



THE CYPRUS AGENCY OF QUALITY ASSURANCE  
AND ACCREDITATION IN HIGHER EDUCATION



# Thematic analysis on Thesis Types of Masters Programmes of Study

Report 7: May 2024



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## Introduction:

### The context & general observations

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA<sup>1</sup>) operates as an autonomous authority tasked with ensuring compliance with established standards and facilitating the continual enhancement of higher education institutions and their academic programs within the parameters set forth by the European Higher Education Area (EHEA). Governed by relevant legislation and guided by the European Standards and Guidelines (ESG), CYQAA aims to promote adherence to European policies fostering mobility and the mutual recognition of qualifications.

CYQAA's primary objective encompasses the cultivation of a quality-centric ethos within Cyprus' higher education sector. Since its establishment in 2015, discernible progress has been noted across a spectrum of quality criteria, as evidenced by evaluations and feedback provided by External Evaluation Committees (EEC), composed of subject matter experts.

CYQAA, in its pursuit of enhancing quality in Master's level programs, has undertaken significant measures to ensure alignment with European Qualifications Framework (EQF) standards. This includes convening meetings with universities to discuss the importance of adhering to EQF Level 7 standards, which emphasise research skills, specialised knowledge, and problem-solving abilities. Following these discussions, CYQAA issued guidelines pointing out the necessity of Master's theses to meet EQF requirements, particularly in addressing deficiencies highlighted by External Evaluation Committees (EECs). CYQAA's actions underscore the importance of the thesis in fostering research competencies essential for Master's level graduates, thereby promoting quality assurance in higher education programs.

**This report presents a detailed synthesis of key findings from the analysis of 205 External Evaluation Committee (EEC) reports assessing Master's programs across various higher education institutions in Cyprus during the period from the Fall Semester of 2021 to the Spring Semester of 2022-2023.** The Master's programs were systematically categorised into several disciplines: Education (30 programs), Psychology/School Counselling (17 programs), Humanities (15 programs), Business, Finance, and Economics (59 programs), Engineering & Design (22 programs), Computer Science (26 programs), Law (7 programs), Health Sciences (18 programs), and Other/Uncategorised (11 programs).

**The analysis concentrated on the availability of dissertation/thesis in Master's programs, investigating their status as mandatory, optional, or absent.** This examination was conducted both generally and specifically within the aforementioned disciplinary categories. Additionally, the influence of EEC feedback on converting dissertation requirements to mandatory was scrutinised. A preliminary qualitative analysis was utilised to explore the existing thesis types within these programs, the variations in their mandatory or optional statuses across disciplines, and the impact of EEC recommendations on modifying dissertation requirements. Further qualitative analysis of EEC comments provided deeper insights into additional remarks concerning international standards, specific requirements, and other critical elements that Master's theses should comply with.

**The quantitative data highlights notable differences in thesis requirements across various academic disciplines** in Master's programs and the influence of External Evaluation Committee recommendations.

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<sup>1</sup> The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA)  
<https://www.dipae.ac.cy/index.php/en/>

In Education, a majority of programs (66.7%) do not require a thesis, with only 30% having mandatory theses. External Evaluation Committee (EEC) recommendations were mostly absent, and no programs adopted compulsory theses following recommendations, indicating a preference for practical or flexible curricular approaches. In contrast, Psychology shows a strong preference for compulsory theses (76.5%), with nearly half of the programs receiving EEC recommendations for mandatory theses and 23.5% adopting compulsory theses post-recommendation, reflecting an emphasis on research.

Humanities programs are almost evenly split between compulsory (46.7%) and optional (53.3%) theses. Recommendations were varied, with some advising for and against mandatory theses, and only 20% of programs adopted compulsory theses following recommendations, showing a balanced approach. Business programs also show significant variation, with 56.7% requiring mandatory theses, but a notable presence of optional (26.7%) and no thesis (16.7%) options. EEC recommendations were largely absent, and only a small fraction (3.3%) adopted new compulsory theses post-recommendation, indicating adherence to existing structures.

Engineering programs mostly require mandatory theses (63.6%), with fewer optional (13.6%) and no thesis (22.7%) options. EEC recommendations were mostly lacking, and no new adoptions of compulsory theses occurred, suggesting a strong research focus already in place. In Computer Science, most programs (72%) require a thesis, with fewer offering optional (16%) or no thesis (12%), and changes post-recommendation were minimal, indicating a preference for maintaining existing requirements.

Health Sciences predominantly require compulsory theses (82.4%), with minimal options for optional or no thesis, and most programs had no specific EEC guidance, reflecting a high research standard. Law programs also show a strong preference for compulsory theses (71.4%), with some offering optional theses, and few changes occurred post-recommendation, indicating a consistent emphasis on mandatory theses. The "Other" category shows a balanced split between compulsory (54.5%) and optional (45.5%) theses, with EEC recommendations mostly absent and minimal changes, reflecting a flexible approach to thesis requirements.

***Overall, quantitative analysis reveals significant variability in thesis requirements across master's programs, reflecting the diverse educational objectives and methodologies of different disciplines. Fields like Health Sciences and Psychology demonstrate a strong emphasis on mandatory theses, underscoring their commitment to rigorous research standards. In contrast, Education and Business show a more flexible approach, with a notable proportion of programs offering optional or no thesis requirements. The influence of External Evaluation Committees (EECs) appears limited, with most programs receiving no specific guidance on thesis requirements and few adopting new compulsory theses post-recommendation. This indicates either a general satisfaction with existing structures or institutional resistance to change.***

**The qualitative data** excerpted from the available comments made by the External Evaluation Committees (EECs), indicate **a strong emphasis on the necessity of a thesis component within higher education curricula across various disciplines.** The EECs' recommendations consistently stress the critical importance of incorporating mandatory theses to enhance academic rigour and professional preparedness. This integration is advocated across different programs to boost student engagement with rigorous research and practical application of learned theories, which are essential for academic development and career readiness.

In the field of Education, the EECs point out a significant disconnection between the program's objectives and the actual engagement of students in dissertations. The

recommendations advocate for potentially making dissertations compulsory to align more closely with the program's goals of conducting scientific research and generating new knowledge. Meanwhile, in Psychology/School Counselling and the Humanities, there is an accentuated focus on deepening research skills and ensuring rigorous academic training to meet international standards and enhance scholarly output.

In Business, Finance, and Economics, the EECs highlight the development of advanced analytical and research skills that are crucial for navigating complex global markets and preparing for advanced studies. The recommendations suggest a strategic emphasis on these skills as part of the thesis work to better prepare students for professional and academic advancement.

Engineering and Design disciplines are encouraged to incorporate mandatory theses to foster innovation and practical problem-solving skills, crucial for addressing contemporary technological challenges. Similarly, Computer Science programs are directed to integrate comprehensive thesis work to provide students with practical experience in addressing real-world computing problems, thus bridging the gap between theoretical knowledge and practical application.

In Health Sciences, the EECs recommend a mandatory thesis to enhance clinical research skills and promote evidence-based practices, which are vital for advancing the medical and healthcare professions. These recommendations underscore the necessity of a thesis for developing rigorous methodological skills and achieving impactful clinical outcomes.

*Overall, these targeted recommendations from the EECs aim to elevate the quality of educational programs and ensure that graduates are well-prepared to meet the demands of their respective fields. **By mandating a thesis component, educational institutions can ensure that students not only engage deeply with academic material but also develop the critical skills necessary for professional success and intellectual contribution to their fields.***

The thematic analysis, further, points out that **while External Evaluation Committees (EECs) play a pivotal role in enhancing research rigour within Master's programs, there is a noticeable scarcity of comments on this issue.** This suggests a need for the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) to guide EECs to more thoroughly examine and provide detailed feedback on research components, particularly in fields that are traditionally less research-intensive.

*Enhancing the training and selection of EEC members can ensure they are well-equipped with current knowledge of the disciplines they evaluate, as well as an understanding of quality standards in higher education. This focus will enable EECs to offer more targeted and impactful recommendations, significantly improving the academic quality and rigour of Master's programs and aligning them with both national and international academic standards.*

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: Thesis in Master Programs

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### Types and functions of Thesis in Master's programs

The thesis is a pivotal element of Master's programs, serving as a critical academic and professional milestone for students. It is a formal document that encapsulates a student's research, findings, and scholarly capabilities. The primary types and functions of a Master's thesis vary across disciplines but aim to foster a student's research skills and expertise in their subject area (Demb & Funk, 1999<sup>2</sup>; Filgueiras, et al., 2022<sup>3</sup>; Halfwerk, et al., 2021<sup>4</sup>; Maynard et al., 2023<sup>5</sup>).

### Types of Thesis in Master's Programs

Theses in Master's programs are diverse in their structure and scope, each tailored to meet specific academic and professional objectives. The type and focus of a thesis can significantly differ, depending on the field of study and the student's individual research goals. Broadly categorised, these include research theses, project-based theses, and comparative theses.

A **Research Thesis** is characterised by its rigorous and systematic exploration of a chosen topic. This type of thesis is prevalent across most academic disciplines, particularly in the sciences, humanities, and social sciences. The primary goal is to contribute new knowledge or insights to a field by filling a research gap identified by the student or their advisor. The process begins with the formulation of a research question, which should be clear, focused, and answerable within the scope of the thesis. This is followed by a thorough review of existing literature to ensure the question has not already been answered and to build a theoretical framework for the study. Students then select appropriate methodologies—qualitative, quantitative, or mixed methods—depending on the nature of the question and the field of study. The culmination of a research thesis is a detailed report and often a defence in front of a panel of experts, where students must demonstrate their understanding and justify their findings (Swales & Feak, 2021<sup>6</sup>).

The **Project-Based Thesis** is common in fields such as engineering, computer science, and applied sciences, where practical application and innovation are key. Unlike the traditional research thesis, which focuses more on theoretical contributions, the project-based thesis aims to solve a real-world problem or to create a practical project that can have immediate applications. This type of thesis often requires the student to design, build, and test a device, system, or process. The outcomes are not just limited to a written report but also include the actual product, which could range from software programs to engineered devices, to innovative processes. These projects are typically evaluated based on their innovation, design robustness, and potential for real-world application, along with the final report

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<sup>2</sup> Demb, A., & Funk, K. (1999). What do they master? Perceived benefits of the master's thesis experience. *NACADA Journal*, 19(2), 18-27.

<sup>3</sup> Filgueiras, C. A. C., & Andrade, L. T. de (2022). A produção discente de teses e dissertações do Programa de Pós-Graduação em Ciências Sociais (1999-2022). *Em Sociedade: Revista de Ciências Sociais*, 4(2), 135-155. <https://doi.org/10.5752/p.2595-7716.2022v4n2p135-155>

<sup>4</sup> Halfwerk, F., Venkiteswaran, V., & Keemink, A. (2021). ET-BE rules and guidelines for writing a thesis. <https://doi.org/10.3990/1.9789036551557>

<sup>5</sup> Maynard, R. C. I., Pennisi, S. V., & Lombardini, L. (2023). Identifying faculty opinions about implementing an online, non-thesis master's degree. *Journal of Online Learning and Teaching*, 19(1), 15-29. <https://doi.org/10.24059/olj.v19i1.195>

<sup>6</sup> Swales, J., & Feak, C. (2021). *Academic Writing for Graduate Students: Essential Skills and Tasks*. 4th Edition. University of Michigan Press.

detailing the project development process, challenges encountered, solutions implemented, and recommendations for future work (Brewer & Cunningham, 2023<sup>7</sup>).

A **Comparative Thesis** involves critical analysis and comparison of two or more themes, theories, artefacts, processes, or sets of data. This type is particularly common in the arts, humanities, and social sciences, where such comparative analyses can yield rich insights into cultural, social, or theoretical dynamics. The comparative thesis aims to provide a deeper understanding of the subjects under study, offering a new perspective or insights that would not emerge from a single-subject study. The approach could involve comparing historical periods, literary works, political theories, or different cultural practices, among other things. The key to a successful comparative thesis is the careful selection of comparison points, which must be both relevant and capable of illuminating significant similarities or differences. This type of thesis enhances critical thinking and analytical skills as it requires the synthesis of information and thoughtful argumentation (Shimek & Kumpaty, 2022<sup>8</sup>).

### Functions of a Master's Thesis

The functions of a Master's thesis are pivotal to both the academic development of students and their professional readiness.

A Master's thesis primarily serves to **contribute new knowledge to a specific field or reinterpret existing knowledge**. Through meticulous research and analysis, the thesis validates the student's capability to undertake independent scholarly work, critically analyse data, and articulate findings effectively. This process not only enriches the respective field but also demonstrates the student's research proficiency and original thinking, thereby reinforcing their role as a contributor to the academic community. For example, Swales and Feak (2021<sup>9</sup>) emphasise the thesis's role in fostering an academic dialogue and pushing the boundaries of disciplinary knowledge.

The **development of various high-level skills** is a significant function of the Master's thesis. According to Bourke & Holbrook (2013<sup>10</sup>), the process of researching and writing a thesis sharpens critical thinking and analytical skills, which are essential for academic and professional success. The thesis journey teaches students how to manage a large-scale project from its inception through to its completion, encompassing skills such as planning, time management, detailed research, critical analysis, and coherent writing. These skills are transferable to any professional setting, making them invaluable.

In professionally oriented Master's programs, the thesis acts as a **crucial bridge to the professional world**. Emelyanova & Teplyakova (2022)<sup>11</sup> note that the thesis prepares students to tackle complex real-world problems by applying theoretical knowledge in practical settings. This aspect of the thesis is especially prominent in fields like engineering, business, and technology, where students may develop solutions or innovations that directly impact industry practices, thus demonstrating their readiness and capability to contribute effectively in their chosen careers. The completion of a thesis is often a graduation prerequisite, serving as a capstone project that synthesises and culminates a student's

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<sup>7</sup> Brewer, E., & Cunningham, K. (Eds.). (2023). *Integrating study abroad into the curriculum: Theory and practice across the disciplines*. Taylor & Francis.

<sup>8</sup> Shimek, G., & Kumpaty, S. (2022, October). Viable and Sustainable Measures of Meeting Student Outcomes Related to Communication in Graduate Capstone Projects and Specialty Papers. In *ASME International Mechanical Engineering Congress and Exposition* (Vol. 86694, p. V007T09A017). American Society of Mechanical Engineers.

<sup>9</sup> Swales, J., & Feak, C. (2021). *Academic Writing for Graduate Students: Essential Skills and Tasks*. 4th Edition. University of Michigan Press.

<sup>10</sup> Bourke, S., & Holbrook, A. P. (2013). Examining PhD and research masters theses. *Assessment & Evaluation in Higher Education*, 38(4), 407-416.

<sup>11</sup> Emelyanova, I., & Teplyakova, O. (2022). Scientific Skills Formation in Research Actions of Master's Degree Students Majoring in Education. *ARPHA Proceedings*, 5, 385-396.

learning experience throughout their Master's program. Munawaroh et al.(2024)<sup>12</sup> describe how a thesis allows students to engage deeply with a topic of personal and scholarly interest, enabling them to demonstrate their comprehensive understanding and mastery of the subject matter. This deep dive not only solidifies their knowledge but also prepares them for further academic pursuits or professional specialisation.

### **Dissertation Options in Master's Programs (Mandatory, Optional, Not-required)**

The requirements for completing a thesis or dissertation can vary greatly, ranging from mandatory dissertations that emphasise original research, to optional dissertations with alternatives like additional coursework, to programs that do not require a dissertation at all, focusing instead on practical skills and coursework.

**A mandatory dissertation is a staple of traditional academic Master's programs**, especially those that are research-focused or intended as a pathway to doctoral studies. In these programs, the dissertation is central to the curriculum and is designed to develop the student's ability to conduct comprehensive independent research. Such programs are prevalent in fields like the sciences, humanities, and social sciences, where advancing scholarly knowledge and research skills are paramount (Halfwerket al., 2021<sup>13</sup>).

**In more professionally oriented or applied Master's programs, students may be given a choice between completing a traditional dissertation and other alternatives that may be better aligned with their career goals.** One such alternative is accumulating additional credits through extra coursework. This option allows students to broaden their knowledge base and gain specialised skills through diverse courses instead of focusing on a single research project. This is particularly beneficial for students aiming to enhance specific professional skills or knowledge areas rather than engage in research (Khlebovich, 2020<sup>14</sup>). **Another common alternative in programs with an optional dissertation is engaging in practical projects such as internships, workshops, or fieldwork.** These experiences provide hands-on skills and real-world exposure, which can be crucial for students in fields such as business, education, engineering, or health sciences.

**Some Master's programs do not require a dissertation** at all. These programs are typically highly specialised, focusing on delivering practical and professional skills necessary for immediate career advancement. **By omitting the dissertation requirement, these programs emphasise coursework, practical training, and in some cases, group projects that foster teamwork and leadership skills.** The curriculum is designed to be directly applicable to professional contexts, offering students a comprehensive suite of skills that are in demand in the workplace (Hand, 2024<sup>15</sup>).

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<sup>12</sup> Munawaroh, L., Hayati, Y. S., Yuliatun, L., Anindhita, W., & Muttaqin, K. (2024). The Effect of Interpersonal Communication Skills, Social Support, and Coping Strategy on Resilience in Master of Nursing Students Who Work on Thesis. *Poltekita: Jurnal Ilmu Kesehatan*, 17(4), 1311-1322.

