods explicitly in all courses. This is a standard practice in other academic institutions worldwide. Moreover, students feel more informed in this case.

The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered
(Compliant=52, Partially Compliant=2, Non-Compliant=0)

Strengths

EEC members commented on the fact that admission criteria are clear and follow other European countries standards. The use of exams in English and maths was considered as a good practice.

The admission criteria are clear and follow British and other European countries high education standards. The criteria vary for undergraduate and postgraduate applicants.

Admission plans are appropriate and cater for different education backgrounds.

Student admission criteria comply with those of all departments of the university.

The admissions policy to the MSc and PhD are very good. For the BSc the admission policy involves maths and English exams. This results into classifying the students into students that can take courses full time and others who may need to be put under probation and need to attend a foundation course prior to starting the main courses. This system is reasonable.

The admission criteria can be found on the website and are outlined in great detail. Furthermore,clear guidelines exist on how credit can be transferred

The student handbooks written by the Department are excellent. They contain clearly articulated admission criteria, learning aims and outcomes, and information on modules and plagiarism.

The Departments has established clear admission criteria for the programme (..)

There are clear admission guidelines which are applied uniformly and consistently throughout

...the admission criteria are clear as this a state University and admission is clearly linked to the Pan Cypriot entry exam.

Areas of improvement

EEC members pointed out the necessity to gradually tighten admission criteria, in cases of newly established departments. In addition, experts commented on the need to incorporate criteria for the admission of international students, especially in cases where the programs targeted international audiences. Furthermore, EEC members remarked on the systematic collection, analysis and of the available data. Concerning specialized programs (i.e arts) EEC members commented on the fact that additional specialized entry requirements could be used in order to attract the most suitable candidates.

The School is encouraged to maintain and strengthen the communication about and (gradual tightening of) its admission criteria in order to attract more international students.

Admission processes are quite comprehensive and cater entry requirements for diverse backgrounds for both home and international applicants. The department collects data in relation to graduate employment and student performance. However, these are treated in isolation and subsequently, there is no an annually produced report which analyses performance data in a collective and systematic way.

The (…) admission criteria should specify if a degree in a particular discipline is a prerequisite for study as there was a discrepancy in the documentation provided.

The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. The ECC note that whilst this is clear there was some debate over how International Students may access the course, particularly in relation to the Interns.

The policy that the Department follows in terms of setting a high school diploma as minimum entrance requirement could be improved, but is no exception to what is usually followed for private Universities in Cyprus. Perhaps the Department should consider a minimum entry mark or a minimum performance to specific high school courses. The maths exam is a useful strategy, which could partially result in avoiding cases of students who would not eventually be able to cope with the requirements of the degree even after being put under probation. Definitions of a minimum entry requirement may be difficult to implement in practise from students coming from different educational systems. The Department can consider a policy where students that show evidence that they would not cope with the requirements of the degree, even despite any help in the first years, are not admitted. The Committee has no strong feelings on this matter for the previous reasons mentioned, but the members believe that a minimum entrance mark or a pass/fail level mark for the maths (and English) entry exam/or some other policy could be helpful in such cases.

This low grade is consistent with the Committee's finding that there is significant confusion for the LLB Admissions Policy. Our recommendation is that the program should not run unless it is made explicit that this is a degree on Greek law, which requires proof of Greek native language skills and that proficiency in English is irrelevant for admission purposes. Moreover, it has to be made clear that only ONE degree is on offer, namely that which is taught in Greek and that there is no alternative degree in English. Finally, there needs to be some remedial measures for the type of degree/apolytirio or other qualification required for admission. The maths test seems completely irrelevant and there is no law school that the Committee knows of that requires this. While we understand that (….) law school cannot demand grades similar or close to Greek public law schools, nonetheless, if the program is to retain some quality and retention rates (in line with its sustainability aims) the overall grade for admission must be no less than that required for admission to good social sciences degrees in Greece and Cyprus. By way of illustration, a overall GPA of 10/20 is wholly insufficient. The Committee was not clear what was the desired grade.

There is no admission criteria system that ensures the applicants' subject-specific art and design qualification of applicants. Introduce qualifying entry exams for art and design Bachelor candidates to ensure attracting the most qualified applicants in the subject area.

The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place
(Compliant=53, Partially Compliant=2, Non-Compliant=0)

Strengths

Experts commented on the fact that departments had a clear plan for collecting student feedback as well as student performance and integrating it in the quality assurance process. Cases were noted where changes in the programme, for instance those instigated through student feedback, are managed by the course coordinator in dialogue with the programme coordinator. Student employability records were also used in some cases.

There is a clear plan for collecting student feedback as well as student performance and integrating it in the quality assurance process.

The results from student assessments are used to improve the programmes of study. The average mark and dropout rate in a program are amongst others quality indicators that contribute to continuous improvement of each program. The pass level standard should be adequate with the learning outcomes (Dep., p. 79). The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. Information on the fact of collecting information through student's questionnaires as well as by the Program and Internal Evaluation Committee (e.g., on average mark, dropout rates and graduate employment rate; and a score result analysis.

Additionally, there are regular Programme Committee meetings that include issues of quality assurance. Minor changes in the programme, for instance those instigated through student feedback, are managed by the course coordinator in dialogue with the programme coordinator. The Programme Committee works closely with the Department Council on which there is representation from both staff and students. For example, the committee notes that the Department has already implemented changes in response to the evaluation it conducted for this review in November 2019.

The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant (informal) policy in place. The collected data is analysed quantitatively and qualitatively include and the results are indicative for the School of Law.

The University systematically collects data on student performance which is regularly communicated to the head of Department. The University also collects employability records of graduates but this data is not communicated to the head of Department.

…excellent data are available about students' employment destinations.

Areas of improvement

In certain cases, EEC members pointed out that the collection and use of data could be improved with the improvement of collection processes to further echo feedback from students while also enhancing the overall monitoring processes and the clarity of the policy on the issue at hand.

Nevertheless, information on procedures for evaluating such data and the existence of a relevant policy remain unclear.

> *In general, more feedback from students would have been helpful. Hands-on exercises, practical examples, a greater variety in teaching styles, and more case-based teaching might lead to higher student satisfaction. This was in line with the feedback we got from students.*
>
> *Within the quality assurance strategy, it would be beneficial for the department to have a monitoring process and data collection on a yearly basis.*

The Department has the appropriate mechanisms, processes and infrastructure to consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.
(Compliant=47, Partially Compliant =5, Non-Compliant=0)

Strengths

Comments of the EEC members focused on the existence of student welfare, with various forms of support, including psychological support at university level. Facilities that accommodate students with disabilities (i.e lift, parking spaces, seating in the front of the class, opportunity to take frequent breaks) were also noted. In addition, certain other good practises where identified for mature students (i.e courses are offered on both a full-time and a part-time basis) financially underprivileged students' (i.e financial aid, grants and scholarships) and international students (Foundation courses, Erasmus Club office of registrar assists with matters regarding immigration).

