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FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

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

Doc. 300.1.1

Date: 5/12/2019

External Evaluation Report

- **Higher Education Institution:**
  AMERICAN COLLEGE

- **Town:** NICOSIA

- **School/Faculty (if applicable):** BUSINESS

- **Department/ Sector:** BUSINESS

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  ΠΤΥΧΙΟ ΣΤΗ ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ

  In English:

  BACHELOR DEGREE IN BUSINESS ADMINISTRATION

- **Language(s) of instruction:** ENGLISH

- **Programme's status**
  New programme: No
  Currently operating: Yes

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016" [N. 136 (I)/2015 and N. 47(I)/2016]**.**

A. Introduction

This part includes basic information regarding the onsite visit.

The site visit at the American College premises in Nicosia took place on December 2, 2019. The Committee met with members of the Governing Board of the college. In particular, the Committee met the Chairman Dr. Marios Americanos, the Head of the Business Department, Director of Research and Chairman of the Internal Quality Assurance Committee Dr. Charalambos Louca, the Distance Learning Administrator and Member of the Internal Quality Assurance Committee Dr. Andreas Petasis, and the Head of the Hospitality and Tourism Department and Member of the Internal Quality Assurance Committee Dr. Constantinos Iacovou.

The Committee also met members of the faculty teaching staff of various disciplines who assisted in the presentation of the program of studies. More precicely, the Committee met Dr. Christina Tsolaki (HRM), Dr. Georgia Thrasyvoulou (Organisational Psychology), Dr. Ifigenia Efthimiou (Mathematics and Statistics), Mr. Martinos Martoudes (Acc & Fin), Mr. Theocharis Millas (Acc & Fin), Dr. Yiannos Rossides (Marketing) and Ms. Chrystalla Kazara (Acc & Fin). The documents that were provided and examined included the Application for Evaluation-Accreditation of the Program of Study, the brochure of the American College of Cyprus, the student handbook, the test for English language examination, and an issue of the "Cyprus Journal of Sciences" which is a peer-reviewed multidisciplinary journal published by the American College.

Furthermore, the Committee interviewed a group of undergraduate students, administrative personnel related to admissions, registration, library facilities, IT and other administration support. Finally, the the Committee visited some of the College facilities. More specifically, we visited teaching areas, the College's library, student meeting and recreational rooms, staff offices and some open areas.

Overall, the internal evaluation 'Application' and associated documents, which were submitted by the American College and examined by us, were considered complete, very satisfactory and illuminating.

B. External Evaluation Committee (EEC)

Name	Position	University
DIMITRIOS KOUSENIDIS	PROFESSOR	ARISTOTLE UNIVERSITY OF THESSALONIKI
DIONISIS PHILIPPAS	ASSOSSIATE PROFESSOR	ESSCA SCHOOL OF MANAGEMENT
CHRISTOS KOLIMPIRIS	ASSOSSIATE PROFESSOR	UNIVERSITY OF WARWICK

DIMITRIOS NTZIMANIS	STUDENT	TECHNOLOGICAL UNIVERSITY OF CYPRUS
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (b) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

  1 or 2:   Non-compliant
  3:   Partially compliant
  4 or 5:   Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- ***The report may also address other issues which the EEC finds relevant.***

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

(ESG 1.1, 1.2, 1.8, 1.9)

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Standards

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

- *The programme of study:*
    - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
    - *is designed by involving students and other stakeholders*
    - *benefits from external expertise*
    - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
    - *is designed so that it enables smooth student progression*
    - *defines the expected student workload in ECTS*
    - *includes well-structured placement opportunities where appropriate*
    - *is subject to a formal institutional approval process*
    - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
    - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
    - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
    - *is reviewed and revised regularly involving students and other stakeholders*

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

You may also consider the following questions:
- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of practical training in the study programme (where appropriate)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
1.1	Academic oversight of the programme design is ensured.	4
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	4
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	4
1.3.2	The programme webpage information and material	4
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	3
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	4
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	3
1.4	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.5	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.6	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	4