<sup>13</sup> Halfwerket, F., Venkiteswaran, V., & Keemink, A. (2021). *ET-BE rules and guidelines for writing a thesis*. <https://doi.org/10.3990/1.9789036551557>

<sup>14</sup> Khlebovich, D. (2020). Master's programs: Key issues of development. *Bulletin of the Belgorod State University. Series: Economics. Computer Science*, 30(4), 532-540. [https://doi.org/10.17150/2500-2759.2020.30\(4\).532-540](https://doi.org/10.17150/2500-2759.2020.30(4).532-540)

<sup>15</sup> Hand, R. K. (2024). *Meaningful research in a non-thesis master's program: Description of nutritionDay in a combined MS/DI program*. *Journal of Nutrition Education and Behavior*, 56(4), e1-e5. <https://doi.org/10.1016/j.jneb.2024.01.001>



## Master Thesis in the European Higher Education Area

The Master's thesis plays a fundamental role within the framework of the European Higher Education Area (EHEA), as delineated by three pivotal documents: the Dublin Descriptors, the Standards and Guidelines for Quality Assurance (ESG), and the European Qualifications Framework (EQF). These frameworks collectively underscore the thesis's significance in ensuring the rigour and quality of higher education outcomes. By requiring students to engage in substantial research or comprehensive studies, the thesis serves as a practical demonstration of the advanced knowledge and critical competencies that higher education aims to cultivate.

**The Dublin Descriptors<sup>16</sup> define a structured progression of learning outcomes across higher education, with Master's programs particularly emphasising the need for a deep, research-oriented understanding.** Students in these programs are expected to apply their knowledge in broader or multidisciplinary contexts. Often, **this is demonstrated through the completion of a Master's thesis, which serves to integrate and apply complex knowledge critically and creatively.** The thesis also showcases the student's ability to tackle advanced problems and make informed judgments, even with incomplete information, thus directly aligning with the descriptors' focus on applying knowledge and making judgments.

In Master's programs where a **thesis is optional or not required, the emphasis may shift towards practical engagements or additional coursework** that still meet the educational objectives of applying knowledge and making judgments. In such cases, programs might include capstone projects, comprehensive exams, or practical internships that require students to demonstrate their professional competencies in real-world scenarios. These alternatives support the development of similar skills and are particularly suited to more professionally-oriented programs that aim to equip students with specific, applicable skills for immediate entry into the workforce.

**The European Standards and Guidelines (ESG)<sup>17</sup> play a crucial role in maintaining the quality of higher education through rigorous internal and external quality assurance measures.** Within this framework, **the Master's thesis is essential, serving as a tangible indicator of student learning and the effectiveness of academic programs.** The thesis underscores how effectively institutions support educational pursuits and uphold high standards. As a core component of curriculum evaluations, it provides clear evidence of a program's success in conveying complex knowledge and a student's proficiency in applying it. Moreover, the **execution of a thesis requires extensive institutional resources-such as expert faculty guidance, comprehensive library collections, and robust research infrastructure-which are vital not only for the successful completion of the thesis but also serve as significant indicators of institutional quality.** These elements reflect an institution's ability to support advanced research and academic excellence, aligning closely with the ESG's emphasis on enhancing learning environments and student support systems.

In aligning with the European Standards and Guidelines (ESG), institutions that incorporate the Master's thesis within their programs must carefully design and execute their approach to adhere to the standards outlined in ESG 1.3 and 1.4, which emphasise student-centred learning and comprehensive student lifecycle management.

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<sup>16</sup> European Higher Education Area. (2005). *Framework for Qualifications of the European Higher Education Area*. Retrieved from *FHICT Beleidswiki - Dublin descriptors:FHICT Beleidswiki*. (n.d.). [https://beleidswiki.fhict.nl/doku.php?id=en:beleid:dublin\\_descriptoren](https://beleidswiki.fhict.nl/doku.php?id=en:beleid:dublin_descriptoren)

<sup>17</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

**In the context of ESG 1.3 - Student-centred Learning, Teaching, and Assessment**, institutions need to ensure that the thesis process is deeply integrated into student-centred learning frameworks. This involves providing students with the autonomy to explore research topics that align with their personal and professional interests, underpinned by robust academic support and resources. The process should encourage active student participation in creating their learning journey, promoting self-reflection and critical engagement. To fulfil this standard, institutions must offer diverse and adaptable teaching methods, regular evaluations of pedagogical approaches, and ensure that the assessment of the thesis reflects these principles. It is essential that the thesis process respects the diversity of student needs, allowing for flexible learning paths and providing the necessary guidance and support to foster an enriching learning environment.

For programs where the thesis is optional or not required, institutions must ensure that alternative capstone projects, comprehensive exams, or practical engagements are embedded within a student-centred learning framework. These alternatives should offer equivalent opportunities for students to engage critically and creatively with subject matter, reflecting their interests and career goals. Like thesis programs, these alternatives must provide diverse pedagogical approaches, flexible learning paths, and adaptive assessment methods that foster student autonomy and active learning. Institutions should evaluate and adjust these offerings regularly to maintain educational effectiveness and respond to student feedback and needs.

Regarding the thesis **in the context of ESG 1.4 - Student Admission, Progression, Recognition, and Certification**, institutions must implement transparent, consistent, and fair procedures. This begins with the **admission process, where criteria should clearly outline the expectations and requirements** for entering thesis-based programs. Progression policies must **track and support students throughout their thesis journey**, from initial proposal to final defence, ensuring that each phase of the thesis is completed to set academic standards. For recognition and certification, successfully defending a thesis should clearly contribute to the academic qualifications of students, demonstrating their mastery and readiness for professional advancement or further study. Institutions should have formal mechanisms in place to recognize and certify the completion of the thesis, reflecting the achievement in the students' transcripts and academic records. **Recognition and certification processes must reflect the chosen path's rigour and relevance, whether a traditional thesis, project, or other forms of assessment.** Each option should culminate in a certification that acknowledges the student's achievements and readiness for the next steps in their academic or professional life.

**The European Qualifications Framework (EQF)**<sup>18</sup> enhances the transparency of qualifications across different European education systems by serving as a comparative framework. In this context, the Master's thesis plays a significant role by **aligning with EQF levels, particularly by demonstrating the specialised problem-solving skills and integrative knowledge capabilities** expected at higher education levels. The thesis effectively showcases a student's ability to apply and synthesise knowledge across various disciplines, fulfilling the EQF's emphasis on specific competencies at each educational level. This alignment underscores the thesis as a key component in demonstrating the depth and breadth of a student's expertise and their readiness for professional challenges or further academic pursuits within the European educational landscape.

In cases where the thesis is notional or not explicitly required within the European Qualifications Framework (EQF), its absence may potentially diminish the ability of a student to demonstrate certain competencies expected at higher education levels. The EQF emphasises the acquisition of specific skills and knowledge corresponding to each educational level, and the Master's thesis serves as a tangible manifestation of these competencies, particularly at the higher levels.

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<sup>18</sup> <https://europa.eu/europol/en/europol-digital-tools/european-qualifications-framework>

Without a thesis requirement, students may still acquire relevant knowledge and skills through alternative means such as coursework, projects, or internships. However, the thesis provides a unique opportunity for students to delve deeply into a specialised area, apply theoretical knowledge to practical problems, and demonstrate their ability to conduct independent research and analysis—all of which are highly valued within the EQF framework.

***Overall, while the absence of a thesis requirement does not necessarily disqualify a student from meeting EQF standards, it may limit their ability to showcase certain competencies in a comprehensive and integrated manner. Institutions and educational systems should carefully consider the role of the thesis in aligning with EQF levels and promoting the development of well-rounded graduates prepared for professional challenges or further academic pursuits within the European context.***

## Part 2: CYQAA interventions to the Higher Education Institutions in Cyprus pertaining to the thesis component in Masters Programs

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In line with CYQAA's policy of engaging its social partners in its areas of responsibility, the President and Council members extended an invitation to Higher Education Institutions in Cyprus for a meeting. The objective of this gathering, held on October 19, 2021, at the DIPAE Agency's headquarters, was to enhance the quality assurance of Master's level programs.<sup>19</sup>

The primary focus of the discussion was the European Qualifications Framework (EQF), which classifies Master's programs at level 7, requiring them to adhere to European standards for accreditation. These standards encompass criteria such as research capabilities and scholarly contributions of faculty, specialised academic knowledge, and the development of students' skills in research and problem-solving, both within specific disciplines and cross-disciplinary contexts. During the meeting, participants shared insights and proposed strategies to ensure that graduates of Master's degree programs are equipped with the skills necessary to conduct research, innovate, and address complex challenges, in alignment with the expectations set by the European Qualifications Framework.

Minutes of the consultation were sent to all institutions for further processing. Following these deliberations CYQAA issued an announcement on 24/4/2023<sup>20</sup>, setting the framework for Quality Assurance pertaining Master's theses:

*In the European Qualifications Framework (EQF) Master's degree programs are classified as level 7 and must meet the European standards for their certification such as research skills and research work of teachers, specialised academic knowledge, development of students' skills and ability to research and solve problems, thematic and cross-disciplinary. Institutions offering Master's degree programs should therefore ensure that graduates of these degree programs acquire skills and competence for research, innovation and complex problem-solving, as foreseen by the European Qualifications Framework.*

*From the reports of the experts participating in the External Evaluation Committees (EECs) of the Master's programs it is clear that due to shortcomings in the field of research, they do not fully meet Level 7 of the European Qualifications Framework. Taking into account that in the Master's level programs innovation and research should be at the core of the learning outcomes that the graduates will have mastered, many EECs recommend the inclusion in said programs of a compulsory master's thesis, following the European practice especially in specialised subjects, both in distance learning and face to face.*

*Therefore, before submitting to the DIPAE Agency an application for the external evaluation of a Master's Level program, **institutions are invited to thoroughly consider the introduction of a mandatory master's thesis in the study programs where required by the subject of the study program.***

Further, on 15/11/2023<sup>21</sup>, the CYQAA in an announcement reminded all institutions that in addition to the programs that have been certified with a mandatory thesis, **all Masters should have the option of a thesis.**

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<sup>19</sup> <https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/ekdiloseis-el/625-21-10-2021-metapychiaki-diatrivi-sto-plaisio-programmaton-spoudon-epipedou-master>

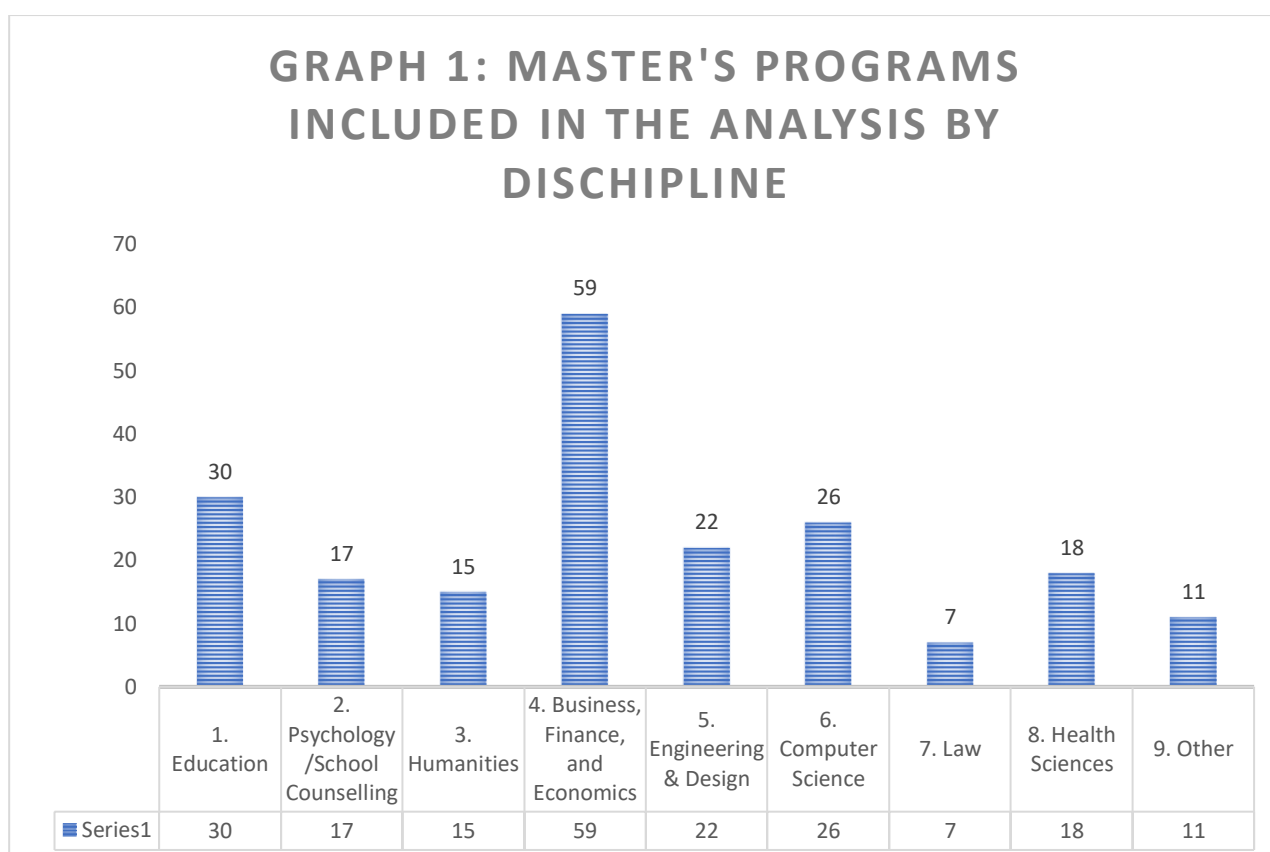
<sup>20</sup> <https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/697-24-04-2023-metapychiaki-diatrivi-sto-plaisio-programmaton-spoudon-epipedou-master-2>

<sup>21</sup> <https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/733-15-11-2023-axiologisi-foititon-foititron>

## Part 3: Methodology

The analysis studied **205 reports prepared by External Evaluation Committees (EEC) in the period Fall Semester 2021 to Spring Semester 2022-2023**, examining Master programs of study offered by all types of higher Education Institutions in Cyprus.

Master's programs have been **categorised into various disciplines to facilitate analysis and understanding**. The breakdown, presented in Graph 1 below, is as follows: Education (30 programs), Psychology/School Counselling (17 programs), Humanities (15 programs), Business, Finance, and Economics (59 programs), Engineering & Design (22 programs), Computer Science (26 programs), Law (7 programs), Health Sciences (18 programs), and Other/Uncategorized (11 programs). A detailed list of the programs included in the analysis, along with their categorization, is presented in Annex 1.



**Quantitative analysis** was used to assess the prevalence of different types of dissertations across all master's programs, such as mandatory, optional, and no thesis options. This analysis also investigated whether the EEC recommended a mandatory thesis and if institutions followed this recommendation by transitioning to mandatory theses. Results provide detailed percentages across all programs, as well as breakdowns by discipline.

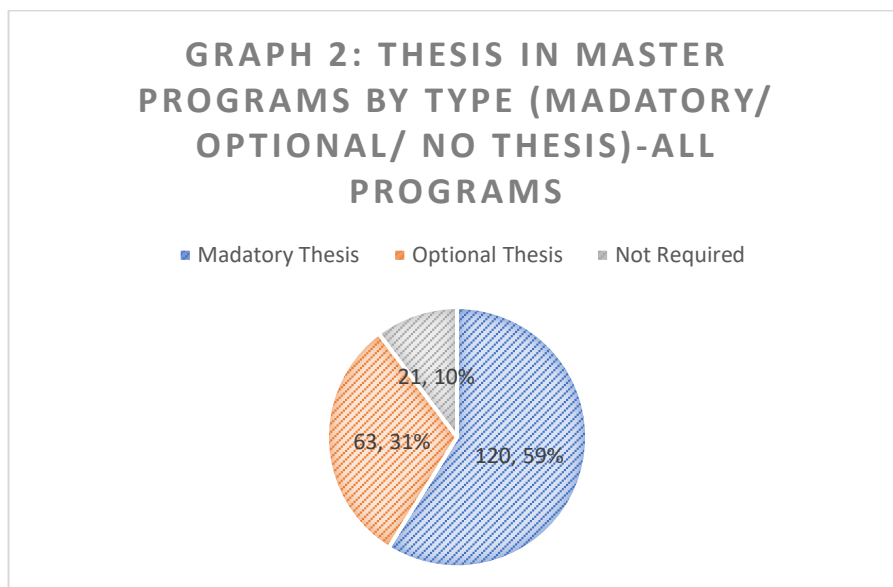
**Qualitative analysis** involved examining feedback from EEC members regarding the necessity of master's theses in the examined programs. Comments were categorised by discipline and the specific nature of the feedback provided.