> *There is a strong emphasis on student welfare, with various forms of support, including psychological support at university level.*
>
> *We were also convinced that welfare services to support students were of an excellent standard.*
>
> *The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. (…)For financially underprivileged students' financial possibilities such as financial aid, grants and scholarships (latter awarded on merit, e.g., Academic Excellence Scholarships, Athletic Scholarships) are being offered. For international students the Erasmus Club members help in minimizing cultural shock and a support team is in place (Dep, p. 14). Other than that, the office of registrar assists with matters regarding immigration (Dep, p. 30). For 18 employed students there is the possibility to conduct their studies part time or several programs in the mode of distance learning. Concerning the needs of students with disabilities adequate infrastructure can be found (lift, parking spaces etc.).*
>
> *Students with special education needs or learning/physical difficulties are treated equally. Depending on the educational need the student welfare service provide different provisions (e.g. seating in the front of the class, opportunity to take frequent breaks). Also, the infrastructure is adequate for disabled students. The LLB and LLM courses are offered on both a full-time and a part-time basis.. The infrastructure is adequate for disabled students and international students are generally welcomed (…) and they are provided with Visa support.*
>
> *The Department offers a foundation course to students that may be underperforming in the maths exam. This is a policy which is considered to be beneficial to students coming from disadvantaged backgrounds.*
>
> *The ECC Student Representative commented specifically on her observations with respect to the meeting with students "I personally saw the students very happy with the university, they found it very helpful in terms of distance education and for their daily rogram (work,obligations) they found it suitable.*

Areas of improvement

Comments concerning areas of improvement focused on the need to further enhance the processes to support mature/ working students. The development of a strategy on addressing dyslexia was proposed by one EEC, while also suggestions were made for proper staff training to provide feedback on time

and to ensure that the level of feedback is appropriate for students from a range of international backgrounds.

While teaching will be provided from 8am to 10pm to accommodate working students, there are no specific initiatives to support part-time students or students with disabilities.

Finally, as dyslexia is a common disability among design students, the department would benefit from a strategy on how to meet this student group.

The committee was informed that not all students were able to access the digital resources of the library. The reasons for this difficulty were unclear, however additional effort is required to remove the barriers to students' access.

Other than that, there was no concrete information regarding the extent to which the Department's mechanisms, processes and infrastructure meet the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.

Matters of EDI (equality, diversity and inclusion) could be explicitly embedded in QA procedures and in staff awareness, and should be considered in relation to student performance.

Whereas it is clear that the department has implemented mechanisms, processes and infrastructure that consider the needs of disabled and foreign students, it is not clear if the needs of mature, part-time, employed students are met.

As the scale of operations hopefully increases, there may be a need to follow more formal processes to ensure for instance that staff provide feedback on time and to ensure that the level of feedback is appropriate for students from a range of international backgrounds.

Mentoring of each student is provided and the number of students per each permanent teaching member is adequate
(Compliant=49, Partially Compliant =5, Non-Compliant=0)

Strengths

Good and accessible mentoring was evident in many of the departments while the student-teacher ratio was, in most cases, very favourable, ensuring the accessibility of academic advisors. EEC members commented on the close and supportive relationships between students and teachers and the presence of communication mechanisms that ensure that students can perform to the best of their abilities.

Students enjoy good and accessible mentoring.

All students have an academic advisor and this is highly appreciated by students, as we heard during the meeting with students.

The Department has mentoring, tutoring and communication mechanisms that ensure that students can perform to the best of their abilities

The communication with students – e.g. all tutors have office hours two times two hours per week – is remarkable. The assessment of the tutors by the students is a good practice, as is the individually oriented mentor system.

Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. For the year 2018 the ratio of students/teachers per subject varied from 4:1 to 8:1.

Areas of improvement

Weaknesses were identified in cases were mentoring services were optional or no sufficient coordination was in place between the academic members of the department and the centre of student welfare. In cases were departments were in the process of expanding their student intake, EEC members recommended an approach where senior students mentor new students. In addition, even though close mentoring is very beneficial, an EEC recommended that, with further progress of the students into the higher semesters, mentoring could be loosened more in order to foster the students' individual and autonomous development.

Individual mentoring by faculty members is planned for each student. However, the plans to admit large numbers of students will result in a high number of students per faculty member. An approach where senior students mentor new students might be more scalable.
Although each student has an academic mentor, there has been scientific evidence that students benefit from the inclusion of student mentors in the support services of the department, where the mentor is at a higher stage of studies.

The panel also recommends the establishment of a clear procedure on both academic advising (there should be at least one meeting per term between advisees and advisers)

The student welfare and academic support is outstanding, and appropriate in the beginning of the studies. With further progress of the students into the higher semesters, this could be loosened more in order to foster the students' individual and autonomous development. Particularly in the realm of art and design, it is important to give individuals space and time to develop themselves.

The meetings with the Academic advisor have been rendered optional recently. This is a University policy/decision. The members of the Department correctly indicated that their preference would be for such meetings to be mandatory for all students. This would be a constructive change. Perhaps the Department can consider some mechanism to help students who have been identified to struggle. This could be offered as a tutorial system, provided by a teaching assistant. This is likely to help struggling students in the first year and address the dropout rate.

The University has a Centre for research and counseling services but greater coordination among the Centre, academic counseling and members of the Law department might serve better the needs of the students. Teaching staff often perform the function of student welfare counsellors and it would be advisable to revisit this issue and examine its effectiveness.

4.2 Student assessment in relation to Learning and Teaching processes

EEC reports in relation to Learning and Teaching examined the following criteria:

❖ **Student assessment in relation to Learning and Teaching processes (criteria)**

- The teaching staff of the Department provides timely and effective feedback to their students.
- The criteria and the method of assessment as well as the criteria for marking are published in advance.
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.

Graph 2 illustrates the level of compliance with the criteria concerning Learning and Teaching. Experts assessments suggested that *The teaching staff of the Department provides timely and effective feedback to their students* (Compliant=48, Partially Compliant =1, Non Compliant=0), *The criteria and the method of assessment as well as the criteria for marking are published in advance*, (Compliant=51, Partially Compliant =2, Non Compliant=0) and finally *The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved* (Compliant=42, Partially Compliant =5, Non Compliant=1).

GRAPH 2: STUDENT ASSESMENT IN RELATION TO LEARNING AND TEACHING

	The teaching staff of the Department provides timely and effective feedback to their students.	The criteria and the method of assessment as well as the criteria for marking are published in advance.	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.
1	0	0	0
2	0	1	1
3	1	2	5
4	11	15	17
5	37	36	25

