Doc. 300.1.2

Higher Education Institution's Response

- **Higher Education Institution:**
University of Nicosia

- **Town: Nicosia**

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

  In Greek:

  Βιολογία του Ανθρώπου (4 έτη, 240 ECTS, Πτυχίο)

  In English:

  Human Biology (BSc, 4 years, 240 ECTS)

- **Language(s) of instruction: English, Greek**

- **Programme's status:** Currently Operating

- **Concentrations (if any): N/A**

  In Greek: Concentrations
  In English: Concentrations

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*

- *In case of annexes, those should be attached and sent on a separate document.*

Introduction:

We would like to thank the members of the External Evaluation Committee (EEC) for their professional and academic approach during the on-site evaluation of the programme and for producing a detailed and professionally written evaluation report. We highly appreciate the EEC's constructive comments and recommendations for further improving our programme. This evaluation indeed adds value to our programme taking into consideration the EEC's members' expertise in the subject and/or related areas.

Below you will find detailed responses to all recommendations whilst the findings of the EEC have been summarized. Any comments coming directly from the EEC are shown in *italics.*

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

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 Human Biology programme has been considered to be fully compliant in all criteria of this section.

The EEC has confirmed that '*the University of Nicosia generally follows all European guidelines and that it occupies considerably high places in various international rankings'*. The EEC has further confirmed that '*the content of the overall courses is adequate and reaches the required academic level'*. Finally, the teaching personnel has a considerable number of years of experience in teaching.

Strengths

1. The University shows pride in its strong internationalization policy with respect to relationships with HEI's as well as student recruitment

2.The Human Biology Programme was established recently and has already shown its viability through several years of operation

3.The Programme has been designed to appeal to students through the offering of a balance of biology and medicine preparatory courses together with courses on sociological, societal and humanitarian aspects. The programme is unique to Cyprus and the Human Health track is designed to be unique in Cyprus and Greece and is very competitive in the region.

4.Quality assurance is an essential policy of the University of Nicosia and involves updating the level of teachers and regularly monitoring the level of learners.

5.The teaching personnel is of high quality regarding experience in education.

6. *The infrastructure is adequate to allow students to progress in their study.*

7. *All information including ECTS and learning outcomes regarding the programme is publicly available on the internet.*

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.

1. *The information about career possibilities could be improved. It is nowadays very important for students to know what their prospects are when they have successfully passed this program. The description is rather global.*

Recommendation: Mention Master's studies by name at the University of Nicosia and in Cyprus for which this BSc forms an excellent basis.

Response/Action: The MSc is now mentioned in the Human Biology student handbook (extract shown in Appendix I). Further, a clear link is now visible on our website as well (https://www.unic.ac.cy/human-biology-bsc-4-years/).

2. *The theoretical content of the programme seems to be mostly focussed on the biology of the organism with less attention given to the interaction of the organism with the environment.*

Recommendation: The course on epidemiology is now elective, but it would be more appropriate to turn it into a regular course.

Response/Action: We have reviewed the environmental component with our Ecology Lead, Dr Charalambidou. Although at this point, we would prefer to keep the epidemiology course as an elective, we have identified some courses that we may strengthen/incorporate the epidemiological/environmental component. Those include:

Section A: Required Courses

- BIOL-221: Human Nutrition (diabetes, heart disease, cancer etc)

- BIOL-232 Biostatistics (uses examples from Biological Sciences)

- BIOL-232 Human Molecular Genetics (population genetics, cancer genetics, genes of disease etc)

- BIOL-301 Developmental Biology and Human Embryology (developmental disorders etc)

- BIOL-303 Human Biological Variation (Calculate allelic, genotypic, and phenotypic frequencies based on population data in cases of Hardy-Weinberg equilibrium and of deviations from it, anemias, genetics of blood group systems / diseases etc)

- BIOL-371 Drug action and toxicology (principles of therapeutics; bioactivation; sex differences; age-dependence etc)

- BIOL-323 Molecular Basis to Health and Disease (specific examples the molecular and biochemical bases of gene and protein function in major human genetic disorders etc)

Please keep in mind that our students can choose a thematic area (other than Public Health) but they still have to take 2 courses from the other thematic area (4+2) so most of our students will select the epidemiology course as well. Below we indicate the relevant courses in Section B.

Section B: Elective Courses (Human Health)

BIOL-443 Epidemiology

BIOL-444 Public Health Nutrition

BIOL-451 Environmental Health

Further, we have identified two more courses from the Cell Biology Theme that may incorporate epidemiology.