## Part 4: Quantitative analysis

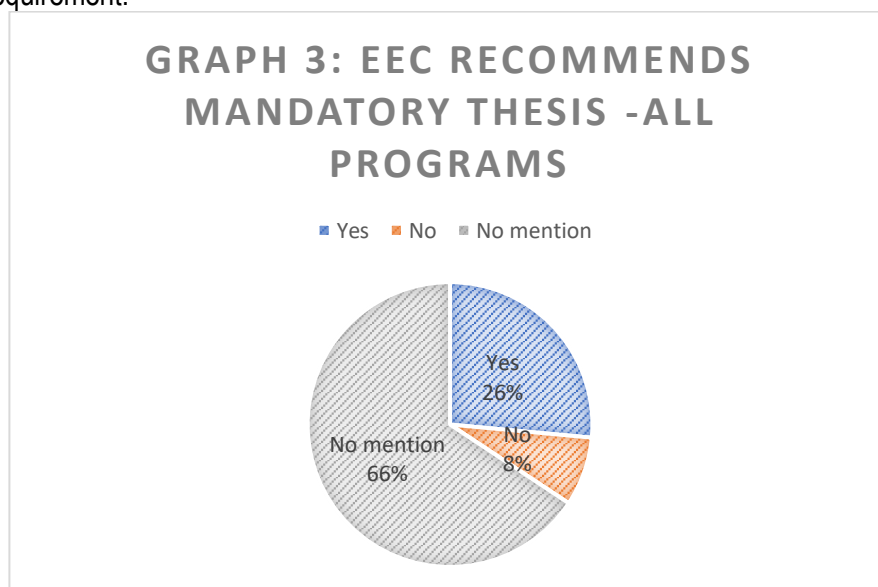
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### All programs

Quantitative analysis of the EEC reports examined (i) the type of dissertation included in all master's programs (mandatory, optional, no thesis)(Graph2), (ii) whether the EECs recommended Mandatory thesis (Graph 3) and, (iii) whether the institutions, following the recommendation of the EECs, proceeded to change the type of thesis to mandatory(Graph 4)<sup>22</sup>.



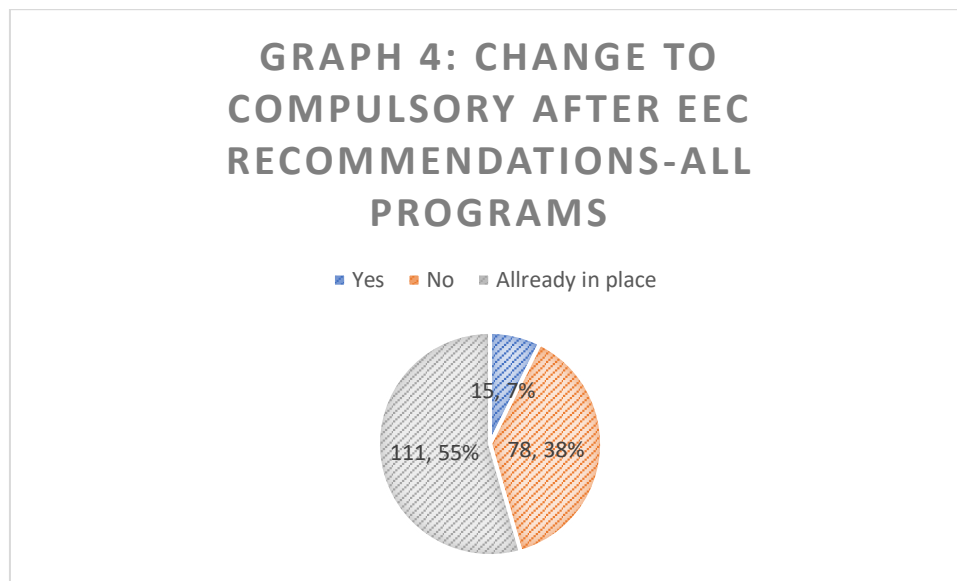
Analysis of the data (Graph 2) reveals that among the 205 programs under scrutiny, 120 (59%) require a mandatory thesis, while 63 (31%) offer the option for a thesis, leaving 21 (10%) programs devoid of any thesis requirement.



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<sup>22</sup> Numbers presented in Graphs 2, 3, and 4 reflect available data, leading to discrepancies from the total count across the graphs.

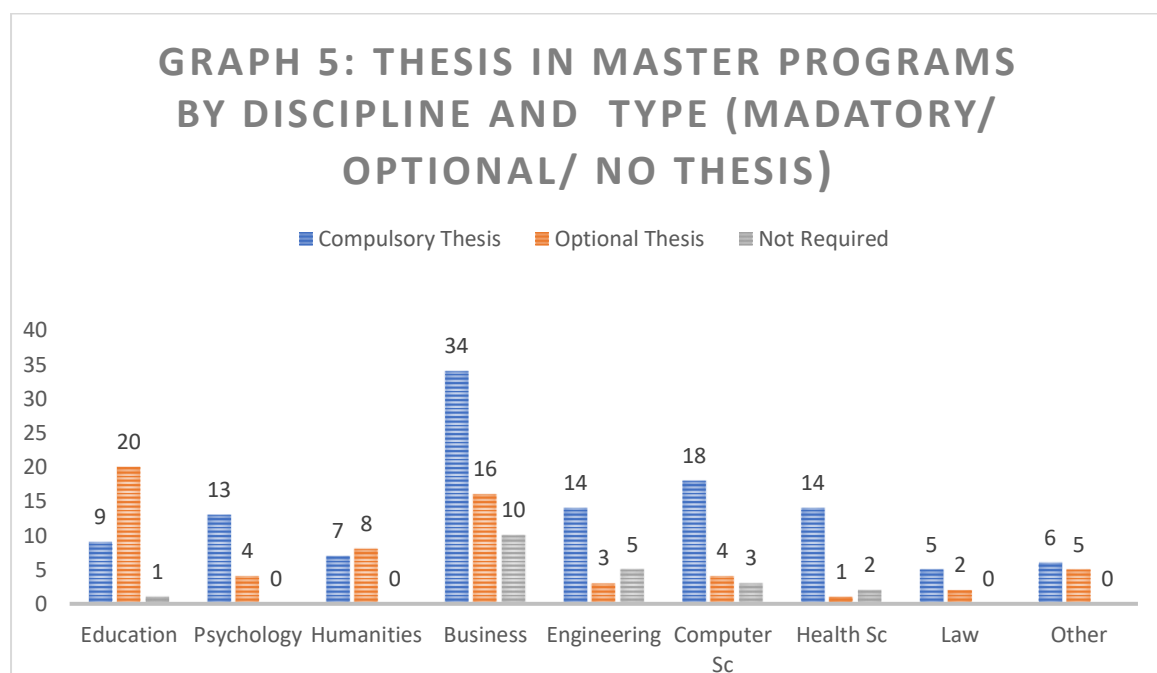
In terms of recommendations provided by External Evaluation Committees (EECs), Graph 3 demonstrates that explicit suggestions regarding dissertation type were absent in the majority of cases. However, in 26% of instances, EECs advised for mandatory theses, while 8% did not advocate for such a requirement.



Subsequently, as shown in Graph 4, institutions responded to EEC recommendations by modifying the thesis type in 15 cases (7%), while 78 cases (38%) retained the existing structure. It is noteworthy that 111 cases (55%) already had established dissertation protocols in place.

Quantitative analysis was also used to illustrate differences between the different programs according to their discipline. Graph 5 illustrates the distribution of thesis requirements across various academic disciplines in Master's programs.

#### Thesis in Master programs by type (mandatory/ optional/ no thesis)



Graph 5 showcases varying thesis requirements across different academic disciplines. In Education, the majority of programs do not require a thesis (66.7%, 20 programs), while compulsory theses are

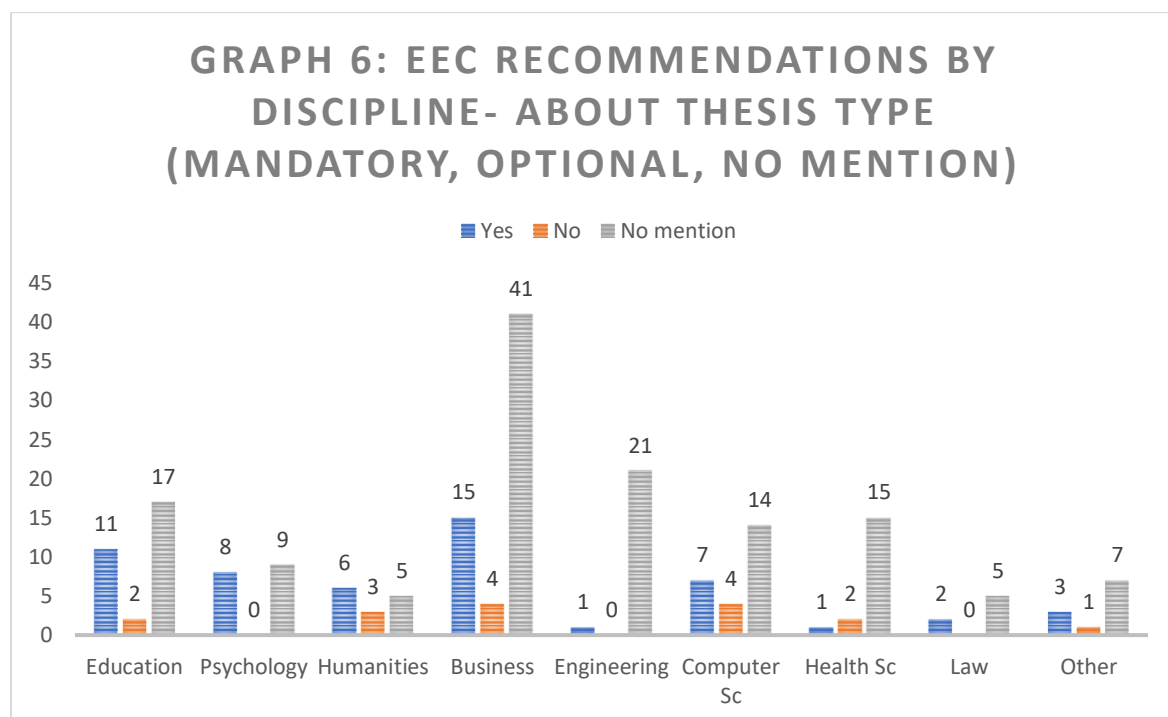
relatively uncommon (30%, 9 programs). Psychology shows a strong preference for compulsory theses (76.5%, 13 programs), with a smaller segment offering optional theses (23.5%, 4 programs). Humanities presents a nearly balanced distribution between compulsory (46.7%, 7 programs) and optional theses (53.3%, 8 programs).

In the field of Business, a significant number of programs require a thesis (56.7%, 34 programs), but there's also a substantial presence of compulsory (26.7%, 16 programs) and optional thesis requirements (16.7%, 10 programs). Engineering leans heavily towards compulsory theses (63.6%, 14 programs) with fewer options for optional (13.6%, 3 programs) and no thesis (22.7%, 5 programs). Computer Science stands out with a majority of programs requiring a thesis (72%, 18 programs), and fewer offering it as an option (16%, 4 programs). Even fewer programs do not require a thesis at all (2%, 5 programs).

Health Sciences predominantly require a compulsory thesis (82.4%, 14 programs), showing the highest proportion among all disciplines, with minimal options for optional (5.9%, 1 program) or no thesis (11.8%, 2 programs). Law, like Psychology and Health Sciences, favors compulsory theses (71.4%, 5 programs) with some programs allowing for optional theses (28.6%, 2 programs). Lastly, other disciplines exhibit a nearly even split between compulsory (54.5%, 6 programs) and optional theses (45.5%, 5 programs), indicating a flexible approach to thesis requirements.

Overall, the graph highlights significant variations in thesis requirements across disciplines, with certain fields showing a strong preference for either compulsory or optional theses, while others offer more programs without a thesis requirement. Disciplines like Health Sciences and Psychology maintain a strong preference for compulsory thesis work, others like Education and Business offer more programs where the thesis is optional or not required, reflecting differing educational objectives and pedagogical approaches across disciplines.

#### EEC Recommendations -by discipline- on thesis type



Graph 6 delineates the External Evaluation Committee's recommendations concerning the necessity of thesis work in Master's programs across various disciplines, categorised into three responses: 'Yes' (Pointing to the necessity of mandatory thesis), 'No' (thesis not recommended), and 'No mention' (no specific guidance given by the EEC).



In Education, 11 programs (36.7%) are recommended to have mandatory theses, only 2 programs (6.7%) are advised against it, and the majority, 17 programs (56.7%), have no mention of thesis requirements. In Psychology, a high emphasis on mandatory theses is observed, with 8 programs (47.1%) being recommended for it, while 9 programs (52.9%) have no specific guidance, showing a significant leaning towards mandatory thesis work in this field. Humanities reflects a division with 6 programs (42.9%) recommended for mandatory theses and 3 programs (21.4%) against it, while 5 programs (35.7%) receive no specific direction.

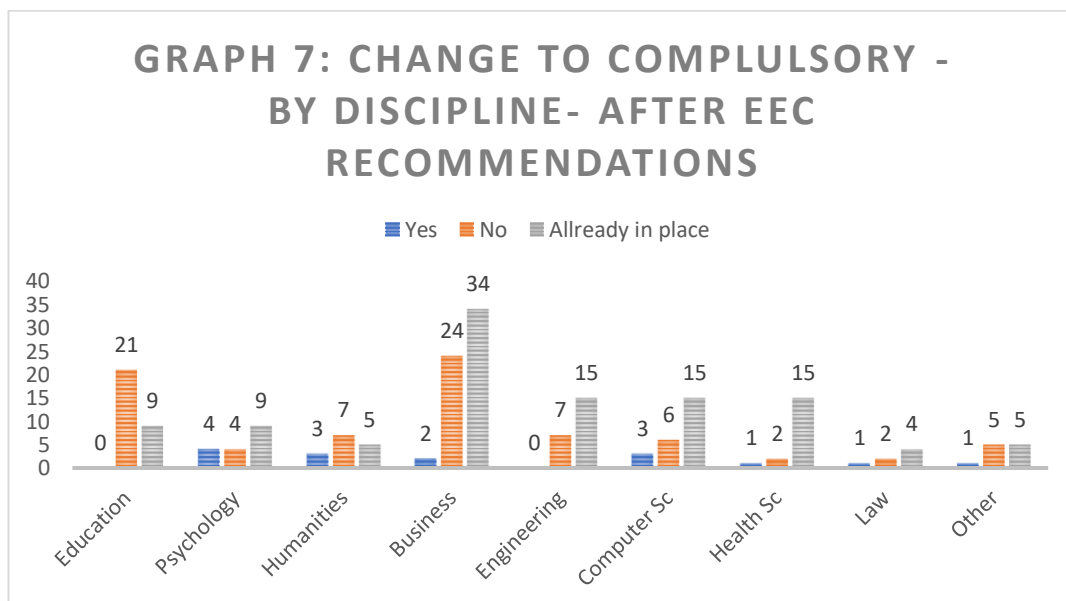
The Business discipline shows a considerable lack of guidance from the EECs, with 41 programs (68.3%) having no mention of thesis requirements despite 15 programs (25%) being advised to include a mandatory thesis. Engineering exhibits an overwhelming majority of programs, 21 programs (95.5%), with no specific guidance from the EEC and only 1 program (4.5%) recommended to have a mandatory thesis, suggesting a less research-focused curriculum.

Computer Science shows a fairly distributed recommendation with 7 programs (28%) advised for mandatory theses, 4 programs (16%) against it, and a majority of 14 programs (56%) having no specific guidance. Health Sciences is largely devoid of specific guidance with 15 programs (83.3%) having no mention, though the numbers are small for both recommendations for (1 program, 5.6%) and against (2 programs, 11.1%) mandatory theses.

Law is primarily without specific guidance as well, where 5 programs (71.4%) have no mention of thesis requirements, but 2 programs (28.6%) are recommended to include a mandatory thesis. Lastly, in the category labelled 'Other,' there is a prevalence of no specific guidance in 7 programs (63.6%), with a small number being recommended for (3 programs, 27.3%) and against (1 program, 9.1%) mandatory theses.

*Overall, the graph highlights varied approaches towards thesis recommendations across disciplines. Experts from fields like Psychology and Business show a clearer inclination towards specific recommendations, either for or without thesis requirements, while Engineering and Health Sciences largely lack guidance, reflecting mostly no need to provide recommendations as the thesis was already in place.*

### Change to compulsory -by discipline- after EEC recommendations



Graph 7, visually details the effects of recommendations by the External Evaluation Committee on the adoption of compulsory thesis requirements in Master's programs across various academic disciplines.

The categories assessed are 'Yes' for programs that adopted compulsory theses post-recommendation, 'No' for programs that did not adopt compulsory theses, and 'Already in place' for programs where a compulsory thesis was already mandated.

In the field of Education, none of the 30 programs adopted compulsory theses following the recommendations; 21 programs (70%) decided against making theses compulsory, while compulsory theses were already in place in 9 programs (30%).

In Psychology, out of 17 programs, 4 (23.5%) adopted compulsory theses, an equal number (23.5%) chose not to, and compulsory theses were already a requirement in 9 programs (52.9%). Humanities shows a varied response among its 15 programs, with 3 (20%) adopting compulsory theses, 7 (46.7%) not adopting, and 5 programs (33.3%) already having compulsory theses in place.

The Business discipline reveals a strong adherence to existing structures, with 34 of its 60 programs (56.7%) already having compulsory theses. Only 2 programs (3.3%) adopted compulsory theses post-recommendations, and 24 programs (40%) did not. Engineering displayed a similar trend where 7 (31.8%) chose not to, and compulsory theses were already in place in 15 programs (68.2%).

For Computer Science, out of 24 programs, 3 (12%) implemented compulsory theses following the recommendations, 6 (24%) did not, and 15 programs (60%) already had them. In Health Sciences, among 18 programs, only 1 (5.6%) adopted a compulsory thesis, 2 (11.1%) did not, and 15 programs (83.3%) already had this requirement. The field of Law, from a total of 7 programs, saw only 1 (14.3%) adopting compulsory theses, 2 programs (28.6%) not adopting, and compulsory theses were already in place in 4 programs (57.1%). Lastly, in the 'Other' category of 11 programs, 1 (9.1%) adopted compulsory theses, 5 (45.5%) did not, and 5 programs (45.5%) already had them.