(1 or 2= Non-compliant; 3= Partially compliant; 4 or 5=Compliant)
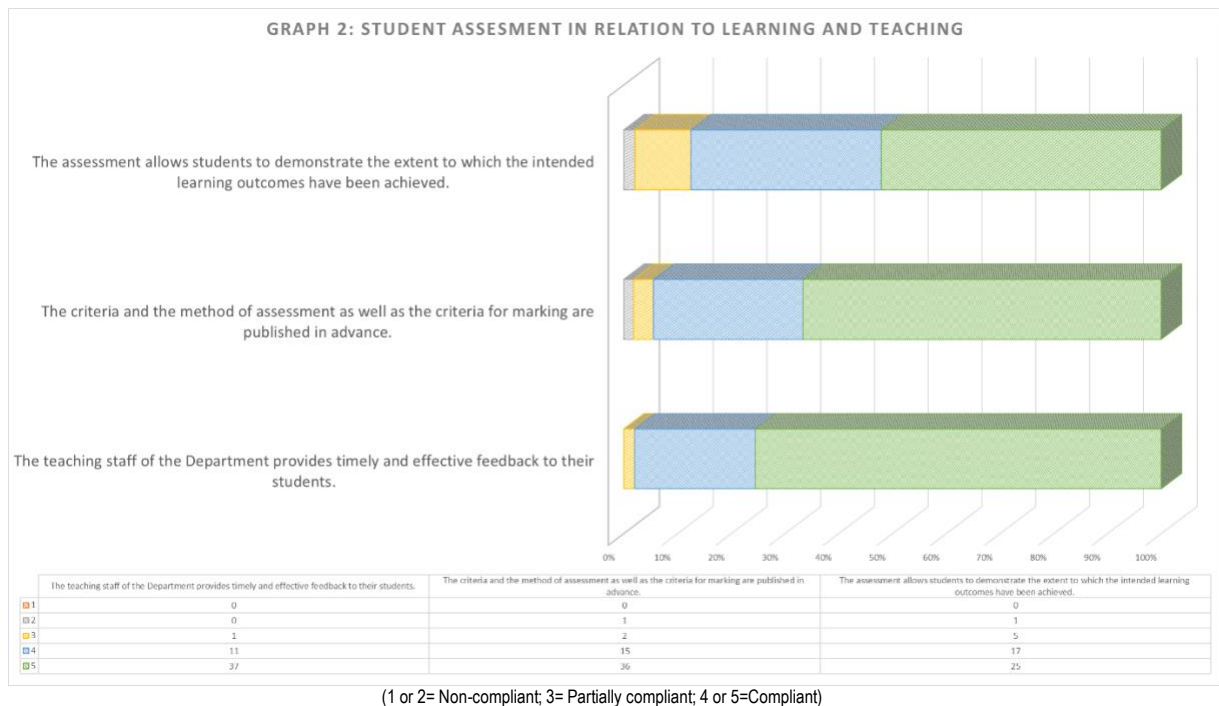
The teaching staff of the Department provides timely and effective feedback to their students
(Compliant=48, Partially Compliant =1, Non Compliant=0)

Strengths

Comments regarding good practises in the provision of feedback focused on the availability of the teaching staff and the fact that the feedback is provided timely and effectively.

The teaching staff of the Department provides timely and effective feedback to their students. Students are always welcome to communicate with the lecturers (…)There is a very good feedback culture. The professors can be contacted and through the PER procedure students always can give some feedback.

The feedback is timely and the Criteria of admission are on par with excellent academic institutions around the world.

As well formal systematic review processes (for example, PER), it is clear that the Department supports the implementation of iterative improvements in response to feedback and changing circumstances.

Academic staff has regular weekly hours to see students. Students get adequate feedback concerning their assessment.

Areas of improvement
Considerations raised by EEC members concerned the actual implementation of the declared feedback processes as well as about their effectiveness, since these practises were not sufficiently analysed in transparent criteria to guide all faculty members in common practises and also inform students about their rights. In addition, concerns were raised about the availability of non-resident staff to provide timely and effective feedback to students, along with possible ovelrload of the resident staff.

Not fully supported by the students' response during the review. Faculty offer and publish office hours for student consultation and feedback, but it is not clear as to how supportive this avenue for potential feedback is in practice. Maybe consider a template rubric for feedback to all students on all components of their T&L programme.

It is important to maintain effective communication between students and teaching staff. The Department has set out certain mechanisms in this respect but our main concern is the number of non-resident staff who are employed by other Universities or who are in private practice. It is inevitable that this will pose a serious challenge to effective and timely communication which is unfair to students and in particular to fee paying students and will undermine their educational experience. It may also increase the workload and responsibilities of resident staff in particular younger ones which will be unfair, unprofessional and will undermine their academic and professional progress. (…)

There should be clear deadlines regarding the provision of feedback. In order for feedback to be effective, there should be clear criteria and these criteria should be reflected in the grade descriptors and in particular in relation to continuous assessment. This will ensure transparency, fairness and impartiality. it will also allow students to reflect upon and improve their performance. The Department should ensure that assessment is fair and impartial against the assessment criteria; for this reason it should introduce monitoring mechanisms. Continuous assessment which counts for 30% of the final grade needs to be based on clear criteria and on quantifiable processes in order to be fair.

We recommend that the department consider instigating processes for formal oversight of marking.

Students are highly satisfied from the quality of learning and teaching. Academics are always available to the students and help them in solving questions.

The criteria and the method of assessment as well as the criteria for marking are published in advance
(Compliant=51, Partially Compliant =2, Non Compliant=0)

Strengths
EEC members commented positively on occasions where all criteria, including the teaching programs, the admission and grading rules were transparent, clearly and effectively communicated to students, well designed and periodically reviewed according to international standards involving a combination of marking schemes.

The criteria and the method of assessment as well as the criteria for marking are published in advance. The assignment and the marking criteria are clearly explained to students. It is a clear principle that the assignment briefs as well as the marking criteria (in every application there is a description of every course including criteria for the marking) are ought to be written clearly and be available to and discussed with students. There are also undergraduate, master and PhD thesis guides.

Students get adequate information about the courses, the course outline and the assessment criteria

The assignment and the marking criteria are clearly explained to students. It is a clear principle that the assignment briefs as well as the marking criteria are ought to be written clearly and be available to and discussed with students.

Plans for communication channels between the teaching staff and students are planned up to a high standard.

The teaching programs, the admission and grading rules are transparent and are designed and periodically reviewed according to international standards.

The exam and grading rules are correct and the students are informed in advance on them.

The criteria for marking a course are known in advance and involve a combination of marking schemes, where the final exams, projects, midterm exams, and homework are weighted with the weighting scheme known to the students.

The criteria for and methods of assessment as well as criteria for marking are available online through the university's website, including the assessment methods

..there are clear grading criteria

This is a small number that allows for the lecturers to indeed achieve student-centre learning, provide specific and immediate feedback and effective student-teacher communication.

Areas of improvement

Areas of improvement suggested by EEC members focused on the necessity for better communication of the assessment criteria to students.

The Department should ensure that detailed assessment criteria for each piece of assessment is explicitly available to students in the course documentation.

There is an 'issue' of language through the module narratives/descriptions which refer to words such as 'abuse', addict etc. These terms are inadvertently stigmatising and reinforcing negative attitudes. Given this course is specifically addressing 'addictions' the teaching team are encouraged to revisit their use of such terms and follow current recommendations that align with the use of 'first person language'.

Better communication is required to ensure students are aware of the policies ie complaints and appeals process.

Clearer documentation in future accreditation, particularly with regard to providing examples of assessment topics, a sample of marked student work and feedback. Ideally this would be translated to English to make information accessible to all members of the review panel, but it would be sufficient if Greek-speaking members of the panel were able to evaluate this information.

The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved
(Compliant=42, Partially Compliant =5, Non Compliant=1).

Strengths

EEC members remarked positively on cases where assessment was student centred including close mentoring and monitor, wide accessibility of teaching staff, efficient running of the modules and use of diverse examination forms where used (covering multiple skills and competencies). Reliability in marking of student assignments across faculty members was also identified as a strength.