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1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:		
	1.8.1	The number of courses	4
	1.8.2	The programme's content	4
	1.8.3	The methods of assessment	4
	1.8.4	The teaching material	4
	1.8.5	The equipment	4
	1.8.6	The balance between theory and practice	4
	1.8.7	The research orientation of the programme	3
	1.8.8	The quality of students' assignments	4
1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.		4
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.		4
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.		4
1.12	New research results are embodied in the content of the programme of study.		3
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.		1
1.14	Students' command of the language of instruction is appropriate.		4
1.15	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.		4
1.16	The learning outcomes and the content of the courses are consistent.		4
1.17	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.		5
1.18	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.		4

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1.19	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	4
1.20	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	4
1.21	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	4
1.22	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	4
1.23	The admission requirements are appropriate.	4
1.24	Sufficient information relating to the programme of study is posted publicly.	4
1.25	The teaching methodology is suitable for teaching in higher education.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The college offers no foundation courses. Students requested that there must be at least one foundation course in Modern Greek Language for international students.

Provide information on:

1. Employability records

There are no employability records available.

2. Pass rate per course/semester

Very few students fail the program. The pass rate per course per semester varies every year however, it is consistent for all courses of the program and there are no significant deviations.

3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS

The in-class and out-of-class workload of the students is balanced and consistent for all courses and corresponds to the respective number of ECTS.

Findings

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

The undergraduate program of Business Administration is a 4-year, full-time program and requires a minimum of 240 ECTS. In general, the program is well structured, its objectives are in accordance with the overall strategy of the college and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are known to the students from the first week of the semester through the course syllabuses, the course outlines, the website of the College and the Moodle electronic platform. In overall, the program seeks to prepare students for leadership roles in profit and non-profit organizations in the global competitive business environment.

The structure and content of the program include an appropriate number of core and elective courses. The Bachelor of Arts in Business Administration (BABA) offers two specializations (majors): in management and in accounting. The program of study consists of 40 courses which are classified into the following categories: (1) General Education courses, (2) Core Business courses, (3) Major Requirement courses, and (4) Free Elective courses. All courses offer students six (6) ECTS. To graduate, students should successfully attend fourteen (14) General Education courses (84 ECTS), twelve (12) Core Business courses (72 ECTS), ten (10) Major Requirement courses (60 ECTS), and four (4) Free Elective courses (24 ECTS). All available courses and their content is communicated to students through the program's website and the Moodle platform.

The admission criteria are adequate. The mix between Cypriot and international students is quite satisfactory. The expected number of Cypriot and International Students in the program of study is 20 students per semester, whereas the maximum planned number of students per class-section is up to 35 students. The countries of origin of the majority of students is Cyprus, India, Pakistan, Nepal and Nigeria.

Quality assurance mechanisms are present and fairly well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study. Moreover, the Head of the programme and of the internal Quality Assurance Committee (Dr C. Louca) is a very dedicated and capable individual, with long expertise and committed to the successful fulfilment of his role.

Moreover, the program of study reflects the four purposes of higher education of the Council of Europe that is, preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, and development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

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

The program of study benefits from external expertise. It is designed so that it enables smooth student progression. In summary, the strenghts of the program are as follows:

1. The American College has a long experience (more than 40 years) in delivering educational programs in business administration. Previous programs were also accredited by the Ministry's former accreditation process.

2. Most of the faculty teaching staff has adequate practical experience which ensures a good balance between theory and practice.

3. Most of the full-time professors are Ph.D holders and well experienced teachers.

4. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.

5. The structure of the program follows the European Credit Transfer System (ECTS).

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

The content of the program could be rebalanced to include more elective courses at the expense of the general education courses. We propose free elective courses that cover topics such as sustainability, digitalization, financial markets and institutions or fintech. This would ensure that the recent educational and societal trends are reflected in the program of studies.

Moreover, the international dimension of the program is rather weak and could be improved by inviting more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations.

Please tick one of the following for:

Study programme and study programme's design and development

Non-Compliant	☐	*Partially Compliant*	☐	*Compliant*	☒

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2. Teaching, learning and student assessment

(ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

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- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- *Are students actively involved in research? How is student involvement in research set up?*
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:    Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	5
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	5
2.3	There is an adequate policy for regular and effective communication with students.	5
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	4
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	4

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2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	4
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	4
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	4
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	5
2.10	It is ensured that teaching and learning are continuously enriched by research.	3
2.11	The programme promotes students' research skills and inquiry learning.	3
2.12	Students are adequately trained in the research process.	1

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Undergraduate students usually do not involve in research.