*Overall, the data shows that most disciplines had a significant portion of programs with compulsory theses already in place, and there was generally a low rate of new adoptions post-recommendations, indicating a possible satisfaction with the current state or institutional resistance to changing existing academic requirements. However, Education programs stand out with a high percentage of resistance to change.*

## General observations on the quantitative results

The data from Graphs 5, 6, and 7 collectively offer a detailed view of thesis requirements across various academic disciplines in Master's programs. The quantitative analysis of the data from EEC reports on master's programs reveals several key insights into the thesis requirements and the impact of recommendations across different disciplines.

First, the examination of Graph 2 shows that out of 205 programs, a majority (59%) require a mandatory thesis. Meanwhile, 31% of the programs offer an optional thesis, and 10% have no thesis requirement. This indicates that while most programs value the inclusion of a thesis, there is still a significant proportion that provides flexibility or opts out of a thesis requirement entirely.

Regarding the recommendations from External Evaluation Committees (EECs) illustrated in Graph 3, it is evident that explicit suggestions on dissertation types were not prevalent. Only 26% of the programs received recommendations for a mandatory thesis, whereas 8% were advised against it. This leaves a substantial 66% of programs without specific guidance on their thesis requirements. The lack of EEC recommendations in the majority of cases might suggest a tendency towards allowing institutions to maintain autonomy over their academic requirements.

In response to EEC recommendations, as depicted in Graph 4, institutions showed a modest rate of change in their thesis requirements. Only 7% of the programs altered their thesis type to mandatory following the recommendations. In contrast, 38% of the programs retained their existing structures, and

55% already had established thesis protocols. This data suggests a general preference for maintaining existing academic frameworks and perhaps a resistance to change unless strongly justified by the EEC.

The analysis of Graph 5, which examines thesis requirements across various disciplines, reveals significant variation. For instance, disciplines like Health Sciences (82.4%) and Psychology (76.5%) show a strong preference for compulsory theses, reflecting the rigorous research expectations in these fields. Conversely, Education programs predominantly do not require a thesis (66.7%), indicating a more flexible or practical approach to their curriculum. Similarly, Business and Humanities display a more balanced distribution between compulsory and optional theses, highlighting the diverse pedagogical approaches within these disciplines. This variation underscores the differing educational objectives and methodologies across academic fields.

Moving on to the External Evaluation Committees (EECs) recommendations by discipline as illustrated in Graph 6, we observe varied advisory patterns. In Education, 36.7% of programs were recommended to adopt mandatory theses, but a majority (56.7%) received no specific guidance. Psychology, on the other hand, had a higher emphasis on mandatory theses with 47.1% of programs recommended for it, though 52.9% had no specific recommendations. Humanities showed a more divided stance with 42.9% of programs being advised for mandatory theses and 21.4% against it. Business and Engineering disciplines showed a considerable lack of guidance, with 68.3% and 95.5% respectively having no specific mention of thesis requirements. This suggests that while some fields like Psychology and Humanities see more definitive recommendations, others like Business and Engineering rely more on institutional discretion.

Graph 7 details the impact of EEC recommendations on adopting compulsory thesis requirements across disciplines. The field of Education saw no programs adopting compulsory theses post-recommendation, with 70% deciding against it, and 30% already having such requirements. In Psychology, a notable 23.5% adopted compulsory theses, while the same percentage chose not to, indicating some responsiveness to recommendations in this field. Humanities showed varied responses with 20% adopting compulsory theses and 46.7% not adopting them. Business, with 56.7% already having compulsory theses, saw minimal change post-recommendation, suggesting a strong adherence to pre-existing structures.

Engineering also showed a low adoption rate post-recommendation, with 68.2% already having compulsory theses. Similarly, Computer Science, Health Sciences, and Law had high percentages of programs already requiring theses, with minimal new adoptions post-recommendation. In Computer Science, 12% adopted compulsory theses, 24% did not, and 60% already had them. Health Sciences saw only one program adopting a compulsory thesis and a significant 83.3% already requiring it. Law had 14.3% adopting and 57.1% already having compulsory theses. This data highlights a general trend of low adoption of new compulsory thesis requirements, indicating a potential satisfaction with current standards or institutional resistance to change.

Finally, the "Other" category reveals a balanced response with 9.1% adopting, 45.5% not adopting, and 45.5% already having compulsory theses. Overall, the data indicates that many disciplines already had compulsory thesis requirements in place, and there was a relatively low rate of new adoptions following EEC recommendations. This could reflect a satisfaction with the status quo or an institutional reluctance to alter existing academic requirements. The analysis underscores the diverse approaches and priorities across different fields regarding thesis requirements in master's programs.

*The primary conclusion from the quantitative analysis is that there is a significant variation in thesis requirements across different master's programs, with a general preference for maintaining existing*

*structures. A majority of the programs (59%) require a mandatory thesis, reflecting a strong emphasis on research. However, a notable proportion of programs offer flexibility, with 31% having optional theses and 10% having no thesis requirement. Despite this, the influence of External Evaluation Committees (EECs) appears limited, as 66% of the programs received no specific guidance on thesis requirements, and only a small fraction (7%) changed their thesis type to mandatory following recommendations. This suggests a trend towards institutional autonomy and satisfaction with existing academic frameworks.*

*Moreover, the response to EEC recommendations varied significantly across disciplines. Fields like Health Sciences and Psychology showed a strong inclination towards mandatory theses, reflecting rigorous research standards. Conversely, disciplines such as Education and Business exhibited a more flexible approach with a higher proportion of optional or no thesis requirements. The overall low rate of new adoptions of compulsory thesis requirements post-recommendation indicates either a contentment with current standards or a resistance to change. This underscores the importance of discipline-specific educational objectives and methodologies, highlighting that thesis requirements are tailored to meet the unique needs and priorities of each field.*

## Part 5: Qualitative analysis -Experts' remarks and recommendations

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This section of the report delves into the recommendations made by External Evaluation Committees (EECs) regarding the importance of the thesis component within higher education curricula across various disciplines. The recommendations have been excerpted from specific EECs reports<sup>23</sup>, focusing solely on those comments deemed relevant to the integration of the thesis component. Selected excerpts offer in-depth and specific suggestions put forth by the respective EECs regarding the implementation and enhancement of thesis requirements within their designated programs.

The recommendations consistently emphasise the critical importance of making the thesis a mandatory component of the curriculum to enhance academic rigour and professional preparedness. Overall, the integration of a thesis requirement across different programs is advocated to enhance students' engagement with rigorous research and practical applications of their learned theories, which is essential for their academic development and career readiness. This approach not only standardises educational outcomes but also elevates the overall quality and impact of academic programs in producing competent professionals and researchers.

The following sections present the comments from the EECs organised by discipline (Education, Psychology/School Counselling, Humanities, Business, Finance, and Economics, Engineering & Design, Computer Science, Law, Health Sciences, and Other/Uncategorized). Each section outlines the main findings and is followed by selected excerpts from the EEC comments, providing specific insights and recommendations for each discipline.

### Education

In the field of Education, it is highlighted that incorporating a dissertation aligns directly with the programs' aims to produce new knowledge through scientific research. This also addresses the need for equitable effort and time investment across different modules within the course. The critique includes concerns regarding the discrepancy between the program's stated goal of conducting scientific research and generating new knowledge and the low participation rate of students in undertaking a dissertation. It suggested that curricula, which include theoretical modules, might not adequately prepare students for the rigours of a Master's dissertation. Therefore recommendations are made to reassess the status of the dissertation, potentially making it a compulsory requirement to better align with the programs' objectives.

Highlighting the importance of academic rigour, several committees emphasised the clear advantage of having a mandatory thesis for all students. They viewed this obligatory thesis as essential for fostering academic and research skills, which are fundamental to the program's educational objectives. Additionally, the feedback included suggestions aimed at refining the programs' structure. These recommendations encompass revising the elective path, aligning practices with other programs, and possibly introducing mandatory courses to better fulfil the educational goals of the program.

A recurring theme in the feedback was the need to strengthen individual scientific work. Whether through a master thesis, multiple research projects, or a capstone assignment, the focus was on developing critical and analytical thinking skills crucial for academic and research pursuits. Moreover, the feedback stressed the importance of supervision standards to ensure proper guidance and uphold quality standards.

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<sup>23</sup> It should be noted that although the Thematic Analysis encompasses 205 reports, the qualitative section only includes a subset of these, restricted to those reports for which comments were provided by the EECs.

The critique also addressed cases where the master thesis is optional, noting it as a program weakness. Students who opt out of this component may miss valuable opportunities for real-world research engagement, potentially hindering their academic and professional development.

Finally, there was a specific observation regarding the procedural nature of courses and dissertation research, highlighting a lack of research quality criteria. This suggested a need for enhancement to ensure that academic endeavors within the program meet rigorous standards and contribute meaningfully to the field of education.

*Selected excerpts from the EEC comments (Master in Education programs):*

- "Only a small proportion of the students undertake a dissertation; this is inconsistent with one of the main stated aims of the course ('To conduct scientific research ... and generate new knowledge'). The time and effort required to study two theoretical taught modules is not equivalent to that required to undertake a Master's dissertation. We recommend that consideration be given to making the dissertation a requirement."
- "The committee considers the obligatory thesis for all students to be an obvious advantage of this programme."
- Additional recommendations include revising the elective path, standardizing practices with other programs, and considering mandatory courses to align with the program's educational goals.
- "To maintain and strengthen the requirement for individual scientific/academic work (either through a Master thesis, multiple scientific/academic (applied) research projects and/or a capstone assignment that encompasses the skills and competences needed for critical and analytic thinking."
- "The optional nature of the Master Thesis is a weak point of the programme as the students who do not take this option will miss the opportunity to be involved in real-world research work."
- "In courses and dissertation research are procedural and do not contain research quality criteria."

## Psychology/School Counselling

In Psychology and School Counselling, the thesis, according to comments made by certain EECs, is deemed indispensable for aligning with international standards and providing a robust foundation for advanced academic pursuits. The recommendations underscore the necessity of a rigorous preparatory curriculum, which includes modules in research methods, to adequately prime students for their thesis endeavors.

Committees strongly advocate for the inclusion of a thesis as a compulsory component of the master's program, suggesting that it is essential to meet international standards. To adequately prepare students for this requirement, they propose implementing a Research Methods module as a prerequisite for students interested in undertaking thesis writing. This precursor module would ensure that students have the necessary skills and knowledge to engage effectively in the research process.

Acknowledging that a thesis is not legally mandated, EEC still recommend that MA students should be obliged to write a thesis to obtain their degree. They argue that a thesis serves as a standard international examination requirement and is a vital tool for assessing the quality of education, particularly as MA degrees are designed to offer a more substantial research dimension compared to undergraduate programs.

Furthermore, EECs suggest the development of clearer and more formalized instructions and guidelines for the MA Thesis module. This would include specifying the duration of oral presentations, outlining the structure of the thesis, and establishing clear marking criteria. By providing students with detailed

guidance, the aim is to enhance the quality and consistency of MA theses across the program and ensure a standardized assessment process.

*Selected excerpts from the EEC comments (Master in Psychology programs):*

- "The committee is of the view that having a thesis as compulsory part of the master's program (e.g., 30 ECTS) is indispensable to meet international standards. In order to adequately prepare students for that, a precursor like a Research Methods module should become a pre-requisite for those students who wish to undertake writing a thesis."
- "While recognizing that a thesis isn't required by law, the EEC recommends that MA students be required to write an MA thesis in order to obtain an MA degree. A thesis is a standard international examination requirement and tool for measuring education quality, especially as MA degrees are intended to add a clear research dimension above and beyond the BA level."
- "...the EEC would like to recommend the drafting of clearer and more formalized instructions and guidelines for the MA Thesis module (duration of oral presentation and structure, marking criteria etc)."

## Humanities

In the Humanities, the emphasis on a mandatory thesis aims to deepen research skills and ensure a rigorous academic training, aligning the programs with global scholarly standards and boosting the academic output of graduates. Certain EECs point out that, there's a strong emphasis on the necessity of a compulsory thesis to deepen research skills and provide rigorous academic training. This requirement is deemed crucial for aligning the program with international standards and enhancing the scholarly output of graduates. By making the thesis mandatory, students are expected to engage more deeply in scholarly pursuits and produce work of a higher academic caliber.

Additionally, integrating the Master thesis as a compulsory task is seen as beneficial for students' academic growth. One proposed approach is to merge a Master thesis course with an elective course, allowing students to combine theoretical knowledge with practical research experience. This integration could provide a structured framework for students to develop their research skills while also fulfilling program requirements.

Certain panels express skepticism regarding the idea that a research project within an elective in research methodology could adequately substitute for a structured thesis component in developing critical academic skills. While research projects are valuable, they may not offer the same depth or rigor as a thesis, which typically requires sustained inquiry and scholarly analysis. Thus, the recommendation is made to retain a distinct thesis requirement to ensure students develop essential academic competencies.

Finally, panels suggest implementing further monitoring within the Quality Assurance procedure to uphold high academic standards for the thesis. Regular assessment and evaluation processes can help ensure that theses maintain the expected level of quality and contribute meaningfully to the advancement of knowledge within the Humanities field.

*Selected excerpts from the EEC comments (Master in Humanities programs):*

- "The need for a compulsory thesis is emphasized to deepen research skills and ensure rigorous academic training. This requirement is expected to align the program with international standards and enhance the scholarly output of graduates."
- "Having the Master thesis as a compulsory task could assist students grow in that direction. One option would be to combine a Master thesis course with an elective course."

- "The panel was not convinced that a research project as part of the elective in research methodology would replace the need for a structured thesis component in developing critical academic skills."
- "Further monitoring within the Quality Assurance procedure is recommended to ensure that the thesis maintains high academic standards."

## Business/Finance/Economics

The recommendations for Business, Finance, and Economics stress the importance of a thesis in cultivating advanced analytical and research skills crucial for navigating the complexities of global markets and preparing for doctoral studies. This aligns the curriculum with the dynamic needs of the business and economic sectors, aiming to enhance the strategic and research capabilities of graduates.

Comments made by EECs highlight that the importance of mandatory thesis work is underscored as vital for fostering the development of advanced analytical and research skills essential in the business and economic domains. Such a requirement is deemed necessary not only to equip students with the requisite skills for navigating competitive global markets but also to prepare them for potential doctoral programs. By engaging in thesis work, students can delve deeper into their chosen areas of study, contributing to both their academic growth and their readiness for professional advancement.

Furthermore, there's an emphasis on maintaining and reinforcing the requirement for individual scientific and academic work through the completion of a Master thesis. This component is viewed as indispensable for honing advanced analytical skills crucial for economic analysis and business strategy formulation. By undertaking a thesis, students have the opportunity to apply theoretical knowledge to practical scenarios, enhancing their ability to address complex business challenges.

Alternatively, while acknowledging the value of a traditional thesis, the suggestion of an applied graduation project is put forward. This option caters to students who aspire to pursue an academic route and undertake research dissertations. To further support students in their research endeavors, the proposal includes the addition of a more advanced research methods course as an elective module in either semester 3 or 4. This course would provide students with the necessary tools and methodologies to conduct rigorous academic research, thereby complementing their thesis work or applied graduation project.

*Selected excerpts from the EEC comments (Master in Business/Finance/Economics programs):*

- "Mandatory thesis work is highlighted as crucial for developing advanced analytical and research skills necessary in the business and economic fields. Such a component will also prepare students for competitive global markets and doctoral programs."
- "To maintain and strengthen the requirement for individual scientific/academic work through a Master thesis, which is crucial for developing advanced analytical skills necessary for economic analysis and business strategy."
- "Applied graduation project instead. For students who wish to pursue an academic route and research dissertations, a more advanced research methods course could be added as an elective module in semester 3 or 4."

## Engineering and Design

Engineering and Design programs focus on the mandatory thesis fostering innovation and practical problem-solving skills, addressing modern technological demands. EECs recommend the inclusion of a compulsory thesis to nurture innovation and practical problem-solving skills. This component is deemed critical for preparing students to tackle the technological challenges and demands prevalent in modern engineering and design practices. By engaging in thesis research, students can delve deeply



into relevant topics, explore innovative solutions, and gain valuable hands-on experience that will benefit them in their future careers.

The Capstone project, typically associated with professional M.Eng. programs, is suggested for reconsideration in the M.Sc. program. It is proposed that the Capstone project be reformulated to incorporate a more research-oriented approach, potentially including an introduction to research methodology. This adjustment would align the Capstone project with the objectives of the M.Sc. program, allowing students to engage in substantive research activities while also addressing practical engineering and design challenges.

Furthermore, it is recommended that the curriculum design prioritize the quality and impact of the thesis on professional development and industry readiness. Emphasizing the importance of producing high-quality research outputs, the thesis should provide students with opportunities to demonstrate their skills, knowledge, and expertise in their chosen fields. By focusing on industry-relevant research topics and methodologies, students can enhance their competitiveness in the job market and contribute meaningfully to advancements in engineering and design.