Section B: Elective Courses (Cell Biology)

BIOL-414 Cell growth and Cancer

BIOL-481 Virus and Human Diseases

3. *Student progression statistics is not available.*

Recommendation: Increase information on actual student progression at least to the evaluators if not publicly, the level of success and drop-out rates.

Response/Action: Every Semester the registrations are monitored and any students that have not registered are followed up by academic advisors. A relevant report is communicated to the Department every Semester. The failing rate is on average 8.47%.

4. *Enhance the impact of student feedback.*

Recommendation: Share feedback from the student cohorts already graduated from the programme.

Response/Action:

Feedback from Current Students:

1. Regarding Student surveys (for faculty evaluations), these are conducted every semester and students' feedback is shared with all relevant stakeholders i.e. lecturer, Programme Coordinator, HoD, Dean of School and the Rectorate for reviewing and taking corrective actions where needed (Appendix IIa).
2. For the past 10 years the Department of Student Affairs has been conducting a student satisfaction survey, which focuses mainly on the administrative component (Appendix IIb).

Feedback from Graduates:

1. The Department of Student Affairs is setting-up a system by which information from our graduates can be collected.

Importantly, student feedback is highly valued as it is linked to many University processes including ranking and promotion, annual faculty evaluations and tenure.

5. *Much of the quality assurance implementation depends directly on the local faculty and administration.*

Recommendation: Introduce more transparency and openness to external advice, such as institution of formal external examiners for the individual courses and the Programme overall.

Currently we follow an Internal Programme Evaluation Process (IPEP) which is initiated 2 years after the accreditation of a programme by the Cyprus Quality Assurance and Accreditation Agency (DIPAE). It is a 2-year process and is completed 1 year before the 5-year DIPAE accreditation of the program expires, which is within the timeframe for submitting the programme for re-accreditation. The process is initiated at the beginning of October of an academic year.

Notably, the Department to which the programme belongs appoints both an Internal Team of Reviewers (ITR) and an External Team of Reviewers (ETR):

The ITR includes:

- 2 senior TRF from the programme (excluding the co-ordinator); one is appointed as chair
- 1 student from the programme

The ETR includes

- 1 faculty member from another University who is an expert in the programme area
- 1 industry expert (where applicable)

Appendix III provides an extract from Chapter 3 of our Internal Regulations that describes the process in detail.

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

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 Human Biology programme has been considered to be fully compliant in all criteria of this section.

The EEC has confirmed that '*the process of teaching and learning is in line with the European standards and all procedures discussed at the onsite meetings are typical for the university practice in the EU'*. The Committee also noted that the Human Biology programme uses modern and student-centred ways of teaching and learning and that most teaching personnel has a long experience in this direction. Further, students are taught in small groups and are continually monitored and are assessed by various accepted methods. The EEC also commented that students provide feedback both officially (low response rate noted) and unofficially.

The EEC also noted that there is some overlap between courses, which is needed. Further, they commented on the satisfactory integration of practical skills noting the 4th year project.

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

1. *Students are educated in both theoretical and practical aspects of Human Biology.*

2. *Modern student-centered methods are used in teaching.*

3. *Teaching is done in relatively small groups (30-40 student on the Programme, 20 students max per class session, small practical groups) allowing to build a teacher-student relation of trust and mutual respect and allows teachers to closely monitor the progress of the students. The students report feeling being heard, taken care of, and overall given enough personal attention.*
4. *Student assessment methods are in place and well aligned with the learning objectives of the programme.*
5. *There is an adequate part of the education devoted to develop lab skills and perform research, which is evidenced by the presence of two well developed research projects in the 4th year.*

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.

1. *Students are educated in various competencies like knowledge, lab skills, academic writing and presenting, critical thinking, professional behaviour (give and accept feedback). It seems that progress is monitored mainly by the teachers in close contact with the students.*

Recommendation: it would be advisable to install a system by which the progress on different competencies over time can be followed.

Response/Action: We have a matrix in place that allows for the monitoring of expected competencies in our program (Appendix IV). Using this matrix, competencies are evaluated in the subsequent courses.

2. *Presently all assurance of teaching and assessment quality lies with the lecturers and the common practice is that the "Greek" and "English" course organizers use each other's advice as the main source of external support and control.*

Recommendation. It might be advised to institute more formal methods of quality assurance and approval via, for example, larger bodies, such as exam and curricular boards comprised of local faculty, as well as attraction of external examiners from other universities in Cyprus and EU.