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

There is a well-structured, effective and well-implemented educational process. The former accreditation of the College by SEKAP guarantees quality in the educational process. There are well-documented academic procedures involving the Head of the Business Department, the teaching staff and the students. The management of the program of study does not encounter any problems whatsoever. The College successfully applies the ECTS.

The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The assessment system is course work (including mid-term examination) 50% and final examination 50% while the passing mark is 50%.

There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and practice, independent study etc). All teaching material is uploaded to the Moodle platform and students have easy access to it. Textbooks are revised regularly and students get the newest editions.

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

The program compares very positively with relevant programs offered in Cyprus and abroad. The intended learning objectives of the program conform to the aims and objectives of the program and they are effectively communicated to the students (e.g. through the course handout). Also, the structure of the program as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.

The Head of the Business Department responsible for the program and the administration team associated to it are experienced and committed to its delivery. The committee feels that the program is fully managed by the academics in charge and there are no inappropriate non-academic interventions. There is also a team of dedicated administrators who are involved in the student support processes (library, student visas and accommodation etc).

Internal quality assurance committees and processes are quite effective. The quality assurance of the program of study is ensured through active participation of the members of the academic personnel, the members of the administrative personnel and the students. The procedure of quality assurance of the program of study is well documented and communicated in the application material and in the presentations which took place during our visit at the college.

The programme is of relatively small size and guarantees a friendly and collegiate environment between students and teaching/ administrative staff. The students interviewed by the Committee said that they are quite satisfied with the quality of the program.

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

The international aspect of the program could be enhanced. The college participates in Student exchange programs with other European Erasmus collaborating institutions, however this possibility has not been fully capitalized.

The links of the college to the local industry/ market could be improved. This could provide students the opportunity to find employment after graduation and would add to the industry/market link of the program. Also, possible internships for current foreign students would add value to the program and would improve the already good reputation of the college in the market.

The programme has a small number (four) of free elective courses that the students can take. This number has to be increased if the programme is to grow in the future.

Please tick one of the following for:

Teaching, learning and student assessment

Non-Compliant	☐	Partially Compliant	☐	Compliant	☒

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3. Teaching Staff

(ESG 1.5)

Standards

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

You may also consider the following questions:

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

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	Quality indicators/criteria	1 - 5
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	4
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialisation	4
	3.2.2 Research and publications within the discipline	3
	3.2.3 Experience / training in teaching in higher education	4
3.3	The programme attracts visiting professors of recognized academic standing.	1
3.4	The specialisations of visiting professors adequately support the programme of study.	Choose mark
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	4
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	4
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	4
3.8	The teaching load allows for the conduct of research and contribution to society.	4
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	5
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	4
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	4
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

The college employs 10 full-time professors and 11 part-time professors. Approximately, 65% of the courses is delivered by full-time staff.

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

During our meeting with the teaching staff we interviewed all full time professors and most of the part time professors. Full-time staff has adequate qualifications. Most of them hold Ph.D degrees from foreign institutions and are active in research (i.e. they all seem to be doing some research, attending conferences and the like, and have a good understanding of the value of doing research for an educational institution). The part time staff splits equally between Ph.D holders and non Ph.D holders. Part-time staff are mainly professionals who bring their experience in class and give the program the required practical orientation. All of the staff has very good English language skills (it seems that all but one are Cyprus nationals).

In addition, they seem to be pleased with their salaries, working conditions and the overall College working environment. They all appear to take teaching seriously and many of them have long presence in the college (+10 years). The staff is categorized into the standard four academic ranks and promotion is based on teaching performance, research performance and administrative work. The college is supportive to research and offers initiatives for faculty members in case of research performance, (reduction of teaching load, recognition etc.). Moreover, the college publishes the "Cyprus Journal of Sciences" which is a peer-reviewed academic journal and faculty members are encouraged to submit their research for publication to the journal.