*Selected excerpts from the EEC comments (Master in Engineering and Design programs):*

- "The inclusion of a compulsory thesis is recommended to foster innovation and practical problem-solving skills. This is seen as essential for meeting the technological challenges and demands of modern engineering and design practices."
- "The Capstone project, which is very suitable for the professional M.Eng. program, should be reconsidered for the M.Sc. program. Possibly it could be reformulated as a more research-oriented activity, including an introduction to research methodology."
- "The quality and impact of the thesis on professional development and industry readiness should be a focal point of the curriculum design."

## Computer Science

Computer Science programs are encouraged to integrate a compulsory thesis to immerse students in hands-on problem solving with real-world computing challenges. This initiative aims to bridge the gap between academic theories and practical applications, thus enhancing both the technological proficiency and industry readiness of the students.

Several EECs advocate for a mandatory thesis to be introduced in the programs. This is seen as crucial for providing students with hands-on experience in tackling real-world computing problems, thereby bridging the gap between academic knowledge and industry readiness. Through thesis research, students can delve into complex computational challenges, apply theoretical concepts to practical scenarios, and develop innovative solutions that contribute to both academic advancement and industry relevance.

It is recommended that the thesis component be strengthened to ensure students are adequately prepared for the evolving landscape of modern computational problems. By enhancing the rigor and depth of thesis research, students can acquire the necessary skills and knowledge to address the complex challenges inherent in contemporary computing technologies. This approach not only fosters academic excellence but also equips students with the expertise needed to make meaningful contributions to the technological advancement of society.

The thesis is regarded as essential for demonstrating the practical application of computational theories and methodologies. To reflect the latest technological advancements and industry demands, it is suggested that the integration of the thesis into the curriculum be enhanced. This includes updating thesis topics to align with emerging trends in computer science, incorporating cutting-edge technologies

and methodologies, and fostering collaboration with industry partners to ensure the relevance and applicability of thesis research. By staying abreast of the latest developments in the field, students can maximize their impact and relevance in the ever-changing landscape of computer science.

*Selected excerpts from the EEC comments (Master in Computer Science programs):*

- "A mandatory thesis is strongly advocated to promote hands-on experience with real-world computing problems, contributing to both academic knowledge and industry readiness."
- "It is recommended that the thesis component be strengthened to ensure that students are well-prepared for the challenges of modern computational problems and can contribute effectively to the technological advancement of society."
- "The thesis is essential for demonstrating practical application of computational theories and methodologies, and its integration into the curriculum should be enhanced to reflect the latest technological advancements and industry demands."

## Health

In Health Sciences, the committees support a mandatory thesis to elevate clinical research skills and foster evidence-based practices, which are vital for advancing medical and healthcare professions. This recommendation emphasizes the importance of methodological rigor and practical relevance in research to impact health policy and clinical practices positively.

Committees advocate for the introduction of a mandatory thesis to bolster clinical research capabilities and promote evidence-based practice within healthcare professions. This component is deemed essential for advancing the field of healthcare and ensuring that practitioners are equipped with the skills and knowledge necessary to navigate complex clinical environments effectively.

Furthermore, it is recommended that the thesis should center on clinical research and public health issues. There should be a specific emphasis on methodology and outcome measures that have a direct impact on health policy and practice. By focusing on these areas, students can engage in research that not only contributes to academic knowledge but also has practical implications for improving healthcare delivery and shaping public health policies.

The integration of a mandatory thesis component into the Health program is seen as instrumental in preparing future healthcare professionals to critically evaluate evidence, conduct rigorous research, and apply findings to enhance patient care and public health outcomes.

*Selected excerpts from the EEC comments (Master in Health programs):*

- "The committee supports a mandatory thesis to enhance clinical research capabilities and evidence-based practice, crucial for advancing healthcare professions."
- "The thesis should focus on clinical research and public health issues, with an emphasis on methodology and outcome measures that impact health policy and practice."

## Law

EECs in the field of Law also underscore the necessity of a thesis to cultivate a deeper understanding of legal theories and enhance argumentative skills, preparing graduates for higher judicial roles and intensive legal research.

It is emphasized that a thesis is necessary for Law students to cultivate a deeper understanding of legal theories and enhance their argumentative skills. This approach is intended to prepare graduates for higher judicial roles and legal research positions by providing them with opportunities to engage in in-depth analysis and critical evaluation of legal concepts and principles. By undertaking a thesis, students

can develop the analytical and research skills necessary to navigate complex legal issues and contribute meaningfully to the field of law.

A thesis in Law programs, according to the EECs, should involve rigorous methodology and comprehensive analysis of case law and statutes. This ensures that students engage in scholarly inquiry that is both rigorous and comprehensive, allowing them to explore legal concepts in depth and draw meaningful conclusions based on empirical evidence and legal precedents. By conducting thorough research and analysis, students can produce high-quality theses that contribute to the advancement of legal scholarship and practice.

Overall, the implementation of a mandatory thesis component in the Law program is crucial for providing students with the opportunity to deepen their understanding of legal theories and develop the skills necessary for success in legal practice and scholarship. By engaging in thesis research, students can explore legal concepts in depth, develop critical thinking skills, and make valuable contributions to the field of law.

*Selected excerpts from the EEC comments (Master in Law programs):*

- "For Law students, the necessity of a thesis is underscored to cultivate a deeper understanding of legal theories and to enhance argumentative skills. This approach is intended to prepare graduates for higher judicial roles and legal research positions."
- A thesis in Law programs is crucial for cultivating a deep understanding of legal theories, and it should involve rigorous methodology and comprehensive analysis of case law and statutes."

## Other Programs

For other diverse academic fields, the integration of a mandatory thesis is advised to ensure students gain comprehensive exposure to research methodologies. This uniformity in research training is aimed at elevating the quality of academic outputs and preparing students for various professional roles or further academic pursuits.

It is advised that, across different disciplines (Hospitality, Agricultural Biotechnology, Mathematics, Occupational safety, Sports, Social work, Cosmetic Sciences) Masters Programs should include a mandatory thesis requirement. This ensures that students across different disciplines are exposed to research methodologies and engage in discipline-specific inquiries. By incorporating a thesis into the curriculum, students can develop critical research skills and deepen their understanding of their respective fields, preparing them for future academic pursuits or professional endeavors.

Furthermore, it is recommended that the course management team conducts an annual review of thesis topics and research outcomes achieved in MSc thesis projects. These findings should be made available at the departmental level, allowing for transparency and accountability in the research process. This practice facilitates ongoing assessment and improvement of the thesis component, ensuring that it remains relevant and impactful within the program.

Additionally, the variability observed in thesis quality and structure highlights the need for standardized guidelines and clearer expectations for research outcomes. By establishing consistent criteria and expectations for thesis projects, students can better understand what is required of them and faculty can provide more effective guidance and evaluation. This promotes fairness and equity in the assessment process and helps maintain high standards of academic excellence across all thesis projects.

Overall, the implementation of a mandatory thesis component, along with ongoing review and standardization efforts, enhances the educational experience and ensures that students in "Other Programs" receive comprehensive training in research methodologies and discipline-specific inquiries.

*Selected excerpts from the EEC comments (Other Masters Programs):*

- "are advised to incorporate a mandatory thesis to ensure comprehensive exposure to research methodologies and discipline-specific inquiries."
- "We recommend that the course management team provides an annual review of thesis topics and research results achieved in MSc thesis projects that should be made available at Departmental level."
- "Variability in thesis quality and structure suggests a need for standardized guidelines and clearer expectations for research outcomes."

## Part 6: Trends and issues deriving from the experts' recommendations

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This chapter of the report presents a comprehensive synthesis of findings from both qualitative and quantitative analyses concerning thesis requirements within Master's programs across various academic disciplines. Initially, it summarizes the key trends and differences observed in the quantitative data, detailing how thesis requirements vary significantly across disciplines such as Business, Engineering, Computer Science, Humanities, and Law, each tailored to meet distinct academic and professional needs. The chapter then integrates insights from qualitative expert remarks to deepen the understanding of these trends, focusing on the critical importance of aligning program structures with both external evaluations and evolving industry standards. Subsequently, the chapter outlines specific follow-up actions the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) and the higher Education institutions are poised to implement. These actions are directly derived from expert recommendations and are aimed at enhancing the quality and relevance of thesis components in Master's programs. Through a detailed discussion, this chapter aims to provide a clear roadmap for how CYQAA and HE institutions can effectively respond to and incorporate these expert insights to foster academic excellence and meet the dynamic demands of higher education.

Quantitative analysis: Main conclusions drawn from the analysis and follow up actions needed from CYQAA & HE institutions

### 1. Diversity in Thesis Requirements across Disciplines

The quantitative analysis uncovers a notable diversity in thesis requirements across various academic disciplines, reflecting the distinct academic cultures and priorities within different fields:

- **Business Programs:** A high number of programs in Business require compulsory theses, highlighting a strong research orientation. However, there's also a significant proportion of Business programs offering optional theses, suggesting that these programs also cater to students who may be more career-oriented and less focused on academic research. This dual approach might be designed to serve a broader range of student goals, from those seeking deep research engagement to those aiming for immediate practical application in the business world.
- *Institutions need to encourage business programs that already have a strong research orientation with compulsory theses to maintain this emphasis, ensuring alignment with international business research standards. For programs with optional theses, CYQAA will advocate for the development of a structured pathway for students opting for the thesis route, potentially linking these projects to real-world business challenges to increase the practical applicability of their research. This dual approach supports both theoretical research and practical application, catering to a broader range of student career aspirations while maintaining rigorous academic standards.*
- **Technical Disciplines (Engineering and Computer Science):** These disciplines predominantly require compulsory theses, aligning with their focus on technical expertise and innovation. The emphasis on mandatory research projects underscores the importance of developing robust technical and problem-solving skills that are essential for advancing in these fields.
- *Given the strong focus on mandatory theses reflecting the technical nature of these fields, CYQAA will advocate that institutions work on strengthening partnerships with industries to*

*facilitate practical application projects within theses. Furthermore, incorporating modern technological advancements and tools into thesis projects should be emphasized to keep academic programs up-to-date with industry standards. This encourages innovation and practical problem-solving skills, essential for students' transition from academia to industry roles.*

- **Humanities and Law:** These areas show fewer compulsory thesis requirements, which might reflect a broader methodological flexibility and a recognition of diverse scholarly approaches within these fields. This variability allows for both traditional research and other forms of academic inquiry that may not necessarily culminate in a thesis.
- *For disciplines with fewer compulsory thesis requirements, CYQAA will examine -on a case by case methodology- a more flexible approach that accommodates diverse academic pursuits, without compromising quality and always in alignment with international standards. This includes supporting the development of alternative capstone projects like portfolios or comprehensive exams that can also demonstrate student competencies effectively. Such flexibility allows for personalized education paths that respect the diversity of scholarly methods in these fields, while still upholding rigorous academic standards.*

*Overall, CYQAA will monitor across and within institutions the establishment and implementation of standardized guidelines and clearer expectations for thesis and project quality through all disciplines to ensure consistency in academic rigor and output. Regular feedback mechanisms should be established, involving both academic staff and students to continuously adapt thesis requirements based on evolving educational needs and industry demands. A more intensive integration of research components in Master's programs will be encouraged, possibly through workshops or seminars that enhance students' research skills and knowledge application.*

## **2. Varying levels of change in response to External Evaluation Committee Recommendations**

Different disciplines exhibit varying levels of change in response to recommendations from External Evaluation Committees (EECs), suggesting differences in how closely aligned existing programs are with the standards expected by evaluators:

- **Responsive Fields:** Disciplines like Computer Science and Health Sciences have shown significant shifts toward compulsory theses following EEC recommendations. This indicates a strong influence of external evaluations in pushing these programs towards a greater emphasis on research, likely in response to evolving industry standards and academic expectations.
- *Research initiatives in these disciplines should continue to be supported. Institutions should disseminate successful practices from these fields to other disciplines to foster a broader culture of responsiveness to external evaluation. Supporting these fields, not only strengthens their research capabilities; it aligns them more closely with evolving academic and industry standards, and can serve as a model for other disciplines looking to enhance their alignment with external expectations.*
- **Stable Fields:** In contrast, fields such as Engineering and Business displayed little change, suggesting that these programs were already well-aligned with EEC expectations. This stability might indicate a maturity in these disciplines' academic structures that already meets quality standards and external expectations.
- *While stability in meeting EEC expectations is positive, CYQAA should encourage periodic reviews within the institutions to ensure these programs continue to align with current and future industry standards and academic innovations. Additionally, CYQAA will facilitate, through*

*circulars, meetings and training programs, the sharing of best practices among institutions and across disciplines to foster continuous improvement and adaptation to emerging trends. Ensuring that stable fields are not complacent but continue to evolve with sector developments enhances their relevance and the quality of their graduates.*

Overall, CYQAA should further enhance its monitoring and evaluation mechanisms to track how well programs respond to EEC recommendations over time. This includes constantly revisiting the set benchmarks for success in implementing changes and performing detailed feedback loops. CYQAA will ensure that EECs are effectively guided to make relevant and impactful recommendations. Informing EEC members on recent trends, standards and CYQAA priorities can help improve the quality of their evaluations and recommendations.

### **3. Consistency and Influence of EEC Recommendations**

EEC recommendations play a crucial role in shaping the research components of Master's programs. Although recommendations for a mandatory thesis were not universally present, when they were, they significantly influenced institutional policies towards enhancing research rigor. In cases where EECs did recommend mandatory theses, there was a notable movement towards adopting these recommendations, particularly in fields that are traditionally less research-intensive. This shift demonstrates the weight that EEC assessments hold in academic decision-making and program development.

- *CYQAA should enhance its processes in **standardizing the frameworks used by EECs** to make recommendations. This involves a thorough examination and update of its guidelines on when and why to recommend mandatory theses, based on specific criteria such as the field's research intensity, industry demands, and academic outcomes. Clearer frameworks ensure that EEC recommendations are consistent, transparent, and aligned with strategic educational goals, making them more likely to be accepted and implemented by institutions.*
- *In the critical phase of submitting programs for accreditation or re-accreditation, institutions should seek for **targeted support from the CYQAA**. Special attention should be given to traditionally less research-intensive fields. Recommendations for the institutions could include internal financial support, access to research networks, and professional development for faculty.*
- *Institutions should ensure that a **robust monitoring system is in place** to track the implementation of EEC recommendations and their impact on program quality. To this end, internal quality assurance committees in each institution should monitor the progress and provide support to faculty members. This should include periodic reviews and a feedback mechanism that allows institutions to report back on challenges and successes. Monitoring and feedback should be shared to the CYQAA to gauge the effectiveness of EEC recommendations and provide data-driven insights into how these changes are improving academic standards and research outcomes.*
- *The **training and selection processes for EEC members by the CYQAA** should be enhanced, to ensure they have relevant, up-to-date knowledge not only of the disciplines they evaluate but also of quality standards in higher education. This might include regular updates on current research trends and training in best practices for quality assurance. Well-informed EEC members are more likely to make relevant and impactful recommendations that can significantly enhance the academic quality and rigor of Master's programs.*
- *CYQAA will foster a research culture in higher education institutions by **promoting research seminars, conferences, and publications that highlight the importance and impact of research within Master's programs**. Institutions should establish workshops and allocate*

*resources to help faculty members and departments to understand the importance of EEC recommendations, how to effectively implement them, and how to manage change within academic programs. Cultivating a vibrant research culture can encourage institutions to value and prioritize the implementation of EEC recommendations related to research components, thereby organically raising the research profile of less intensive fields.*

#### **4. Variability and Flexibility in Thesis Requirements**

The analysis also points to a strategic flexibility in thesis requirements, particularly evident in business education:

- **Accommodating Diverse Educational Goals:** The presence of both compulsory and optional theses within the same discipline suggests a strategic approach to accommodate diverse educational and professional aspirations. This flexibility can be crucial in attracting a wider array of students, catering to both those who aspire to academic research and those who seek more immediate practical applications of their study in professional environments. Overall, these insights reflect the complex interplay between academic standards, disciplinary cultures, and external influences in shaping Master's programs. The diversity in thesis requirements and the responsiveness to external evaluations reveal both the challenges and the dynamic nature of postgraduate education in adapting to evolving academic and professional landscapes.
- ***Provided that academic quality remains uncompromised and supported by international benchmarks within the specific discipline, institutions may enhance their curriculum offerings within Master's programs to include both thesis and non-thesis tracks. This diversification is designed to address the varied needs and career objectives of students. By fostering a range of curricular paths, institutions can attract a wider demographic of students, thus improving both enrolment and retention rates while upholding rigorous educational standards.***
- ***Institutions are encouraged to promote the development of customizable degree pathways, which may include options for capstone projects, internships, or practical portfolios alongside traditional theses. This approach allows for tailored educational experiences that adapt to the unique career aspirations and learning styles of students across different disciplines and fields. By offering such flexibility, education becomes more accessible and directly applicable, enabling students to select the culminating experience that best aligns with their professional goals and academic interests.***
- ***Institutions need to facilitate stronger collaborations between academia and industry to ensure that thesis and capstone project requirements are relevant and valuable to current industry needs. Partnerships with industry can provide practical insights and resources that enrich the academic offerings and ensure that graduates are well-prepared to enter the workforce.***
- ***CYQAA will continue to monitor and implement robust assessment frameworks that can effectively evaluate the quality of both research-oriented and practical-oriented thesis alternatives. Effective assessment frameworks ensure that regardless of the path chosen by the student, the academic rigor and quality of the output remain consistently high.***
- ***Institutions need to enhance transparency around the advantages and expectations of thesis option and no-thesis option and provide clear guidance to students when choosing their path. Providing students with detailed information and advising can help them make informed decisions that align with their academic and professional goals.***



- *Institutions need to conduct **regular evaluations of the long-term outcomes of graduates from different thesis tracks to assess their impact on career trajectories and industry readiness**. These findings communicated to and disseminated by the to the CYQAA will enhance understanding the real-world impact of different educational paths and therefore institutions refine and adjust their offerings to better serve the needs of students and employers.*

Qualitative analysis: Main conclusions drawn from the analysis and follow up actions from the CYQAA & HE institutions

The main conclusions from the qualitative insights and expert remarks concerning the implementation and enhancement of thesis requirements within various academic disciplines highlight several key areas of focus. First, there is a consensus on the critical importance of mandatory theses in elevating academic rigor and preparing graduates for professional success across diverse fields. Second, the alignment of academic programs with EECs recommendations illustrates the significant impact of external evaluations on curricular decisions. Third, the varied approaches to thesis requirements across disciplines like Business, Engineering, Computer Science, and Health Sciences reflect the strategic adaptation of curricula to meet both academic standards and professional needs. Finally, EECs delve into specific implementation challenges and recommendations, which are aimed at enhancing the structure, quality, and relevance of thesis components in Master's programs. Each of these areas reveals the complex interplay between academic standards, disciplinary cultures, and external influences, underscoring the dynamic nature of postgraduate education in adapting to evolving academic and professional landscapes.