Response/Action: The University assessment system at the University but also in general in Cyprus does not utilize external evaluators. Having said that, we do use internal evaluators for our programme.

Specifically, the University is subject to Internal Quality Assurance carried out by the University Internal Quality Assurance Committee (UIQAC), the composition, processes and responsibilities of which, were recently updated to reflect the newest version of the European Standards and Guidelines of 2015 (ESG 2015). The UIQAC through its subcommittees, assures quality at an institutional, departmental and programme level. The University of Nicosia Internal Quality Assurance Committee (UIQAC) comprises of the following members:
- The Vice Rector for Academic Affairs: Chair (1)
- One TRF representative from each School holding the rank of at least Assistant Professor (6)
- One faculty member holding the rank of at least Assistant Professor, who is actively involved in the delivery of Distance Learning programmes/courses (1)
- One staff representative – appointed by the chair (1)
- The Head of Quality Assurance of the Medical School of the University (1)
- Two student representatives (one 1st Cycle student and one 2nd Cycle student) (2).

Further, the Departmental Internal Quality Assurance Committee ensures the QA at programme level. The Departmental QA committee is composed of:
- Head or Associate Head of the Department
- One faculty member, preferably with experience in quality assurance processes
- One student representative (1st Cycle) in the 3rd year of studies.

Notably, students as well as external experts (from academia and industry) support the the IPEP process (Appendix III) described above.

3. *The officially requested feedback from the students to the University has a low response (10-15%).*

Recommendation: Part of the time of regular teaching activities should be dedicated for registering feedback by the students. This will improve the response.

Response/Action: We agree and we will try to increase the response rate. To that end, we have added a new feature on the portal and students cannot proceed if they do not answer the questionnaire.

4. *Feedback to the students presently relies almost exclusively on the initiative of individual lecturers*

Recommendation: Implement a central policy on feedback to students.

Response/Action: We would like to clarify that the feedback provided to students is actually not just on the initiative of lecturers but it is obligatory. Each course must include continuous assessment (Midterm, Feedback to assignments and quizzes, feedback during labs, feedback in the classroom) as well as a final assessment. Further, every Semester and as part of the registration process, the students are advised on course registration depending on their performance. This role is performed by Academic Advisors as well as the Programme Coordinator.

5. *Although the students do a substantial number of in lab hours, further strengthening of laboratory practice is recommended as many courses in the Programme assume familiarity with lab equipment and modern lab methods.,*

Response/Action: Most courses have hands on experience and demonstrations and as such we believe that our students have sufficient laboratory exposure.

6. *Most of the delivery of the course teaching and assessment lies on the shoulders of the lecturers who are also course organizers. They carry most of responsibility for material selection, ensuring quality, resolving overlaps and performing all student assessment. Typical teaching load is 15 hours per week, which leaves little time for research and postgraduate supervision.*

Recommendation: Focus on balancing the teaching-load of individual staff.

Response/Action: The University offers other motives and support to promote research. This includes a research time-release scheme that faculty may apply for. Specifically, the teaching load for professors is 6 hours per week (5 professors) whilst all other faculty usually get 6 hours time-release bringing their load down to 9 hours per week (4 Associate, 5 Assistant and 1 lecturer).

7. *Thesis projects are given to the individual students based on their total academic performance. However, some students might be talented in the laboratory and the research field or/and in specific courses but not have the highest grade among all the students. Therefore, they might lose the opportunity to have an experimental thesis project and work in a laboratory, which may affect their further studies since they will not have the required experience to proceed for a research Master's or PhD degree. An experimental research project will prepare them better for their future studies and for their career - if they are interested in a career in research-.*

Recommendation: An alternative way could be to give the thesis projects to the students, based on the academic performance on the specific subjects, which are related to the thesis project that they are interested in. Moreover, for the experimental thesis project, it might be a good idea to select the students based on the performance in the laboratory classes, too. If resources allow, an even better solution would be to offer experimental laboratory projects to all interested students.

Response/Action This is a good suggestion. To facilitate the process of project selection our faculty submit a form with project details. We have adapted the form submitted by the lecturers to the course lead to include the methodology (Appendix Va). The supervisor may now include the courses where the students was taught the technique(s) necessary for the project and performance on the specific courses will be taken into consideration as well. The student form has also been adapted to include the grades of required courses (Appendix Vb).