With respect to the MBA programme, the EEC commend the School for its use of innovative teaching methodologies and diverse examination forms (covering multiple skills and competencies).

The committee's very strong impression from documentation and interviews with staff and students is that the Department is very student centered. Student centeredness is codified in the statement on staff ethics. There is an atmosphere of mutual respect between the students and the teachers. Student progress is closely monitored and students are supported to be successful.

Students benefit from the close mentoring, the wide accessibility of teaching staff and the efficient running of the modules. The criteria and methods of assessment are clear and are comparable to those pertaining in other higher educational institutions. Student- centered learning is evident and the student law blog stimulates students' motivation. The Committee noted the opportunities for the involvement of students in various projects and initiatives.(…)
The assessment demonstrates whether the learning outcomes of the programmes of study have been achieved.

The range of assessment methods used to ensure that students' experience is varied and commensurate with the area of learning- art, museum studies etcetera.

Plans for communication channels between the teaching staff and students are planned up to a high standad. So are the evaluation and feedback processes planned for.

The intended strategies appear very suitable for this new program and attention has been given to student assessment in line with their development of their competences as a nurse.

The course success rates are monitored as well as the general status of students.

The programmes and courses are well designed in coordination with stakeholders and are effectively monitored through feedback and quality assurance processes. Appropriate assessment strategies are evident, with feedback given to students in a timely and effective manner.

Staff were able to describe processes to ensure reliability in marking of student assignments, particularly with regard to training postgraduate instructors.

Another strength of the Department is the close relationship with its students, evidenced by frequent communication and feedback. This was confirmed by our discussions with staff members as well as students.

Areas of improvement

Comments on areas of improvement suggested by EEC members emphasized the need to provide additional evidence of student centred practises in assessment that would allow students to demonstrate more accurately the accomplishment of the set objectives. Weaknesses included the lack of clarity concerning the timing and the form of the provision of feedback, the ineffective mechanisms in terms of enabling students to give and receive feedback, the unclear association between learning outcomes, and the fact that assessment and feedback methods are not as varied as they should be, taking into consideration the diversity of student population in terms of maturity, nationality, age learning difficulties etc. Additional weaknesses were identified concerning the non-compulsory nature of master's thesis and the insufficiency of "assessment literacy" that will enable students of different learning (via an array of different forms of assessment) to develop assessment literacy and enhance their overall graduate competencies. Suggestions made by the EEC included suggestions of having more than one examiner per course assessment, tailoring assessments in terms of students' development of competencies from novice to skilled practitioner, employing online tools for more efficient provision of feedback, a stronger integration of theory and practice and including a broader range of assessment methods.

Other than grading participation and working on projects, which encourages autonomy and independent learning and stimulates active learning no concrete information about the importance of student-centred learning and teaching was found.

…consider whether students' facility to provide this feedback is adequate and timely. Communication to students of how their view is considered/acted upon by the Department/Programme management is warranted.

…the weighting and the assessment are not satisfactory, as they are applied equally across all courses.

One practice that some in the EEC found less than optimal is for most of the students in the Med programme to be allowed not to do a Master's Thesis. The reason given, that most students want it so, is familiar but unconvincing. Teachers typically want practical skills and knowledge. This is the same in many countries. However, it makes continuing studies on the doctoral level so much harder. One could also argue, that the most useful skill for teachers and professionals more generally in changing times is to learn to gather research based information, to test it, and to be critical about it, and to find new policies, methods etc based on sound research. Without these skills, our masters are left with knowledge, practices and skills that these days get old faster and faster. Not having the students learn to do research may be a serious hindrance to them later in life. It also weakens and hinders the research based development of their future work places and society. Letting the students have their way may in this case be popular and tactically astute, but also strategically unwise.

Assessment Literacy – it appears that the overall approach to assessing students learning and competencies is via 'examination'. Given that students will have different learning styles it may be helpful to provide an array of different forms of assessment which address and permit students to develop assessment literacy and enhance their overall graduate competencies. There are also no clear mapping tables of how each learning outcome is to be tested and how each course learning outcome relates to overall programme outcomes. This would be helpful to include to ensure 'no overlap in content'; and guidance for students so that they can benchmark their progression. It was not fully clear how the internship assessments formally related to the overall.

The department does not have a framework that requires more than one examiner per course assessment. There has been no teaching, so it is not possible to evaluate the implementation of the learning activities.

Assessments could be tailored in terms of students' development of competencies from novice to skilled practitioner.

It is rather unclear whether teaching staff routinely provide feedback on student work and which form (written, oral) this takes. Teaching staff have a great deal of autonomy in decisions about when and how to evaluate the students' performance and there are not many checks at the level of the program.

The feedback mechanisms used by the Department towards students are appropriate, but can be further improved. E.g., through using online tools.

More information is needed in order to judge whether the course assessments reflect students' achievement of the learning outcomes.

Due to our lack of knowledge of existing regulation we cannot fully assess the extent to which the content of the programme, the assignments and the final exams correspond to the European Qualification Framework. More details in the application would have been helpful.

The EEC also finds that a stronger integration of theory and practice will benefit students.(…) The current programmes mainly focus on applied skills and providing students with skills that allow them to abstract from a given problem will help them to be more flexible in their future workplace. This also corresponds to the current teaching style, which is mainly frontal teaching, and the fact that the Master thesis is voluntary. A compulsory thesis will help students not only to gain academic skills but also to show their ability to design and carry out a comprehensive research project.

Teaching and assessment methods in History and Theory of Art are not as varied as they should be; especially so given that the MA predominately attracts lifelong learners returning to higher education after a gap (both established art professionals and K-12 educators) in addition to recent BA graduates (…) /While assessment

currently allows students to demonstrate the extent to which the intended learning outcomes have been achieved, the fact that assessment methods in History and Theory of Art are not as varied as they should be means that students are being denied a range of means by which to demonstrate the extent to which the intended learning outcomes have been achieved. Given that the fine art department is an art school, and that art schools use a wide range of assessment methods, it would be appropriate to include a broader range of assessment methods in the MA History of Art programme.

4.3 Student assessment in relation to the Teaching staff

The following criteria were examined in terms of student assessment related to teaching staff practices.

> ❖ **Student assessment in relation to the teaching staff (criteria)**
> - The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study
> - Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.

The degree of compliance in this section, as recorded from the EEC reports appears, again to be very high. In particular experts assessments suggested that *The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study* (Compliant=52, Partially Compliant =3, Non Compliant=0), *Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory* (Compliant=49, Partially Compliant =4, Non Compliant=0).