### **1. Critical Importance of Mandatory Theses**

The analysis points to a strong consensus among educational experts on the necessity of making the thesis component mandatory (or at least optional) across various disciplines. This recommendation is seen as vital to elevating academic rigor and preparing graduates for professional challenges. Theses are valued for fostering deep engagement with substantive research, enabling students to develop critical thinking, analytical skills, and specialized knowledge that are crucial in their respective fields. The move towards compulsory theses is particularly advocated in fields where such requirements have been historically lax, suggesting a shift towards more uniform standards in postgraduate education.

*CYQAA should actively **promote policy changes to mandate theses across all Master's programs where feasible, particularly in disciplines that historically lacked such requirements**. CYQAA should also **consider offering exceptions or alternatives where appropriate**, such as *comprehensive capstone projects for more professionally oriented programs*. In addition, CYQAA will regularly review and assess the impact of these policy changes on student outcomes and program quality through feedback from institutions and external audits.*

### **2. Alignment with External Evaluations**

The qualitative feedback underscores a proactive alignment of academic programs with the guidelines and recommendations issued by EECs. Programs that have adjusted their curricula to include more stringent thesis requirements often do so in response to specific feedback from EECs. This alignment not only ensures compliance with academic quality standards but also highlights the responsiveness of institutions to external academic audits and evaluations, enhancing the credibility and recognition of the degrees awarded.

*CYQAA will further **strengthen the feedback loop between institutions, the agency and the EECs by constantly reviewing and improving the standardized reporting format that institutions use to outline how they have addressed EEC recommendations**. In addition CYQAA may enhance sharing of good practises via announcements and other events where institutions can present case studies on*

*their responses to EEC recommendations, facilitating best practice sharing and continuous improvement.*

### **3. Varied Approaches Across Disciplines**

Different academic disciplines exhibit diverse approaches to the incorporation of thesis requirements, reflecting the unique educational and professional objectives of each field. In technical fields like Engineering and Computer Science, the emphasis on compulsory theses aligns with the need for rigorous technical proficiency and innovation. In contrast, Business and Health Sciences programs often offer a mix of compulsory and optional theses, which allows these programs to serve a broader spectrum of student aspirations—ranging from those seeking academic research opportunities to those aiming for direct entry into professional roles.

*CYQAA encourages institutions to maintain **flexibility in thesis requirements to cater to diverse educational and professional goals, without however compromising quality standards and always by taking into consideration international benchmarks within the specific discipline.** This could involve allowing departments to choose between different types of culminating experiences (thesis, project, and portfolio) based on their specific academic culture and industry demands. A periodic review of these flexible approaches will be promoted to ensure they are still aligned with industry standards and educational outcomes, making adjustments as needed.*

### **4. Implementation Challenges and Recommendations**

The analysis from the qualitative feedback provided by EECs details several challenges in implementing effective thesis requirements, including the need for better resources, faculty training, and infrastructure. EECs often recommend enhancements such as increased faculty development to improve thesis supervision, upgraded research facilities, and more integrated coursework to prepare students for thesis writing. There is also a focus on ensuring that thesis topics are aligned with current industry demands and emerging research trends, thereby increasing the practical relevance and academic rigor of the research conducted.

*CYQAA will continue to advocate for the **allocation of targeted funding for faculty development programs focused on thesis supervision** and for upgrading research facilities. CYQAA will also continue to encourage institutions **to integrate coursework that prepares students for thesis work, such as research methods and academic writing courses.** The agency will monitor the utilization of these resources and evaluate their impact on the quality of thesis work through student and faculty surveys, and periodic program reviews.*

### **5. Recommendations for Policy and Practice**

EECs provide targeted recommendations aimed at improving the quality and structure of thesis components within Master's programs. These recommendations include standardizing thesis assessment criteria, improving access to digital research resources, and fostering a research culture that encourages publication and dissemination of research findings. Additionally, the need for transparency in the evaluation and grading of theses is highlighted to ensure fairness and maintain high academic standards.

*CYQAA will continue to emphasize the necessity for **clear guidelines and best practices for thesis assessment and supervision.** These should include criteria for thesis topic approval, research ethics, and evaluation standards. These guidelines should be regularly updated to reflect emerging trends in research and higher education. **Institutions should implement a standardized system for collecting data on thesis outcomes,** which can be used to refine policies and practices over time.*



## Ending remarks-Conclusions

The thematic analysis of Master's thesis requirements across various disciplines and the critical synthesis of expert recommendations, highlights the diverse academic and professional needs inherent in each field, such as Business, Engineering, Computer Science, Humanities, and Law. This comprehensive evaluation reflects the distinct academic cultures and tailors thesis requirements to align with both educational goals and career pathways.

The analysis emphasizes the crucial importance of aligning educational programs with external evaluations and evolving standards to ensure that thesis components remain relevant and effective. By adhering closely to expert insights and external standards, programs can enhance their rigor and relevance, thereby improving the quality of education and the preparedness of graduates.

In response to these findings, the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), along with higher educational institutions in Cyprus, is set to implement targeted actions derived from these recommendations. These actions aim to refine thesis components to better meet the dynamic demands of higher education and the corresponding sectors. This includes enhancing partnerships, especially in technical fields such as Engineering and Computer Science, to integrate practical application projects within theses. Moreover, for fields like Business and Humanities, where career pathways and educational goals vary widely, maintaining flexibility in thesis requirements is advocated. This approach allows students to opt between traditional research-focused theses and more practical capstone projects, thus accommodating a broad spectrum of student needs and career objectives.

This document also calls for regular reviews and adaptations of thesis requirements based on the effectiveness of implemented changes and emerging educational trends. Such continuous adaptation is vital for maintaining the relevance and rigor of Master's programs and ensuring they continue to meet high academic and professional standards.

The thematic analysis also underscores the pivotal role played by External Evaluation Committees (EECs) in shaping the research components of Master's programs. While recommendations for a mandatory thesis were not universally present, when they were, they significantly influenced institutional policies towards enhancing research rigor. Particularly in fields that are traditionally less research-intensive, there was a notable movement towards adopting these recommendations. This trend highlights the substantial influence of EEC assessments in academic decision-making and program development, demonstrating the critical role these evaluations play in maintaining and elevating academic standards.

To further capitalize on the benefits of EEC recommendations, it is essential that the training and selection processes for EEC members by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) be enhanced. Ensuring that EEC members possess relevant, up-to-date knowledge of the disciplines they evaluate, as well as comprehensive understanding of quality standards in higher education, is crucial. This might include regular updates on current research trends and training in best practices for quality assurance. Well-informed EEC members are more likely to make relevant and impactful recommendations that can significantly enhance the academic quality and rigor of Master's programs.

Implementing such improvements will not only strengthen the effectiveness of EEC assessments but also ensure that the recommendations provided are deeply aligned with both national and international academic standards. This strategic approach to enhancing the capabilities of EEC members will empower them to provide more pointed and effective guidance, thereby fostering an environment of continuous improvement and innovation in higher education programs. Such developments are crucial

for maintaining the competitiveness and relevance of educational offerings in an ever-evolving global academic landscape.

In conclusion, the insights and proposed actions from this analysis provide a robust framework for educational authorities and institutions to foster academic excellence and adapt dynamically to the changing landscapes of higher education and industry. These efforts will not only enhance the quality of education but also ensure that graduates are well-equipped to meet the challenges and opportunities of their respective fields.

## Annex: List of EEC Master Programs Evaluation Reports Examined in the current analysis

Institution Type	Institution	Programme of Study	Date of Application	CYQAA Summit	Comment of Accreditation	Accreditation Expires	Categories
1. Public University	University of Cyprus	Special and Inclusive Education (1.5 academic years, 90 ECTS, Master(MA))	9/4/2019	S53-12 May 2020	Fall Semester 2020-2021	Spring Semester 2025	1. Education
1. Public University	Open University of Cyprus	Media in Contemporary School (18 months, 90 ECTS, Master, E-Learning)	30/4/2019	S54-1 June 2020	Fall Semester 2020-2021	Spring Semester 2025	1. Education
1. Public University	University of Cyprus	Educational Evaluation and Administration (3 semesters, 90 ECTS, Master(MA))	28/6/2019	S56-23 July 2020	Fall Semester 2020-2021	Spring Semester 2025	1. Education
1. Public University	University of Cyprus	Curriculum, Teaching and Comparative Education (3 semesters, 90 ECTS, Master)	10/4/2019	S62-1 and 2 February 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
1. Public University	University of Cyprus	Mathematics Education (1.5 academic year, 90 ECTS, Master)	3/4/2019	S62-1 and 2 February 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
1. Public University	Open University of Cyprus	Continuing Education and Lifelong Learning (3 semesters, 90 ECTS, Master(MA))	30/6/2019	S62-1 and 2 February 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
1. Public University	Open University of Cyprus	Educational Leadership and Policy (1.5 academic years, 90 ECTS, Master(MA))	8/1/2020	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
1. Public University	University of Cyprus	Teaching English to Speakers of other Languages (TESOL), (1 academic year, 90 ECTS, Master)	1/6/2019	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
1. Public University	University of Cyprus	Education Policies for Global Development (GLOBED) (4 semesters, 120 ECTS, Master(MA))	17/8/2021	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
1. Public University	Open University of Cyprus	Educational Sciences with specialisations in (a) Educational Leadership and Policy (b) Social Justice Education (c) Special Education (d) Instructional Technology (3 academic semesters, 90 ECTS, Master(MA), E-Learning)	28/5/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education

2. Private University	University of Nicosia	Teaching English to Speakers of Other Languages - TESOL (1.5 academic years, 90 ECTS, Master)	30/11/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	Frederick University (Nicosia, Limassol)	Educational Studies: Curriculum and Instruction (3 academic semesters, 90 ECTS, Master(MEd))	29/11/2019	S67-24 May 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	European University Cyprus	Education Sciences with specializations in 1)Special and Inclusive Education, 2)Creativity and Play in Early Childhood, 3)Education Technologies of Learning, Communication and STEAM Education, 4)Educational Management and Leadership(18 months, 90 ECTS, Master(MA))	29/12/2019	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	Frederick University (Nicosia, Limassol)	Special Education (3/4 academic semesters, 90/110 ECTS, Master (MEd))	29/11/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	Frederick University (Nicosia, Limassol)	Special Education (3/4 academic semesters, 90/110 ECTS, Master (Med), E-Learning)	29/11/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	European University Cyprus	Education Sciences: Special and Inclusive Education (2 academic years, 120 ECTS, Master(MA), E-Learning)	16/1/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	University of Nicosia	Education Sciences with specialisations: 1)Educational Leadership and Administration, 2)Theory, Practice and Evaluation of Teaching, 3)Special/Applied Special Education, 4) Educational Technology, 5)Teaching of Mathematics and Physical Sciences, 6) Teaching of Language and Literature, 7) Arts and Education, 8) Music Education (1.5/2 academic years, 90/120 ECTS, Master)	30/9/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	University of Nicosia	Education Sciences with specialisations: 1)Educational Leadership and Administration, 2)Theory, Practice and Evaluation of Teaching, 3)Special/Applied Special Education, 4) Educational Technology, 5)Teaching of Mathematics and Physical Sciences, 6) Teaching of Language and Literature, 7) Arts and Education, 8) Music Education (1.5/2 academic years, 90/120 ECTS, Master, E-Learning)	30/11/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education

2. Private University	Frederick University (Nicosia, Limassol)	Educational Administration and Leadership (3 academic semesters, 90 ECTS, Master (MA))	31/3/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	Frederick University (Nicosia, Limassol)	Educational Administration and Leadership (3 academic semesters, 90 ECTS, Master (MA), E Learning)	31/3/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	Frederick University (Nicosia, Limassol)	Educational Studies: Curriculum and Instruction, 3 academic semesters, 90 ECTS, Master (MEd), E-Learning)	31/3/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	Frederick University (Nicosia, Limassol)	Education for Sustainable Development and Social Change (3 academic semesters, 90 ECTS, Master (MSc), E-Learning)	31/3/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	Frederick University (Nicosia, Limassol)	Education for Sustainable Development and Social Change (3 academic semesters, 90 ECTS, Master (MSc))	31/3/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	European University Cyprus	Educational Sciences with concentrations in a) Creativity and Play in Early Childhood Education (b) Technologies of Learning and Communication and STEAM Education, (c) Educational Management and Leadership(18 months, 90 ECTS, Master(MA), E-Learning)	16/12/2019	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	1. Education
2. Private University	University of Nicosia	Special Education (2 academic years, 120 ECTS, Master(Med), Joint Inter-university Programme with the University of Patras, E-Learning)	30/11/2020	S79-21 February 2022	Spring Semester 2021-2022	Fall Semester 2026	1. Education
2. Private University	Frederick University (Nicosia, Limassol)	Intercultural Studies and Greek as a Second/Foreign Language (3 academic semesters, 90 ECTS, Master(MEd), E-Learning, Joint program with the University of Western Macedonia)	25/6/2020	S81-18 April 2022	Fall Semester 2022-2023	Spring Semester 2027	1. Education
2. Private University	University of Nicosia	Intercultural Education and Mediation (2 academic years, 120 ECTS, Master(Med), Joint Inter-university Programme with the University of Patras, E-Learning)	1/2/2022	S82-16 May 2022	Fall Semester 2022-2023	Spring Semester 2027	1. Education
2. Private University	European University Cyprus	Music: Music Education, Performance, Composition (1.5 academic years, 90 ECTS, Master(MMUS), E-Learning)	26/6/2020	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	1. Education
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Educational Leadership (1 academic year, 90 ECTS, Master)	31/3/2020	S88-19 December 2022	Spring Semester 2022-2023	Fall Semester 2027	1. Education



4. Private Institution of Higher Education	Global College	Creative Arts and Animation (1.5 academic years, 90 ECTS, Master (MA))	30/4/2020	S59-5 October 2020	Fall Semester 2020-2021	Spring Semester 2025	1. Education
1. Public University	University of Cyprus	School Psychology (3 academic years, 120 ECTS, Master)	22/5/2018	S43-10 and 11 June 2019	Spring Semester 2020-2021	Fall Semester 2025	2. Psychology/School Counselling
1. Public University	University of Cyprus	Social and Developmental Psychology (2 years, 120 ECTS, Master(MA))	29/5/2019	S58-15 September 2020	Fall Semester 2020-2021	Spring Semester 2025	2. Psychology/School Counselling
1. Public University	Cyprus University of Technology	Sciences in Developmental Communication Disorders (SDCD) (24 months, 110 ECTS, Master(MSc))	27/1/2020	S58-15 September 2020	Fall Semester 2020-2021	Spring Semester 2025	2. Psychology/School Counselling
1. Public University	University of Cyprus	School Counselling and Guidance (6 academic semesters, 140 ECTS, Master(MA), Joint degree by the University of Cyprus and the National and Kapodistrian University of Athens)	11/2/2020	S82-16 May 2022	Fall Semester 2022-2023	Spring Semester 2027	2. Psychology/School Counselling
2. Private University	European University Cyprus	Child and Adolescent Mental Health (18 months, 90 ECTS, Master(MSc), E-Learning)	16/12/2019	S62-1 and 2 February 2021	Fall Semester 2021-2022	Spring Semester 2026	2. Psychology/School Counselling
2. Private University	University of Nicosia	Teaching English to Speakers of Other Languages - TESOL (1.5 academic years, 90 ECTS, Master, E-Learning)	30/11/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	2. Psychology/School Counselling
2. Private University	European University Cyprus	Speech Language Pathology with concentrations (a) Clinical Speech Pathology, (b) Communication Disorders (18 months, 90 ECTS, Master(MSc))	14/2/2020	S65-19 and 20 April 2021	Fall Semester 2021-2022	Spring Semester 2026	2. Psychology/School Counselling
2. Private University	European University Cyprus	Psychology with specializations in 1)Clinical Psychology, 2)Counselling Psychology (24 months, 160 ECTS, Master(MSc))	29/11/2019	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	2. Psychology/School Counselling
2. Private University	European University Cyprus	Career Guidance and Counselling (18 months, 90 ECTS, Master(MA), E-Learning)	16/12/2019	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	2. Psychology/School Counselling
2. Private University	European University Cyprus	Speech Language Pathology with specializations in 1)Speech Language Pathology – Children, 2)Speech Language Pathology - Adults(18 months, 90 ECTS, Master(MSc), E-Learning)	18/2/2020	S70-20 July 2021	Fall Semester 2021-2022	Spring Semester 2026	2. Psychology/School Counselling
2. Private University	Philips University	Addiction Counselling with specialist pathway in Prevention or Interventions (3 academic semesters, 90 ECTS, Master(MSc))	20/4/2021	S72-4 October 2021	Fall Semester 2021-2022	Spring Semester 2026	2. Psychology/School Counselling
2. Private University	Philips University	Addiction Counselling with specialist pathway in Prevention or Interventions (3 academic semesters, 90 ECTS, Master (MSc), E-Learning)	20/4/2021	S72-4 October 2021	Spring Semester 2021-2022	Fall Semester 2026	2. Psychology/School Counselling