Also, full-time staff seem to be in regular contact with other professors from institutions abroad and there are several visits by foreign faculty who give research seminars in the context of staff development. In addition, the involvement of the teaching staff in research activities implies travelling abroad and interacting with their communities, so lectures seem to be connected to their respective academic communities.

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

There appears to be a good balance between young and experienced faculty members. The faculty seems to be well integrated and on good working terms. The experienced faculty have been with the College for a long time, which implies a good working environment that is beneficial to the program.

Furthermore, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a good process of evaluation of the faculty by both students and the Head of the Department. Moreover, faculty members are asked to evaluate their own courses and revise their teaching material. This was often reported and mentioned during our field visit.

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

The college has not invested in resourses that could help the faculty to conduct quality research. The acquisition of some databases (i.e., Bloomberg, WRDS, etc.) would enhance and intensify the research activities of the faculty.

Moreover, the college should pursue to reguarly conduct research seminars in which faculty members could present research papers to others in order to discuss them, a practice that is likely to improve the quality of the research. These initiatives could be undertaken not only within the college but also together with other Cypriot Universities and Colleges (sharing of seminar email lists, organization of joint research seminars etc.).

Please tick one of the following for:

Teaching Staff

Non-Compliant	☐	*Partially Compliant*	☐	*Compliant*	☒

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4. Students

(ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)? How/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*

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- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	4
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	5
4.3	The programme's evaluation mechanism, by the students, is effective.	4
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	3
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	4
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	4

| 4.9 | Students are satisfied with their learning experiences. | 4 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

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

The evaluation committee met with five students and we asked them about their experiences, and what they liked and disliked as well as what they think could be improved at the college. In general we noticed that the students, both Cypriots and foreigners, were quite unresponsive. When we asked open questions about their experiences and what they would improve either in terms of the program or in terms of the infrastructure (we assume from our own experience that there is always room for improvement), the answer was not directly given. Rather, we had to actively aid them to say something, but again the answers were "everything is perfect" or "nothing is to be improved". This could very well be because indeed the College offers the students a nearly perfect experience but it could also demonstrate underdeveloped critical thinking and reflection. The latter driver is a point of concern, if indeed it is present.

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

We find that the American College is very student-oriented. Both management and teaching staff listen to students and have institutionalized the listening to the student needs. This pertains to offering courses in the afternoon and evening so that students who work next to their studies can attend courses and obtain their degrees successfully. It also appears that this concern for student needs has resulted in revising the program of studies to offer specialization in accounting and management.

As far as students from foreign countries are concerned, it appears that the American College reaches out to help them in the best possible way e.g. regarding the visa application and renewal process, accomodation etc. Also, since these students often face more difficult economic conditions compared to the local students, there is financial aid in terms of more instalments and discounts when paying student fees.

The students are well taken care of by the College. For example, there is individual feedback by the teaching staff (an advantage of a small program) and close contact relations of the administrative staff with the students.

In addition there is an evaluation on behalf of the students and the issues raised are considered seriously by faculty and administration.

The College takes all the necessary measures to ensure that there is a good interaction between local and foreign students.

The institution seems to perform well as the local students think they obtain good-quality education for their employability in Cyprus. The same applies to the foreign students in their home country.

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

In our interview with the students we asked for the reasons why the American College is an institution where students would like to study. The responds that we got were that students find it is easy to combine their studies at the College with work, and that the program is cheaper than other comparable programs offered by Cypriot Universities and colleges. Although these reasons may be acceptable or welcomed by present students, it could flag up areas of concerns. These factors however could be issues that the college can work on and develop in the future.

It seems that the College is not very selective in its admission criteria: All students who want to study at the American College and whose qualifications are sufficient (i.e. having a High School degree and some fluency in the English language) could do that. We noticed that there is no interviewing process for admissions. This could be beneficial for at least two reasons. First, including an interview in such an institutionalized process could help the College to learn about soft facts that are not apparent in CVs about a certain "fit" between the student body and the "culture" of the College. Second, admissions based on interviews (they could be undertaken online via skype for foreign students), could result to a body of students that has a diversity of experience, background and culture.