GRAPH 3: STUDENT ASSESMENT IN RELATION TO TEACING STAFF CRITERIA

	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.
5	30	31
4	22	18
3	3	4
2	0	0
1	0	0
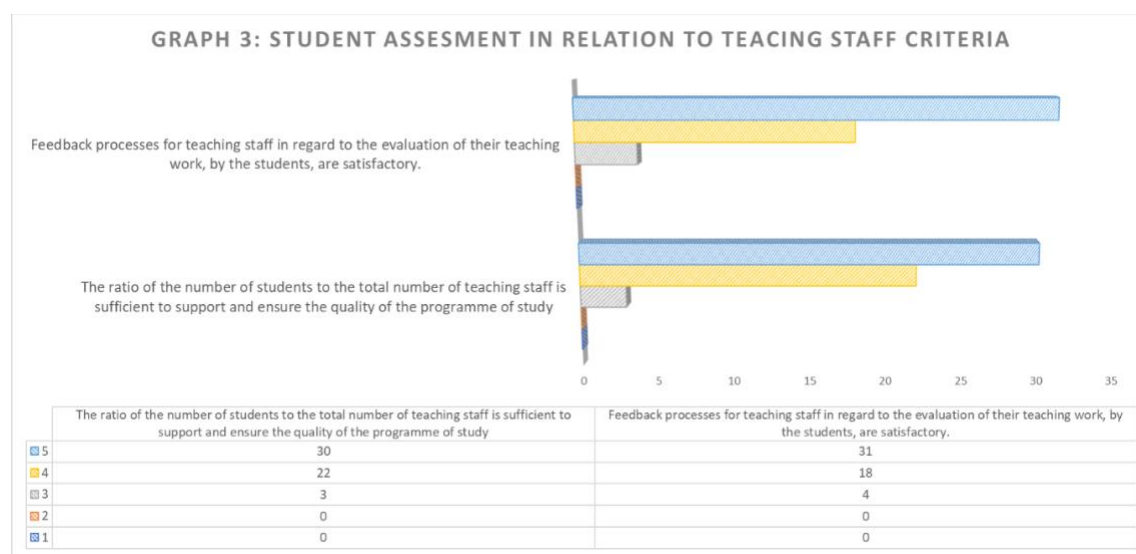
The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study
(Compliant=52, Partially Compliant =3, Non Compliant=0)

Strengths

EEC members commented favourably on the ratio of the number of students to the total number of teaching staff, which is sufficient to support and ensure the quality of the programme of study.

> *The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.*
>
> *The staff student ratio is appropriate and enables staff to offer students strong support. In addition, specialist staff from other Departments contribute to programmes where appropriate. The small numbers of students to staff enable a very student centered approach to teaching and support.*
>
> *The ratio of students to the total number of staff is sufficient to ensure the quality of the program.*

The Department clearly benefits from its relatively small staff and from an appropriate staff/student ratio, enabling a high quality learning and teaching environment to operate. Teaching staff are of a sufficient number, expertise and quality to ensure a high quality teaching and learning environment.

The staff/student ratio is planned to be high, aiming for teaching excellence.

Much care has been taken to ensure a healthy staff-student ratio. The projected 1:14 is excellent even by top standards in UK universities and the law school and (..) University should be commended for this.

The high ratio of staff to students provides a good training experience.

The ratio of students to teachers is very good and allows effective mentoring.

Academics are always available to the students and help them in solving questions

The staff-student ratio is very good; students get a lot of personal attention and this was evident in our discussion with students

Areas of improvement

Despite the overall positive remarks, cases of insufficient Teacher-Student ratio were also reported (i.e 1:40). Risks were identified, mostly, in cases where the ratio appears be currently satisfactory; however it will not suffice in the case of a growth in the student cohort. EEC members also remarked on the balance in the ratio of permanent to temporary staff. It was noted that when programs rely, extensively, on visiting staff affiliated with other institutions, this might cause an identity loss among students. EEC suggestions included additional hiring of permanent, or, in some cases more visiting professors, bearing always in mind that there should be the right balancing and actively engaging full-time and part-time faculty and practitioners.

Considering that the workload includes not only teaching, but also research and multiple administrative tasks (12 hours:10 hours:6 hours) (Dep., p. 96-97), it is questionable if the number of teaching staff is adequate to support the programmes of study.

The EEC was informed that 4 FT Faculty form the core staff base to these programmes. This would appear low by European norms. Furthermore, from the data provided, the Staff:Student Ratio (SSR) appears to be 1:40. This is despite non-attainment of projected student numbers! The high demands on the teaching Faculty impact on the overall quality of delivery of current, and development of future, degree programmes.

The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study (p. 70 in ANNEX 7) (2.2.15), but it would have to be rethought with predicted growth of the student cohort.

While the quality of the program is ensured with efforts of existing faculty, it would be beneficial if few 1-2 more visiting professors are hired for complementary course offerings.

Small class sizes and the degree of connectedness between staff, students and course material. One of the main challenges that may present in the future would relate to sustaining this high level of support for students in terms of high levels of staff engagement if number were to grow on the different courses. It would be important that the staff prepare for increased student numbers in a planned and proactive way in order to ensure that support is maintained in a way that is proportionate to the capacity of staff to meet future demands.

The high ratio, even within the acceptable limits, of visiting staff that is affiliated with other institutions is a risk and will cause an identity loss in representing the proposed department and university, which also limits the development of a culture belonging to the university itself.

The scores are based on the challenges of not knowing the final number of students recruited each year. If student numbers increase, then faculty numbers should also increase to maintain educational quality. Otherwise, this is an area of risk.

The EEC strongly encourages the School to maintain and safeguard the required standards when recruiting the necessary new staff and faculty to successfully run and sustain the new programmes (including balancing and actively engaging full-time and part-time faculty and practitioners).

The Department believes that it would require larger numbers of permanent staff to deliver its full potential.
At the present, the Department is in a vulnerable situation in terms of the teaching staff size that should be addressed by investing in new staff members and ensuring continuity given the near future retirements.

in the international context, student/staff ratio is on the higher side. Despite this, the department runs many classes with student numbers in single figures, and prefers to split classes rather than teach larger numbers. Although the department takes care to find a balance in the ratio of permanent to temporary staff at each level of the program, there is a high reliance on special teaching staff overall, which may threaten sustainability and make planning over the years precarious

The Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory
(Compliant=49, Partially Compliant =4, Non Compliant=0)

Strengths

 EEC members pointed out that efficient feedback processes were in place informing teachers to concerning the evaluation of their teaching work by the students. These included multiple methods and formal processes for gathering student feedback on courses (i.e. Module Feedback Questionnaires administered online, one-to-one sessions, physical meetings with academic and administrative staff (Staff Student Liaison Committee meeting). Collection of student feedback takes place at the end of the course and periodically (i.e. every two or five years). Feedback may be oral, written, posted on a website or other. Students also have the opportunity to request additional feedback. Good practises also included, the communication back to the students of the actions taken in response to the students' feedback, the use of external examiners as third-party reviewers and the fact that students are actively involved in designing the programme and are given the opportunity to provide feedback, which in turn is used to further improve the programme.

Seem to care for the need of students.

A generic policy is described for quality assurance in the department with a a plan for collecting student feedback as well as data about student performance and integrating it in the quality assurance process

Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. The university has a Program Evaluation Procedure. Students can give a feedback at the end of each semester. Every 5 years, there is the PER Procedure, in which program changes can be. Additionally, the students evaluate the instructors via an Instructors and Course Evaluation Survey.

The EEC commends the School for the strong team spirit, the connectedness (internal and external) and close the student-staff/faculty connections.

There is a student survey which gathers student feedback. The EEC saw sufficient evidence of self and peer !teaching and class observation peer review procedures.