2. Private University	University of Nicosia	Clinical Psychology (3 academic years, 180 ECTS, Master(MSc))	24/6/2019	S73-25 October 2021	Spring Semester 2021-2022	Fall Semester 2026	2. Psychology/School Counselling
2. Private University	University of Nicosia	Clinical Psychology (2.5 academic years, 150 ECTS, Master(MSc))	20/6/2019	S84-18 July 2022	Fall Semester 2022-2023	Spring Semester 2027	2. Psychology/School Counselling
2. Private University	Neapolis University	Educational Psychology (1.5 academic years, 90 ECTS, Master(MSc))	4/9/2019	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	2. Psychology/School Counselling
2. Private University	Neapolis University	Counselling Psychology (3 academic years, 180 ECTS, Master(MSc))	4/9/2019	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	2. Psychology/School Counselling
2. Private University	Neapolis University	Educational Psychology (1.5 academic years, 90 ECTS, Master(MSc), E-Learning)	4/9/2019	S90-20 February 2023	Spring Semester 2022-2023	Fall Semester 2027	2. Psychology/School Counselling
1. Public University	University of Cyprus	Byzantine and Modern Greek Studies (2 academic years, 120 ECTS, Master)	2/4/2019	S54-1 June 2020	Fall Semester 2020-2021	Spring Semester 2025	3. Humanities
1. Public University	Open University of Cyprus	Bioethics – Medical Ethics (2 academic years, 120 ECTS, Master(MA), E-Learning)	12/4/2019	S54-1 June 2020	Fall Semester 2020-2021	Spring Semester 2025	3. Humanities
1. Public University	Open University of Cyprus	Communication and New Journalism (18 months, 90 ECTS, Master, E-Learning)	30/4/2019	S54-1 June 2020	Fall Semester 2020-2021	Spring Semester 2025	3. Humanities
1. Public University	University of Cyprus	Byzantine Studies and the Latin East (1.5 academic years, 90 ECTS, Master)	27/5/2019	S60-2 November 2020	Fall Semester 2020-2021	Spring Semester 2025	3. Humanities
1. Public University	Open University of Cyprus	Cultural Policy and Development (2 academic years, 120 ECTS, Master(MA))	26/6/2019	S62-1 and 2 February 2021	Fall Semester 2021-2022	Spring Semester 2026	3. Humanities
1. Public University	University of Cyprus	Archaeology of the Mediterranean from Prehistory to the Byzantine era (2 academic years, 120 ECTS, Master)	21/10/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	3. Humanities
1. Public University	University of Cyprus	Geoinformatics in Digital Humanities (3 semesters, 90 ECTS, Master(MSc))	29/9/2020	S65-19 and 20 April 2021	Fall Semester 2021-2022	Spring Semester 2026	3. Humanities
1. Public University	University of Cyprus	Peace, Conflict & Democracy (1.5 academic years, 90 ECTS, Master(MA))	17/2/2021	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	3. Humanities
1. Public University	Open University of Cyprus	Theatre Studies (2 academic years, 120 ECTS, Master (MA))	11/11/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	3. Humanities

1. Public University	University of Cyprus	Gender Studies (3 semesters, 90 ECTS, Master(MA))	28/6/2019	S73-25 October 2021	Fall Semester 2021-2022	Spring Semester 2026	3. Humanities
1. Public University	Open University of Cyprus	Greek Linguistics and Literature (1.5 academic semesters, 90 ECTS, Master)	24/4/2022	S82-16 May 2022	Fall Semester 2022-2023	Spring Semester 2027	3. Humanities
2. Private University	European University Cyprus	Music: Music Education, Performance, Composition (1.5 academic years, 90 ECTS, Master)	28/6/2019	S53-12 May 2020	Fall Semester 2020-2021	Spring Semester 2025	3. Humanities
2. Private University	University of Nicosia	Greek Civilization (1.5 academic years, 90 ECTS, Master(MA), E-Learning)	23/4/2019	S54-1 June 2020	Fall Semester 2020-2021	Spring Semester 2025	3. Humanities
2. Private University	University of Nicosia	International Relations and Eastern Mediterranean Studies (3 academic semesters, 90 ECTS, Master(MA))	29/11/2019	S65-19 and 20 April 2021	Fall Semester 2021-2022	Spring Semester 2026	3. Humanities
2. Private University	European University Cyprus	English Studies (18 months, 90 ECTS, Master(MA), E-Learning)	16/12/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	3. Humanities
1. Public University	University of Cyprus	Finance (1.5 academic years, 90 ECTS, Master(MSc))	15/4/2020	S51-31 March 2020	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
1. Public University	University of Cyprus	Monetary and Financial Economics (18 months, 90 ECTS, Master)	14/5/2019	S62-1 and 2 February 2021	Spring Semester 2020-2021	Fall Semester 2025	4. Business, Finance, and Economics
1. Public University	University of Cyprus	Economic Analysis (18 months, 90 ECTS, Master)	21/6/2019	S63-22 and 23 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
1. Public University	Cyprus University of Technology	Shipping and Finance (1.5 academic years, 90 ECTS, Master(MSc))	9/10/2019	S63-22 and 23 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
1. Public University	Cyprus University of Technology	Shipping (1.5 academic years, 90 ECTS, Master(MSc))	9/10/2019	S63-22 and 23 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
1. Public University	University of Cyprus	Behavioural Economics (3 academic semesters, 90 ECTS, Master(MSc))	4/11/2021	S80-21 March 2022	Spring Semester 2021-2022	Fall Semester 2026	4. Business, Finance, and Economics
1. Public University	University of Cyprus	Human Resource Management (3 academic semesters, 96 ECTS, Master(MSc))	14/1/2021	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics

1. Public University	Open University of Cyprus	ERMII/Enterprise Risk Management (4 academic semesters, 120 ECTS, Master, Joint Programme with Hellenic Open University)	28/7/2021	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
1. Public University	Open University of Cyprus	Business Administration (18 months, 90 ECTS, Master(MBA), E-Learning)	1/2/2022	S90-20 February 2023	Spring Semester 2022-2023	Fall Semester 2027	4. Business, Finance, and Economics
1. Public University	Open University of Cyprus	Business Administration (18 months, 90 ECTS, Master(MBA), E-Learning)	1/2/2022	S90-20 February 2023	Spring Semester 2022-2023	Fall Semester 2027	4. Business, Finance, and Economics
2. Private University	University of Limassol (Lemesos)	Shipping Operations and Management (15 months, 90 ECTS, Master, E-Learning)	25/4/2019	S54-1 June 2020	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
2. Private University	Neapolis University	Banking, Investment and Finance (1.5 academic years, 90 ECTS, Master)	1/7/2019	S60-2 November 2020	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
2. Private University	European University Cyprus	Business Administration (18 months, 90 ECTS, Master(MBA), E-Learning)	23/5/2019	S62-1 and 2 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	Neapolis University	Business Administration (1.5 academic years, 90 ECTS, Master(MBA))	29/11/2019	S63-22 and 23 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	Neapolis University	Public Administration (1.5 academic years, 90 ECTS, Master)	29/11/2019	S63-22 and 23 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	University of Limassol (Nicosia, Lemesos)	Human Resource Management and Organizational Behaviour (13 months, 90 ECTS, Master)	1/7/2019	S63-22 and 23 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	European University Cyprus	Business Administration (18 months, 90 ECTS, Master(MBA))	1/7/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Business Administration (1 academic year, 90 ECTS, Master(MBA))	26/11/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	University of Nicosia	Blockchain and Digital Currency (1.5 academic years, 90 ECTS, Master(MSc), E-Learning)	29/11/2019	S65-19 and 20 April 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics

2. Private University	Philips University	Business Administration with specializations (1) General Management, (2) Innovation and Entrepreneurship, (3) Health Care Management (3 academic semesters, 90 ECTS, Master(MBA))	24/3/2021	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	American University of Cyprus (AUCY)	Real Estate Management (12 months, 94 ECTS, Master)	16/6/2021	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	Frederick University (Nicosia, Limassol)	International Trade and Shipping Management (3 academic semesters, 90 ECTS, Master (MSc), E-Learning)	31/3/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	Frederick University (Nicosia, Limassol)	International Trade and Shipping Management (3 academic semesters, 90 ECTS, Master (MSc))	29/11/2019	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	University of Limassol (Nicosia)	Public Sector Management (14 months, 90 ECTS, Master)	18/10/2020	S73-25 October 2021	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
2. Private University	University of Nicosia	Business Administration with specializations: 1) Marketing, 2)Finance, 3)Human Resource Management, 4)Energy, Oil and Natural Gas, 5)Entrepreneurship and Digital Transformation(1.5 academic years, 90 ECTS, Master, E-Learning)	29/11/2019	S75-16 November 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	University of Nicosia	Business Administration with specializations: 1) Marketing, 2)Finance, 3)Human Resource Management, 4)Energy, Oil and Natural Gas, 5)Entrepreneurship and Digital Transformation(1.5 academic years, 90 ECTS, Master)	29/11/2019	S75-16 November 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
2. Private University	Neapolis University	Real Estate Valuation and Development (18 months, 90 ECTS, Master(MSc))	29/11/2019	S78-18 January 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	American University of Cyprus (AUCY)	Business Administration (18 months, 118 ECTS, Master (MBA))	16/6/2021	S81-18 April 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	Neapolis University	Banking, Investment and Finance (1.5 academic years, 90 ECTS, Master(MSc), E-Learning)	8/5/2020	S82-16 May 2022	Spring Semester 2021-2022	Fall Semester 2026	4. Business, Finance, and Economics
2. Private University	Neapolis University	Public Administration with specializations 1)General Administration, 2)Public Healthcare Services Administration, 3)Educational Administration(3 academic semesters, 90 ECTS, Master, E-Learning)	12/5/2020	S82-16 May 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics

2. Private University	Neapolis University	Forensic Accounting (1.5 academic years, 90 ECTS, Master(MSc), Joint Inter-university Programme with the University of Western Macedonia, E-Learning)	30/6/2021	S82-16 May 2022	Spring Semester 2021-2022	Fall Semester 2026	4. Business, Finance, and Economics
2. Private University	Neapolis University	Forensic Accounting (1.5 academic years, 90 ECTS, Master(MSc), Joint Inter-university Programme with the University of Western Macedonia)	30/6/2021	S82-16 May 2022	Spring Semester 2021-2022	Fall Semester 2026	4. Business, Finance, and Economics
2. Private University	Neapolis University	Space and Brand Identity (1.5 academic years, 90 ECTS, Master(MSc))	30/6/2021	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	Neapolis University	Space and Branded Identity (1.5 academic years, 90 ECTS, Master (MSc), E-Learning)	30/6/2021	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	University of Limassol (Nicosia, Lemesos)	Business Administration (13 months or 2 academic years, 120 ECTS, Master(MBA))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	University of Limassol (Nicosia, Lemesos)	Financial Services (14 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	University of Limassol (Nicosia, Lemesos)	Business Intelligence and Data Analytics (14 or 24 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	University of Limassol (Nicosia, Lemesos)	Green and Digital Management (14 or 24 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	Frederick University (Nicosia, Limassol)	Business Administration with specializations: (a) General MBA (b) Public Policy and Management (3 academic semesters, 90 ECTS, Master (MBA), E-Learning)	11/9/2020	S86-10 October 2022	Spring Semester 2022-2023	Fall Semester 2027	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Nicosia)	Shipping Operations and Management (15 months, 90 ECTS, Master, E-Learning)	25/4/2019	S54-1 June 2020	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
4. Private Institution of Higher Education	City Unity College Nicosia	Business Administration (18 months, 90 ECTS, Master(MBA))	8/6/2020	S56-23 July 2020	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics

4. Private Institution of Higher Education	CBS – College of Business Studies	Business Administration (1 academic year, 90 ECTS, Master (MBA))	7/11/2019	S56-23 July 2020	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Global College	Business Administration with specializations: 1)Management, 2)Marketing, 3)Human Resource Management, 4)Public Administration(18 months, 90 ECTS, Master)	30/4/2020	S58-15 September 2020	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
4. Private Institution of Higher Education	A.C. American College	Business Administration (12 months, 90 ECTS, Master)	1/7/2019	S58-15 September 2020	Spring Semester 2020-2021	Fall Semester 2025	4. Business, Finance, and Economics
4. Private Institution of Higher Education	InterNapa College	Business Administration (18 months, 90 ECTS, Master)	7/7/2020	S59-5 October 2020	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
4. Private Institution of Higher Education	C.D.A. College (Lemesos)	Business Administration (1.5 academic years, 90 ECTS, Master(MBA))	4/12/2019	S62-1 and 2 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
4. Private Institution of Higher Education	College of Tourism and Hotel Management	Business Administration (18 months, 90 ECTS, Master(MBA))	29-02-2019	S62-1 and 2 February 2021	Spring Semester 2020-2021	Fall Semester 2025	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Nicosia)	Human Resource Management and Organizational Behaviour (13 months, 90 ECTS, Master)	1/7/2019	S63-22 and 23 February 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
4. Private Institution of Higher Education	CTL EuroCollege	Business Administration (3 academic semesters, 90 ECTS, Master(MBA))	13/4/2020	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	4. Business, Finance, and Economics
4. Private Institution of Higher Education	A.C. American College	Business Administration (12 months, 90 ECTS, Master, E-Learning)	29/12/2020	S75-16 November 2021	Spring Semester 2020-2021	Fall Semester 2025	4. Business, Finance, and Economics
4. Private Institution of Higher Education	CIM (Lemesos) - Cyprus Business School - The Cyprus Institute of Marketing	Business Administration with Shipping (14 months, 90 ECTS, Master)	24/3/2021	S75-16 November 2021	Spring Semester 2021-2022	Fall Semester 2026	4. Business, Finance, and Economics

4. Private Institution of Higher Education	Cyprus International Institute of Management (Nicosia)	Financial Services (14 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Nicosia)	Business Administration (13 months or 2 academic years, 120 ECTS, Master(MBA))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Nicosia)	Business Intelligence and Data Analytics (14 or 24 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Nicosia)	Green and Digital Management (14 or 24 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Lemesos)	Financial Services (14 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Lemesos)	Business Administration (13 months or 2 academic years, 120 ECTS, Master(MBA))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics



4. Private Institution of Higher Education	Cyprus International Institute of Management (Lemesos)	Business Intelligence and Data Analytics (14 or 24 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Lemesos)	Green and Digital Management (14 or 24 months, 90 ECTS, Master(MSc))	15/6/2021	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	4. Business, Finance, and Economics
2. Private University	Frederick University (Nicosia, Limassol)	Business Administration (3 academic semesters, 90 ECTS, Master (MBA))	10/10/2022	S86-10 October 2022	Spring Semester 2022-2023	Fall Semester 2027	4. Business, Finance, and Economics
1. Public University	University of Cyprus	Energy Technologies and Sustainable Design (3 semesters, 91 ECTS, Master (MEng) / 3 semesters, 115 ECTS, Master(MSc))	9/11/2018	S55-2 July 2020	Fall Semester 2020-2021	Spring Semester 2025	5. Engineering & Design
1. Public University	Cyprus University of Technology	Civil Engineering and Sustainable Design (1.5 academic years, 90 ECTS, Master)	29/11/2019	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	5. Engineering & Design
1. Public University	University of Cyprus	Civil Engineering with specializations in 1. Structural Analysis and Earthquake Engineering, 2. Innovative and Traditional Building Materials, 3. Geotechnical Engineering, 4. Construction Management and Transport Infrastructure (3 semesters, 110 ECTS, Master(MSc) and 90 ECTS, Master(M.Eng))	22/11/2019	S73-25 October 2021	Fall Semester 2021-2022	Spring Semester 2026	5. Engineering & Design
1. Public University	Open University of Cyprus	Environmental Conservation and Management (2 academic years, 120 ECTS, Master(MSc), E-Learning)	26/11/2019	S73-25 October 2021	Fall Semester 2021-2022	Spring Semester 2026	5. Engineering & Design
1. Public University	Cyprus University of Technology	Electrical Engineering (3 academic semesters, 90 ECTS, Master(MSc))	20/9/2019	S80-21 March 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design
1. Public University	Cyprus University of Technology	Interaction Design (2 academic years, 120 ECTS, Master(MSc), Joint Programme with the University of Tallinn)	31/3/2020	S80-21 March 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design