Please circle one of the following for:

Students

Non-Compliant	☐	*Partially Compliant*	☐	*Compliant*	☒

5. Resources

(ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
  * Physical resources: premises, libraries, study facilities, IT infrastructure, etc.
  Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant

3:          Partially compliant

4 or 5:   Compliant

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	Quality indicators/criteria	1 - 5
5.1	Adequate and modern learning resources are available to the students.	4
5.2	The library includes the latest books and material that support the programme.	4
5.3	The library loan system facilitates students' studies.	4
5.4	The laboratories adequately support the programme.	3
5.5	Student welfare services are of high quality.	4
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	4
5.7	Suitable books and reputable journals support the programme of study.	4
5.8	An internal communication platform supports the programme of study.	4
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	3
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	4
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Findings

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

During our visit to the two buildings of the American College in Nicosia (the blue and the red building), we were able to look at the premises of the College, including a visit to the cafeteria, the library (and interaction with librarians), classrooms, staff offices, and some common areas. We also spoke with the Head of the Business Department and

the Chairman (owner) of the institution to understand their views on resource allocation among the various College programs.

Our general impression is that all the resources are in place and functional, and that they are managed by a committed administrative staff that is well aware of what happens at the college. All staff also have very good English language skills.

We believe that the involvement of teaching staff in the management of financial resources regarding the program of study is limited. The teaching staff is not very involved in administrative matters beyond the organization of their own courses. This could be good because it allows them to have more time for research. On the other hand, the lack of formal authority over financial resources could be disadvantageous for a student-oriented program of studies (according to the DIPAE guidelines). However, we were informed that there is a number of mechanisms that allows for feedback and empowerment of the faculty (e.g. regular faculty meetings, the evaluation of their own courses).

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

It seems that overall and compared to the other programs offered by the College, the BABA is a well-resourced and prominent program. The Chairman (and owner) in general stated that despite the fact that the American College is a for-profit organization, he has always been willing to invest much into the sustainability and the development of the College. This is quite evident by the fact that the College operates profitably for the last fourty years.

A great deal of investment is regularly taking place to improve computer labs, teaching rooms and other facilities of the College. Moreover, the owner appears to be eager to invest in human capital since the technical staff of the college that we met during our visit, is highly skilled and experienced.

We also noticed a high level of involvement of the administrative staff (though a low level of engagement of the faculty). Many of the current employees have been with the College for more than ten years. This continuity, level of experience and knowledge are important assets for the College and certify that it is a good employer.

In our meeting with the management team of the program we understood that there is a strategic vision for the future of the program. All persons involved in the development of the program have the perception that things should be balanced between doing everything needed at an operational level and applying a strategic plan for the future which involves the application of procedures for improving the quality of the program, increasing the intake, hiring new faculty, crafting collaborations and partnerships, intensifying research etc.

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

We believe that premises are in good shape but they could be modernized here and there. For example, the students complained about the cafeteria which operates with vending machines and offers small variety of food and beverages.

Moreover, the students complained about the software which in some of the labs is quite old. During our visit to the computer labs we noticed that while there are some labs which are fully modernized, there are still some labs that have PCs operating the Windows 7 system. When we asked the owner about this, he assured us that the College is in the process of upgrading its software and that in the near future all computer labs will be renovated.

There seem to be enough books in the library however, many of the existing books are not updated with the most recent editions.

The Moodle online platform could be used with more of its functionalities (e.g. uploading of student theses),

Please circle one of the following for:

Resources

Non-Compliant	☐	*Partially Compliant*	☐	*Compliant*	☒

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6. Additional for distance learning programmes

(ALL ESG)