There are formal processes for gathering student feedback on courses. It was evident that staff act on feedback in evaluating and modifying course and programme content and approaches to teaching

Standardized procedures ensure that feedback is collected from students biannually through Module Feedback Questionnaires (MFQs) and through physical meetings with academic and administrative staff (Staff Student Liaison Committee meeting). The actions that are taken in response to the students' feedback are then communicated back to the students. Also, external examiners are used as third-party reviewers (p. 105).

With respect to feedback on assessments, teaching staff provide feedback via blackboard and Turnitin as well as via one-to-one sessions. Students are provided with generic feedback within 15 working days (3 weeks) of the scheduled submission or examination date. Feedback may be oral, written, posted on a website or other. Students also have the opportunity to request additional feedback (p. 10 f.; p. 64 in APPENDIX 7). Students confirmed this information.

There are several methods used to provide the teaching staff feedback of the students: First students are encouraged to provide feedback directly to the staff, second there are standardized procedures to collect feedback (p. 147). There are physical meetings of the students and the staff (Staff Student Liaison Committee meetings, SSLCs) and biannually questionnaires (Module Feedback Questionnaires, MFQs) to collect feedback. The MFQs provide feedback for each module at the end of each semester anonymously (p. 104, p. 167). The students are informed about the importance of feedback and get encouraged to share their experiences (p. 168). In the last years numerous changes have been made as a consequence of the provided feedback (p. 169). The measures taken as a result of the feedback are communicated to the students (p. 147)."Staff were able to describe processes to ensure reliability in marking of student assignments, particularly with regard to training postgraduate instructors.

Students participate through representatives in committees that take decisions about the teaching programmes. There is an official scheme for students providing feedback to the Department about teaching and other matters.

"There is a student survey which gathers student feedback and it is used as part of the annual programmes of study review and self assessment"

Based on talks with several alumni, the EEC found that students are actively involved in designing the programme and given the opportunity to provide ample feedback, which in turn is used to further improve the programme.

Areas of improvement

Areas of improvement suggested by EEC members addressed the necessity of improving the feedback forms to include, apart from numerical scores, reference to strengths, weaknesses and concrete action points. In addition, EEC members suggested linking students' feedback to staff appraisal and to include teaching and observation peer review procedures in the feedback processes.

A more formal consideration of student evaluation of teaching staff could be considered, possibly even linking this to annual staff appraisal.

There is a student survey which gathers student feedback and the intention is to use it as part of the self-assessment. However, there are no teaching and observation peer review procedures.

However, the self-assessment and the supervisors' forms contained only numerical scores and no qualitative feedback, which limits their usefulness for the assessed member of staff. We would recommend that the forms be revised to include reference to strengths, weaknesses and concrete action points (if needed).

Part 5: Trends and issues deriving from the experts' recommendations and from the institutions' responses

Assessment practices

The current thematic analysis pointed the fact that institutions were adaptable to the proposed new conditions to transform and adjust assessment practises. Following the CYQAA interventions, EEC comments pointed out that, in most of the cases, assessment was student centred including close mentoring and monitor, efficient running of the modules and use of diverse examination covering multiple skills and competencies. Reliability in marking of student assignments across faculty members was also identified as a strength. As evidenced by the high level of compliance recorded in the EEC reports, the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved and the results from student assessments are used to improve the programmes of study.

Nevertheless, content analysis of the EEC comments indicated that the association between learning outcomes, assessment and feedback remained unclear. Thus, a stronger integration of theory and practice is required along with the employment of a broader range of assessment methods. Institutions should consider having more than one examiner per course assessment while online tools could be utilized for more efficient provision of feedback.

Constant monitoring of the programs by the Agency as well as the establishment of concrete standards and guidelines will further enhance quality in assessment, clearly distinguishing traditional from modern, authentic forms of assessment and feedback. In this direction, CYQAA mainstreams the extended use of rubrics to help in the analysis of the expected results and facilitate continuous evaluation and specific feedback on identified learning and teaching needs. Furthermore, the agency requires that institutions should ensure that assessment practices are based on the learning outcomes and objectives of each lesson while also use results of the assessment to diagnose learning needs.

Addressing the needs of diverse student population

The external evaluation indicated that institutions have established several processes aiming to close the gap among different groups of students and ensure that student assessment is based on merit and not on privilege. Institutions have been utilizing efficient student welfare mechanisms, with various forms of support, including psychological support, facilities that accommodate students with disabilities (i.e lift, parking spaces, seating in the front of the class, opportunity to take frequent breaks). Good practises for mature students (i.e courses are offered on both a full-time and a part-time basis) as well as processes for the assistance of financially underprivileged (i.e financial aid, grants and scholarship) and international students (Foundation courses, Erasmus Club office of registrar assists with matters regarding immigration) are also recorded.

Yet, additional measures need to be taken to address the needs of a diverse student population and safeguard that evaluation and assessment is promoting equality for all. Institutions need to further enhance differentiated feedback methods that take into consideration the diversity of student population in terms of maturity, nationality, age learning difficulties etc. Furthermore, as students progress from novice to skilled, assessment practises need to be tailored to meet the gradually developing needs of students. Thus, the implementation of a scaffolding approach on mentoring is essential. In addition, institutions need to ensure a better coordination between the academic members of the department and the centre of student welfare.

Clarity and effectiveness of the assessment and feedback processes

Processes appear to be in place to ensure that students, along with other potential stakeholders have access to all information pertaining their evaluation, as well as information about the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. Several good practises were recorded concerning the exploitation of student assessments for the improvement the programs of study. The use of anonymously collected data from students and the use of specifically developed apps proved to be very useful in this regard. Examining students' complaints and objections were, in most cases, compliant with the European standards.

Still, better communication of the assessment criteria to students is required, to address the lack of sufficient clarity and transparency as well as the need to develop proper deliberation and communication in terms of the assessment criteria. The processes for ongoing collection of assessment data from students, both in short and the long term, need to be improved to reveal possible bottlenecks for timely graduation and also verify that actions taken in the process are effective. To this end the collection and use of data could be improved to further echo feedback from students. Feedback forms need to be updated to include, apart from numerical scores, reference to strengths, weaknesses and concrete action points while monitoring processes need to be efficiently supervised (i.e. by allocating this task to the Dean of the School rather than the faculty members).

Transparency, visibility and effectiveness of the assessment criteria and processes have been spearheaded by the CYQAA via circulars and announcements frequently communicated to the institutions. Furthermore, a special emphasis has been given in the orientation of the EEC members before each evaluation. The fact that shortcomings are still evident in this area, indicates that CYQAA needs to remain vigilant and continue to emphasize compliance with the aforementioned criteria.

Improving the culture of assessment

EEC reports provide evidence that the policy dealing with plagiarism as well as mechanisms for identifying and preventing it, are effective predefined and clearly communicated to the students. Clear guidance is provided to students on how to prevent committing plagiarism while also penalties are in place for repeated academic dishonesty.