1. Public University	Cyprus University of Technology	Biomedical Engineering(1 academic year, 90 ECTS, Master(Msc))	20/9/2019	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design
1. Public University	University of Cyprus	Engineering in Electrical Engineering (1.5 academic years, 90 ECTS, Master (MEng))	13/6/2019	S84-18 July 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design
1. Public University	University of Cyprus	Electrical Engineering (1.5 academic years, 90 ECTS, Master(MSc))	13/6/2019	S84-18 July 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design
1. Public University	Cyprus University of Technology	Energy Systems (3 academic semesters, 90 ECTS, Master (MSc))	22/7/2019	S84-18 July 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design
1. Public University	Cyprus University of Technology	Mechanical Engineering (3 academic semesters, 90 ECTS, Master (MSc))	22/7/2019	S84-18 July 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design
1. Public University	Cyprus University of Technology	Electronic Science and Technology (3 academic years, 118 ECTS, Master(MSc), Joint Programme with the Hangzhou Dianzi University)	31/5/2022	S87-14 November, 2022	Spring Semester 2022-2023	Fall Semester 2027	5. Engineering & Design
2. Private University	University of Nicosia	Digital Art and Design (1.5 academic years, 90 ECTS, Master(MA))	30/3/2020	S67-24 May 2021	Fall Semester 2021-2022	Spring Semester 2026	5. Engineering & Design
2. Private University	Frederick University (Nicosia, Limassol)	Conservation and Restoration of Historical Structures and Monuments with specializations: 1) Architecture, 2) Civil Engineering (3 academic semesters, 90 ECTS, Master)	29/9/2019	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	5. Engineering & Design
2. Private University	Frederick University (Nicosia, Limassol)	Structural Engineering (3 academic semesters, 90 ECTS, Master)	29/11/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	5. Engineering & Design
2. Private University	Frederick University (Nicosia, Limassol)	Conservation, Restoration of Historical Structures and Monuments with specializations: 1. Architecture, 2. Civil Engineering (3 academic semesters, 90 ECTS, Master, E-Learning)	1/5/2021	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	5. Engineering & Design
2. Private University	Frederick University (Nicosia, Limassol)	Visual Arts with specializations: 1) Contemporary Art Practices, 2) Interdisciplinary Design (3 academic semesters, 90 ECTS, Master (MA))	24/6/2019	S73-25 October 2021	Spring Semester 2021-2022	Fall Semester 2026	5. Engineering & Design
2. Private University	University of Nicosia	Electrical Engineering(1.5 academic years, 90 ECTS, Master(MSc))	31/3/2020	S79-21 February 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design

2. Private University	Frederick University (Nicosia, Limassol)	Electrical Engineering (3 academic semesters, 90 ECTS, Master (MSc))	29/11/2019	S80-21 March 2022	Spring Semester 2021-2022	Fall Semester 2026	5. Engineering & Design
2. Private University	Frederick University (Nicosia, Limassol)	Energy Engineering with specializations: (a) Sustainable Energy Resources (b) Sustainable Built Environment (3 academic semesters, 90 ECTS, Master (MSc))	29/11/2019	S84-18 July 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design
2. Private University	Frederick University (Nicosia, Limassol)	Manufacturing Engineering Design (3 academic semesters, 90 ECTS, Master (MSc))	15/3/2022	S85-19 September 2022	Fall Semester 2021-2022	Spring Semester 2026	5. Engineering & Design
4. Private Institution of Higher Education	The Cyprus Institute of Neurology and Genetics - Cyprus School of Molecular Medicine	Biotechnology (13 months, 90 ECTS, Master(MSc))	6/4/2021	S86-10 October 2022	Fall Semester 2022-2023	Spring Semester 2027	5. Engineering & Design
1. Public University	University of Cyprus	Data Science (3 semesters, 90 ECTS, Master(MSc))	24/7/2019	S60-2 November 2020	Fall Semester 2020-2021	Spring Semester 2025	6. Computer Science
1. Public University	University of Cyprus	Advanced Information Technologies (3 semesters, 90 ECTS, Master(MSc))	14/5/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	6. Computer Science
1. Public University	University of Cyprus	Computer Science (1.5 academic years, 90 ECTS, Master(MSc))	14/5/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	6. Computer Science
1. Public University	Cyprus University of Technology	Data Science and Engineering (3 semesters, 90 ECTS, Master (MSc))	31/3/2020	S73-25 October 2021	Fall Semester 2021-2022	Spring Semester 2026	6. Computer Science
1. Public University	University of Cyprus	Artificial Intelligence (3 academic semesters, 90-102 ECTS, Master)	12/11/2021	S79-21 February 2022	Fall Semester 2022-2023	Spring Semester 2027	6. Computer Science
1. Public University	University of Cyprus	Computer Engineering (1.5 academic years, 90 ECTS, Master(MSc))	28/6/2019	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	6. Computer Science
1. Public University	Open University of Cyprus	Computer and Network Security (3 academic semesters, 90 ECTS, Master (MSc), E-Learning)	20/4/2021	S86-10 October 2022	Fall Semester 2022-2023	Spring Semester 2027	6. Computer Science

2. Private University	European University Cyprus	Artificial Intelligence (18 months, 90 ECTS, Master(MSc), E-Learning)	30/4/2019	S52-27 April 2020	Fall Semester 2020-2021	Spring Semester 2025	6. Computer Science
2. Private University	University of Nicosia	Blockchain and Digital Currency (1.5 academic years, 90 ECTS, Master)	29/11/2019	S57-4 September 2020	Fall Semester 2020-2021	Spring Semester 2025	6. Computer Science
2. Private University	European University Cyprus	Computer Science (18 months, 90 ECTS, Master(MSc))	27/11/2019	S60-2 November 2020	Spring Semester 2020-2021	Fall Semester 2025	6. Computer Science
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Cybersecurity (1 academic year, 90 ECTS, Master(MSc), E-Learning)	18/12/2020	S67-24 May 2021	Fall Semester 2021-2022	Spring Semester 2026	6. Computer Science
2. Private University	University of Nicosia	Computer Science with concentrations: (a) Cyber Security, (b) Mobile Systems, (c) Blockchain Technologies (1.5 academic years, 90 ECTS), Master (MSc)	29/11/2019	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	6. Computer Science
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Computing (1 academic year, 90 ECTS, Master(MSc))	18/12/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	6. Computer Science
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Cybersecurity (1 academic year, 90 ECTS, Master(MSc))	18/12/2020	S71-13 September 2021	Fall Semester 2021-2022	Spring Semester 2026	6. Computer Science
2. Private University	University of Limassol (Nicosia, Lemesos)	Computer Science and Business Technologies (14 months, 90 ECTS, Master(MSc))	16/10/2020	S73-25 October 2021	Spring Semester 2021-2022	Fall Semester 2026	6. Computer Science
2. Private University	Frederick University (Nicosia, Limassol)	Web and Smart Systems with specializations: (1) Web Systems (2) Smart Systems (1.5 academic years, 90 ECTS, Master (MSc), E-Learning)	18/1/2022	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	6. Computer Science
2. Private University	Frederick University (Nicosia, Limassol)	Web and Smart Systems with specializations: (1) Web Systems (2) Smart Systems (1.5 academic years, 90 ECTS, Master (MSc))	18/1/2022	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	6. Computer Science
2. Private University	Neapolis University	Data Analytics and FinTech (1.5 academic years, 90 ECTS, Master (MSc), Joint Programme with the Hellenic Mediterranean University)	15/12/2021	S86-10 October 2022	Spring Semester 2022-2023	Fall Semester 2027	6. Computer Science

2. Private University	Neapolis University	Data Analytics and FinTech (1.5 academic years, 90 ECTS, Master (MSc), E-Learning, Joint Programme with the Hellenic Mediterranean University)	15/12/2021	S86-10 October 2022	Spring Semester 2022- 2023	Fall Semester 2027	6. Computer Science
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Data Analytics (1 academic year, 90 ECTS, Master(MSc))	31/5/2021	S87-14 November, 2022	Fall Semester 2022- 2023	Spring Semester 2027	6. Computer Science
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Data Analytics (1 academic year, 90 ECTS, Master(MSc), E-Learning)	31/5/2022	S87-14 November, 2022	Fall Semester 2022- 2023	Spring Semester 2027	6. Computer Science
2. Private University	European University Cyprus	Data Analytics in Accounting and Finance (18 months, 90 ECTS, Master(MSc))	7/12/2021	S88-19 December 2022	Spring Semester 2022- 2023	Fall Semester 2027	6. Computer Science
2. Private University	European University Cyprus	Data Analytics in Accounting and Finance (18 months, 90 ECTS, Master(MSc), E-Learning)	7/12/2021	S88-19 December 2022	Spring Semester 2022- 2023	Fall Semester 2027	6. Computer Science
4. Private Institution of Higher Education	Cyprus International Institute of Management (Nicosia)	Computer Science and Business Technologies (14 months, 90 ECTS, Master(MSc))	16/10/2020	S73-25 October 2021	Spring Semester 2021- 2022	Fall Semester 2026	6. Computer Science
4. Private Institution of Higher Education	Cyprus International Institute of Management (Lemesos)	Computer Science and Business Technologies (14 months, 90 ECTS, Master(MSc))	16/10/2020	S73-25 October 2021	Spring Semester 2021- 2022	Fall Semester 2026	6. Computer Science
2. Private University	Neapolis University	Financial Crime and Criminal Justice (1.5 academic year, 90 ECTS, Master(MA))	11/2/2019	S44-15 and 16 July 2019	Fall Semester 2020- 2021	Spring Semester 2025	8. Law
2. Private University	University of Nicosia	Law with directions (a)European Business Law, (b)Human Rights and Social Justice (3 semesters, 90 ECTS, Master)	29/11/2019	S63-22 and 23 February 2021	Fall Semester 2020- 2021	Spring Semester 2025	8. Law
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Law (1 academic year, 90 ECTS, Master)	31/7/2019	S66-11 and 12 May 2021	Fall Semester 2021- 2022	Spring Semester 2026	8. Law

2. Private University	Frederick University (Nicosia, Limassol)	European Law (3 academic semesters, 90 ECTS, Master, E-Learning, Joint Programme with Hellenic Open University)	29/11/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	8. Law
2. Private University	European University Cyprus	Law with specialisations in 1) International Commercial Law, 2)Public Law (18 months, 90 ECTS, Master(LLM))	28/11/2019	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	8. Law
2. Private University	European University Cyprus	Law with specialisations in 1) International Commercial Law, 2)Public Law (18 months, 90 ECTS, Master(LLM), E-Learning)	18/12/2020	S69-12 July 2021	Fall Semester 2021-2022	Spring Semester 2026	8. Law
2. Private University	Frederick University (Nicosia, Limassol)	Law (3 academic semesters, 90 ECTS, Master (LLM))	29/11/2019	S84-18 July 2022	Fall Semester 2022-2023	Spring Semester 2027	8. Law
1. Public University	University of Cyprus	Molecular Biology and Biomedicine (1.5 academic years, 90 ECTS, Master(MSc))	12/2/2019	S60-2 November 2020	Spring Semester 2020-2021	Fall Semester 2025	9. Health Sciences
1. Public University	University of Cyprus	Biomedical Sciences (1.5 academic years, 90 ECTS, Master(MSc))	12/2/2019	S60-2 November 2020	Spring Semester 2020-2021	Fall Semester 2025	9. Health Sciences
1. Public University	Open University of Cyprus	Applied Health Informatics and Telemedicine (2 academic years, 100 ECTS, Master(MSc), E-Learning)	28/4/2020	S73-25 October 2021	Fall Semester 2021-2022	Spring Semester 2026	9. Health Sciences
1. Public University	Cyprus University of Technology	Midwifery (4 academic semesters plus one summer clinical practice, 145ECTS, Master)	4/9/2020	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	9. Health Sciences
2. Private University	European University Cyprus	Medical Education (18 months, 90 ECTS, Master(MSc), E-Learning)	16/12/2019	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	9. Health Sciences
2. Private University	European University Cyprus	Nursing: Community Nursing, Mental Health Nursing, Emergency and Intensive Care Nursing (18 months, 90 ECTS, Master(MSc))	14/6/2019	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	9. Health Sciences
2. Private University	European University Cyprus	Orthodontics (3 academic years, 180 ECTS, Master(MSc))	30/12/2021	S84-18 July 2022	Fall Semester 2022-2023	Spring Semester 2027	9. Health Sciences
2. Private University	Frederick University (Nicosia, Limassol)	Advanced Health Care with specializations: 1. Community Health Care, 2. Emergency Health Care(3 academic semesters, 90 ECTS, Master (MSc))	29/11/2019	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	9. Health Sciences
2. Private University	European University Cyprus	Sports Physiotherapy and Exercise (18 months, 90 ECTS, Master(MSc))	29/11/2020	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	9. Health Sciences

2. Private University	European University Cyprus	Midwifery (2 academic years, 120 ECTS, Master(MSc))	30/3/2020	S85-19 September 2022	Fall Semester 2022-2023	Spring Semester 2027	9. Health Sciences
2. Private University	European University Cyprus	Public Health with specialisations in 1) General Track, 2)Primary Healthcare, 3)Infection Prevention and Control (18 months, 90 ECTS, Master, E-Learning)	14/12/2020	S87-14 November, 2022	Spring Semester 2022-2023	Fall Semester 2027	9. Health Sciences
4. Private Institution of Higher Education	The Cyprus Institute of Neurology and Genetics - Cyprus School of Molecular Medicine	Medical Genetics (13 months, 90 ECTS, Master (MSc))	28/6/2020	S55-2 July 2020	Fall Semester 2020-2021	Spring Semester 2025	9. Health Sciences
4. Private Institution of Higher Education	The Cyprus Institute of Neurology and Genetics - Cyprus School of Molecular Medicine	Molecular Medicine (13 months, 90 ECTS, Master (MSc))	28/6/2020	S55-2 July 2020	Fall Semester 2020-2021	Spring Semester 2025	9. Health Sciences
4. Private Institution of Higher Education	C.D.A. College (Lemesos)	Stress Management and Wellness in Health Promotion (1.5 academic years, 90 ECTS, Master(MSc))	30/4/2020	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	9. Health Sciences
4. Private Institution of Higher Education	The Cyprus Institute of Neurology and Genetics - Cyprus School of Molecular Medicine	Biomedical Research (2 academic years, 120 ECTS, Master(MSc))	28/6/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	9. Health Sciences
4. Private Institution of Higher Education	The Cyprus Institute of Neurology and Genetics - Cyprus School of Molecular Medicine	Neuroscience (13 months, 90 ECTS, Master(MSc))	28/6/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	9. Health Sciences

4. Private Institution of Higher Education	Larnaca College (Larnaca)	Management with specializations: 1) Public Management and Governance, 2) Education Management (12 months, 90 ECTS, Master(MA))	25/2/2021	S69-12 July 2021	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
4. Private Institution of Higher Education	Cyprus International Institute of Management (Nicosia)	Public Sector Management (14 months, 90 ECTS, Master)	18/10/2020	S73-25 October 2021	Fall Semester 2020-2021	Spring Semester 2025	4. Business, Finance, and Economics
1. Public University	Cyprus University of Technology	International Hospitality and Tourism Management (1.5 academic years, 90 ECTS, Master(MSc))	1/7/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	7. Hospitality and Tourism
2. Private University	University of Central Lancashire Cyprus (UCLan - Cyprus)	Hospitality, Tourism and Events Management (1 academic year, 90 ECTS, Master)	26/11/2019	S64-22 and 23 March 2021	Fall Semester 2021-2022	Spring Semester 2026	7. Hospitality and Tourism
1. Public University	Cyprus University of Technology	Agricultural Biotechnology (3 semesters, 107 ECTS, Master(MSc))	17/7/2019	S65-19 and 20 April 2021	Fall Semester 2021-2022	Spring Semester 2026	10. Other
1. Public University	University of Cyprus	Mathematical Sciences (3 semesters, 90 ECTS, Master(MSc))	20/5/2022	S83-20 June 2022	Fall Semester 2022-2023	Spring Semester 2027	10. Other
2. Private University	European University Cyprus	Occupational Safety and Health (18 months, 90 ECTS, Master(MSc))	16/12/2019	S63-22 and 23 February 2021	Fall Semester 2021-2022	Spring Semester 2026	10. Other
2. Private University	European University Cyprus	Applied Sport Science (18 months, 90 ECTS, Master(MSc))	27/11/2019	S67-24 May 2021	Fall Semester 2021-2022	Spring Semester 2026	10. Other
2. Private University	Frederick University (Nicosia, Limassol)	Social Work and Social Administration (3 academic semesters, 90 ECTS, Master (MA))	29/11/2019	S68-14 and 15 June 2021	Fall Semester 2021-2022	Spring Semester 2026	10. Other
2. Private University	University of Nicosia	Social Work (1.5 academic years, 90 ECTS, Master(MSc))	24/6/2019	S78-18 January 2022	Fall Semester 2022-2023	Spring Semester 2027	10. Other
2. Private University	University of Nicosia	Social Work (1.5 academic years, 90 ECTS, Master(MSc), E-Learning)	24/6/2019	S78-18 January 2022	Fall Semester 2022-2023	Spring Semester 2027	10. Other



2. Private University	University of Nicosia	Digital Media and Communications (1.5 academic years, 90 ECTS, Master(MA))	30/3/2020	S83-20 June 2022	Spring Semester 2022-2023	Fall Semester 2027	10. Other
2. Private University	Frederick University (Nicosia, Limassol)	Advanced Cosmetic Science and Natural Health Products (3 academic semesters, 90 ECTS, Master (MSc))	29/11/2019	S89-16 January 2023	Spring Semester 2022-2023	Fall Semester 2027	10. Other