Standards

- **The distance learning methodology is appropriate for the particular programme of study**.
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:        Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	Choose mark
6.2	The teaching e-learning material takes advantage of the capabilities offered by the virtual and audio-visual environment (simulations/ virtual environments, problem solving scenarios, interactive learning and formative assessment games).	Choose mark
6.3	The expected learning outcomes and distance learning processes aim to develop higher cognitive and research skills, as well as specialised knowledge, according to the European Qualifications Framework (EQF).	Choose mark
6.4	The distance-learning programme of study supports the development of students' research and cognitive skills.	Choose mark
6.5	The institution safeguards and assesses the interaction:	
	6.5.1 Among students	Choose mark
	6.5.2 Between students and teaching staff	Choose mark
	6.5.3 Between students and study guides/material of study	Choose mark
6.6	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	Choose mark
6.7	Research background and experience of the teaching staff is adequate.	Choose mark
6.8	Training, guidance and support are provided to the teaching staff through appropriate procedures.	Choose mark
6.9	Student performance monitoring mechanisms are satisfactory.	Choose mark

6.10	Adequate mentoring by the teaching staff is provided to students through established procedures.	Choose mark
6.11	The unimpeded distance learning communication between the teaching staff and the students is ensured.	Choose mark
6.12	Assessment consistency is ensured.	Choose mark
6.13	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	Choose mark
6.14	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	Choose mark
6.15	The supporting infrastructures are easily accessible.	Choose mark
6.16	Students are informed and trained with regards to the available educational infrastructure.	Choose mark
6.17	Procedures for systematic control and improvement of the supportive services are set.	Choose mark
6.18	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	Choose mark
6.19	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	Choose mark
6.20	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	Choose mark
6.21	Students' weekly assignments are appropriate for the level of the programme.	Choose mark
6.22	Feedback on students' assignments is regular through concrete and published procedures.	Choose mark
6.23	The quality of students' final exams is ensured and evidenced.	Choose mark
6.24	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	Choose mark

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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Provide information on the following:

1. **Assessment of the interaction (among students, between students and teaching staff, between students and study guides/material of study)**

Click or tap here to enter text.

2. **Student-centered teaching and learning**

Click or tap here to enter text.

3. *Training, guidance and support provided to the teaching staff*

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

Please tick one of the following for:

Additional for distance learning programmes

Non-Compliant	☐	Partially Compliant	☐	Compliant	☐

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ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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7. Additional for doctoral programmes

(ALL ESG)

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
    - *the stages of completion*
    - *the minimum and maximum time of completing the programme*
    - *the examinations*
    - *the procedures for supporting and accepting the student's proposal*
    - *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
    - *the chapters that are contained*
    - *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - *the minimum word limit*
    - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*
    - *reports per semester and feedback from supervisors*
    - *support for writing research papers*
    - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

You may also consider the following questions:

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

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Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant

3:        Partially compliant

4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	Choose mark
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	Choose mark
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	Choose mark
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	Choose mark
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	Choose mark
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	Choose mark
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	Choose mark
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	Choose mark
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	Choose mark
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	Choose mark
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	Choose mark
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	Choose mark
7.13	There is a clear policy on authorship and intellectual property.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

Please tick one of the following for:

Additional for doctoral programmes

Non-Compliant	☐	*Partially Compliant*	☐	*Compliant*	☐

8. Additional for joint programmes

(ALL ESG)

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	Choose mark
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	Choose mark
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	Choose mark
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	Choose mark
8.5	The joint study programme is based on the needs of the target group and of the labour market.	Choose mark
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	Choose mark
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	Choose mark
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	Choose mark
8.9	The partner universities ensure the economic sustainability of the joint study programme.	Choose mark
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	Choose mark
	8.10.2 The collaboration between/among the institutions delivering the programme	Choose mark

8.11	The jointness of the programme development is effective.	Choose mark
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

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Additional for joint programmes

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Conclusions and final remarks

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

Findings and strengths:

-A well-structured and organized program following the ECTS standards.

-The program of study is well-designed and delivered in line with its objectives and the College's strategy.

-Management, teaching and administrative staff committed to the delivery of the program.

-A well-resourced program.

-The process of teaching and learning supports student needs and development.

Areas of improvement:

-Research can be intensified.

-Internationalization could be improved (primarily through student exchange).

-Intensify links with the industry

D. Signatures of the EEC

Name	Signature
DIMITRIOS KOUSENIDIS	
DIONISIS PHILIPPAS	
CHRISTOS KOLIMPARIS	
DIMITRIOS NTZIMANIS	
Click to enter Name	
Click to enter Name	

Date: Click to enter date