Nonetheless, EEC members commented on the necessity to improve the culture of assessment. Addressing the insufficiency of "assessment literacy" will enable students of different learning (via an array of different forms of assessment) to develop assessment literacy and enhance their overall graduate competencies. In this direction it will be useful to place the policy for plagiarism prevention in a more center stage, teaching students the ethics of authorship and intellectual property. Assessment literacy extends to faculty members and institutional practices. Thus, institutions should implement additional measures to safeguard students against intolerance of any kind of or discrimination, like the establishment of an independent complaint body or a "person of trust and further training for the staff in terms of preventing exercising unconscious bias.

The establishment of a culture of assessment that transcends mere invigilation that sustains fear punishment is of paramount importance. Assessment literacy empowers students to take learning into their own hands and make informed decisions based on the results of their assessment. Students and teachers are not in opposite troops but allies in the learning process. Establishing student centered assessments has been an overarching priority of the CYQAA.

Enhancing admission criteria

Admission criteria appear to be clear in most cases and follow similar practises established in other European countries. The use of exams in english and maths is considered as a good practice.

However, EEC members pointed out that in cases of newly established departments institutions should gradually tighten admission criteria. Further, in specialized programs, institutions should consider using more specific entry requirements to attract the most suitable candidates.

Admission processes and criteria are paramount in terms of quality assurance in higher education. Echoing the main assumptions of the context-input-process-output (CIPO) model[xvii], education can be seen as a production process, whereby input by means of a process results in output. Input, process and output are all influenced by context. The context gives input, provides resources for the process and sets requirements to the output. In this way all components of the CIPO-model are interconnected to each other. Investing in assessment practices in terms of admission criteria will ensure that the best candidates are selected, thus signifying a process which will systemically improve the rest of the system. However, admission is only the tip of the iceberg. Institutions should provide evidence that admission process are paired with effective processes that help and nurture students throughout their studies, therefore ensuring the best possible output.

Effective management of assessment and feedback processes across faculty members

Reliability in marking of student assignments across faculty members was identified as a strength. Still, effective management of assessment and feedback processes across faculty members could be further enhanced via the establishment of processes to guide all faculty members in common practises and inform students about their rights. Particular attention should be given in terms of addressing difficulties that non-resident staff may have in providing timely and effective feedback to students, along with possible ovelrload of the resident staff. It is also important to consider the risk of identity loss among students, when programs rely, extensively, on visiting staff affiliated with other institutions.

Issues pertaining the ratio between permanent and non-permanent staff have been a long-standing problem in terms of quality assurance. CYQAA has been advocating for the necessity to keep the ratio of 70-30 in terms of permanent to non-permanent staff. Nevertheless, this issue is interconnected with the viability of programs and institutions and therefore will not be easily resolved. Baring this in mind, institutions should ensure that all faculty members, either permanent or non-permanent, are constantly trained and sufficiently supported in order to fulfill their tasks.

List of EEC Departmental Evaluation Reports Examined in the current analysis

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
2	American University of Cyprus (AUCY)	Management and Marketing	n/a	31/7/2020
2	American University of Cyprus (AUCY)	Faculty of Sciences and Technology	Programme 1: BSc in Computer Science Programme 2: BSc in Management Information Systems (MIS)	27/10/2020
2	American University of Cyprus (AUCY)	DESIGN	Programme 1 BA IN INTERIOR DESIGN Programme 2 BA IN GRAPHIC DESIGN	30/10/2020
2	European University Cyprus	Arts	Programme 1: BMus Music (8 semesters; 240 ECTS; Cycle 1) Programme 2 Music (Master of Music): Music Education; Performance; Composition (3 semesters; 90 ECTS; Cycle 2) Programme 3 In English: Music PhD (6 semesters; 180 ECTS; Cycle 3)	28/6/2019
2	European University Cyprus	Law	Programme 1 Law – Greek Law (4 years/240 ECTS, Bachelor of Law) Programme 2 Law – International Commercial Law/Public Law (18 months/90 ECTS, Master of Laws) Programme 3 Law (3 years/180 ECTS, Ph.D.) Programme 4: Law – International Commercial Law/Public Law (18 months/90 ECTS, LLM) Distance Learning	28/6/2019
2	European University Cyprus	Dept. Management & Marketing	Programme 1: Business Studies (4 Years/240 ECTS, BBA)Language(s) of instruction: English and Greek Programme 2: Master of Business Administration (18m/90ECTS, MBA) Language(s) of instruction: English Programme 3: Business Administration (3y/180 ECTS, PhD	1/7/2019
2	European University Cyprus	Life Sciences	Programme 1 In English: Sport Science and Physical Education (Batchelor of Science) Programme 2 In English: Applied Sport Science (Master of Science)	28/7/2019
2	European University Cyprus	COMPUTER SCIENCE AND ENGINEERING	Programme 1: COMPUTER SCIENCE!(4 YEARS FT,240 ECTS,BSc) Programme 2: COMPUTER SCIENCE (18 MONTHS FT, 90 ECTS,MSc) Programme 3: COMPUTER SCIENCE (3YEARS FT,180ECTS,PhD)	27/11/2019

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
2	European University Cyprus	Medicine	Medicine (6 years, 360 ECTS, one cycle	27/11/2019
2	European University Cyprus	Education Sciences	Programme 1 Early Childhood Education (Bachelor of Arts) Programme 2 Education Sciences (MA) Programme 3 Doctor of Philosophy	29/11/2019
2	European University Cyprus	Accounting, Economics and Finance	Programme 1 Accounting (BSc)	29/11/2019
2	University of Central Lancashire Cyprus (UCLan -Cyprus)	School of Law	Programme 1 LLB Law (4 years, 240 ECTS, Bachelor's Degree with Honours) Programme 2 LLM in Law (1 year, 90 ECTS, Master's Degree)	31/7/2019
2	University of Central Lancashire Cyprus (UCLan -Cyprus)	School of Business and Management	Programme 1 : Business Administration (Hons) (4years/240ECTS, Bachelor) Programme 2:Business Administration (1year/90ECTS, MBA) Programme 3: Internship in International Tourism, Hospitality and Event Management (1year/90ECTS, Master)	26/11/2019
2	Frederick University	Architecture	Programme 1 Diploma Degree of Architect Engineer (Integrated Masters) Programme 2 MSc Conservation & Restoration of Historical Structures & Monuments Programme 3 PhD Architecture	29/9/2019
2	Frederick University	Civil Engineering	Programme 1 BSc in Civil Engineering Programme 2:MSc in Structural Engineering Programme 3:PhD in Civil Engineering	29/9/2019
2	Frederick University	Department of Education	Programme 1 : Primary Education (4 academic years, 240 ECTS, Bachelor[BEd]). Programme 2: Education Studies: Curriculum and Instruction (3 academic semesters, 90 ECTS, Master [MEd]) Programme 3:Education (3/4 academic years, 180/240 ECTS, PhD	29/11/2019
2	Philips University	Department of Accounting and Finance	n/a	6/12/2019
2	Philips University	Law	LLB Law	18/2/2020

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
2	Philips University	Language Studies and Communication	Δημόσιες Σχέσεις και Επικοινωνία BA Public Relations and Communications	7/4/2020
2	Philips University	Social and Behavioural Sciences	Programme 1: MSc Addiction Counselling with specialist pathway in Prevention or Interventions Programme 2: Addiction Counselling with specialist pathway in Prevention or Interventions	20/4/2020
2	Philips University	COMPUTER SCIENCE	Programme 1: BSC COMPUTING AND INFORMATION TECHNOLOGY (4 years full-time, 240 ECTS)	2/6/2020
2	Philips University	Department of Nursing	Programme 1 BSc in Nursing	18/7/2020
2	Philips University	Business Administration	Programme 1; In English: Business Administration (3 semesters, 90 ECTS, MBA) Programme 2:In English: Business Administration (4 years, 240 ECTS, PhD)	24/3/2021
1	University of Cyprus	Social and Political Sciences	n/a	17/4/2019
1	University of Cyprus	Computer Science	Programme: Ph.D. in Computer Science (240 ECTS) Programme 2:Master in Computer Science (3 Semesters, 90 ECTS, Postgraduate Program) Programme 3:Master in Advanced Information Technologies(Professional Programme) (3 Semesters, 90 ECTS, Postgraduate Program)	14/5/2019
1	University of Cyprus	Architecture	n/a	21/5/2019
1	University of Cyprus	Psychology	Programme 1:Bachelor of Arts in Psychology (4 years, 240 ECTS, 1st Cycle) Programme 2: Master of Arts in Social and Developmental Psychology (2 years, 120 ECTS, 2nd Cycle Programme 3: PhD in Psychology (min 3/max 8 years, min 255 ECTS, 3rd Cycle)	22/5/2019
1	University of Cyprus	Biological Sciences	n/a	24/5/2019
1	University of Cyprus	French and European Studies	n/a	29/5/2019
1	University of Cyprus	Department of Business and Public Administration	n/a	30/5/2019

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
1	University of Cyprus	Department of English Studies	Programme 1: Master of Arts Degree in Teaching English to Speakers of Other Languages (TESOL), 90 ECTS	1/6/2019
1	University of Cyprus	Department of Accounting and Finance	Programme 1:B.B.A in Accounting and Finance Programme 2:M.Sc. in Finance Programme 3:Master of Business Administration	5/6/2019
1	University of Cyprus	Education	Programme 1:Master's Degree in Educational Administration and Evaluation Programme 2 PhD Degree in Educational Administration and Evaluation	6/6/2019
1	University of Cyprus	Chemistry	n/a	14/6/2019
1	University of Cyprus	History and Archaeology	Programme 1: (BA) History and Archaeology Programme 2:(MA) Archaeology of the Mediterranean from Prehistory to the Byzantine Era Programme 3:(PhD) Archaeology of the Mediterranean from Prehistory to the Byzantine Era	21/6/2019
1	University of Cyprus	Economics	Programme 1:BA in Economics Programme 2 : MSc in Economics Programme 3: PhD in Economics	21/6/2019
1	University of Cyprus	Department of Law	Programme 1:Degree in Law LL.B. Programme 2:Degree in Law LL.M. Programme 3:Doctorate in Law Ph.D	24/6/2019
1	University of Cyprus	Civil and Environmental Engineering	Programme 1 – BSc in Civil and Environmental Engineering Programme 2 – MEng and MSc in Civil Engineering Programme 3 – PhD in Civil Engineerin	22/11/2019
1	University of Cyprus	Byzantine and Modern Greek Studies	Programme 1:Undergraduate Programme in Byzantine and Modern Greek Studies (B.A) Programme 2 Master's Programme in Modern Greek Studies (M.A). Programme 3:Doctoral Programme in Modern Greek Studies (Ph.D.)	1/6/2020
2	University of Nicosia	Department of Education	Programme 1:Primary Education (Bed, 4 years) Programme 2:Master in Education Sciences (MEd, 3 Semesters) Programme 3:Master in Education Sciences (MEd, 3 Semesters) – Distance Learning Programme 4:Phd in Education Sciences (PhD, 3 years)	30/9/2019

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
2	University of Nicosia	Department of Politics and Governance	Programme 1 – BA:International Relations and European Studies, BA, 4 Years, 240ECTS Programme 2:International Relations and Eastern Mediterranean Studies, MA, 3Semesters, 90 ECTS Programme 3:International Relations and European Studies, PhD, 3 years, 180ECTS Language(s) of instruction: English	29/11/2019
2	University of Nicosia	Law	Programme 1:Πτυχίο Νομικής LLB Programme 2 :LLM Programme 3 :PhD	29/11/2019
2	University of Nicosia	Deapartment of Accounting, Economics & Finance	n/a	29/11/2019
2	University of Nicosia	Department of Computer Science	Programme 1: Computer Science Bachelor; Programme 2: Computer Science; Master Programme 3: Computer Science; Doctorate	29/11/2019
2	University of Nicosia	Digital Innovation	Programme 1: MSc in Blockchain and Digital Currency	30/11/2019
2	University of Nicosia	Department of Language and Literature	Programme 1: BA in English Language and Literature (4 years, 240 ECTS, Cycle 1) Programme 2: MA in TESOL (Conventional) (18 months, 90 ECTS, Cycle 2)	30/11/2019
2	University of Nicosia	Department of Multimedia and Design	n/a	30/3/2020
2	Neapolis University Paphos	Computer Science	Programme 1: Applied Computer Science (4 years, 240 ECTS, BSc)	29/11/2019
2	Neapolis University Paphos	Department in Accounting and Finance	Programme 1 Bachelor's in Accounting, Banking and Finance Programme 2 MSc in Banking, Investment and Finance	1/7/2019
2	Neapolis University Paphos	Economics & Business	Programme 1 – Business Administration (4 years, 240 ECTS, Bachelor) Programme 2 – Public Administration (1.5 years, 90ECTS, Master) Programme 3 – Business Administration (1.5 years, 90ECTS, MBA)	29/11/2019
2	Neapolis University Paphos	Department of Law	Programme 1: Bachelor of Laws (LLB)	29/11/2019
1	Cyprus University of Technology	Hotel & Tourism Management	Programme 1: Bachelor in Hotel & Tourism Management Programme 2: MSc in International Tourism & Hospitality Management Programme 3: Doctorate - PhD	1/7/2019

Type 1=Public 2=Private	Institution's Name	Department's Name	Programme(s) of study under evaluation	Application date
1	Cyprus University of Technology	Department of Rehabilitation Sciences	Programme 1: BSc Rehabilitation Sciences/Speech/Language Pathology& Programme 2: PhD Rehabilitation Science	1/9/2019
1	Cyprus University of Technology	Department of Fine Arts	Programme 1 MA History of Art & Theory, Level 7 90 ECTS, Second Cycle Programme 2 PhD History of Art & Theory, Level 8, (n/a) ECTS, Third Cycle	4/9/2019
1	Cyprus University of Technology	Integrated Marketing Communications	Programme 1 : PhD :Integrated Marketing Communications	20/9/2019
1	Cyprus University of Technology	Department of Commerce, Shipping & Finance	n/a	9/10/2019
1	Cyprus University of Technology	Civil Engineering and Geomatics/Civil Engineering	Programme 1:BEng in Civil Engineering Programme 2:M.Sc. in Civil Engineering & Sustainable Design Programme 3:PhD in Civil Engineering and Geoinformatics	29/11/2019
1	Cyprus University of Technology	Department of Multimedia and Graphic Arts	n/a	18/9/2019

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