We prefer that we have a variety of projects. This is due to the fact that as biology and computational biology are advancing there is a lot of work in a non-lab-based format.

3. Teaching staff
(ESG 1.5)

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 Human Biology programme has been considered to be fully compliant in all criteria of this section.

The EEC commented that *'the recruitment of teaching personnel follows standard procedures shown to be effective'* whilst the ratio of FT to PT faculty is at an acceptable level. The EEC further noted that the ratio of teachers/students is kept low and is now about 1/20, which is very good and allows high quality monitoring of student progression. Notably, the teaching staff on the Programme generally meets all the requirements and standards for HEIs in EU. All teaching personnel has research experience and some of them are involved in international projects. The minimal involvement in research is by posting and executing a student research project for 4th year students.

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

1.The small size of the Programme and excellent teacher to student ratio is one of the major strengths of this Programme.

2.The small size of the Department and proposed new School ensures that all faculty have an opportunity to communicate and collaborate closely with each other.

3.The university makes effective use of adjunct staff members. Teaching personnel has the required academic qualifications and teachers have on average already ample experience in teaching and in applying modern teaching methods.

4.   There is a system in place for schooling of teaching personnel (life-long learning) which is needed to keep the content of the programme up-to-date.

5.   The teaching personnel is involved in research, which benefits the renewal of programme contents.

6.   The University puts emphasis on the ability of its faculty to conduct research and publish and has a scheme of teaching load relief, provided the faculty obtains grants (from 15h/week to 9h/week).

7.   Members of faculty actively involve their undergraduate and Master's level students in conducting research.

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.

1. *Based on the publication lists of the teaching personnel, the output in research is rather limited.*

Recommendation: It could be evaluated if allowing more time on research for some teachers would be beneficial for (parts of) the programme Human Biology. Further reduction of teaching load by hiring additional faculty members might be considered to improve this situation.

Response/Action: As mentioned above UNic offers other motives and support to encourage research such as research time release. Further, we implement a research recognition policy where faculty are rewarded for research achievements. As aforementioned, ,ost faculty apply and obtain research time release (6 hours per Semester). In fact, Professors only teach 6 hours per Semester while the rest of the faculty teach 9 hours.

2. *Presently, teaching staff on the programme seems largely mono-national, with most, if not, faculty members being born in Cyprus or Greece.*

Recommendation: Increase proportion of international members of staff to diversify the faculty in general and make the university more attractive to the international students.

Response/Action: It is the policy of the University that positions are advertised in various platforms internationally and we hire the best applicants. This may not be reflected here but in other programmes we have faculty from all over the world.

3. *Student feedback on faculty performance is generally unavailable to the evaluators and does not seem to play any major role in the faculty assessment and progression.*

Recommendation: General strengthening of the student feedback is very much recommended.

Response/Action: Student feedback (Appendix IIa) is available to the Head, Dean and the Rectorate. University evaluation and promotion processes also require that faculty submit student evaluations. Specifically, the ranking process requires from faculty members to submit their student evaluations together with all other documents and as such is considered in faculty progression. Other processes include tenure applications as well as the annual faculty evaluation processes.

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

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 Human Biology programme has been considered to be fully compliant in all criteria of this section.

The EEC commented on the fact that '*the University of Nicosia has a clear regulation regarding admission of students and this information is explained in the application and available on the internet'*. Further, the EEC commented on the support provided to students in general and international students in particular in regards to accommodation as well academic support via the Departments of Academic Affairs and Academic Advising. Finally, in regards to graduation, the EEC noted that the maximal term is 9 years and that certification is accompanied by a diploma supplement in line with international standards.

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

1. *The Programme Human Biology is unique in Cyprus and Greece and attracts many potential students.*
2. *The admission criteria are in place and have been published on the internet.*
3. *There is assistance for students regarding the admission and housing.*
4. *Prior-education is well taken into account in the admission process.*
5. *Student progression and education success are closely monitored by teaching and administrative personnel.*
6. *There is ample assistance for students with (learning) disabilities. Students generally find themselves well supported and report being treated informally and personally. They appear to have enough access to their teachers and administrators, who are available outside of hours for support and communication.*
7. *The certification of the University of Nicosia, including the programme Human Biology, gives access to international follow-up studies.*

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.
 1.Incidentally, the existence of two streams of student progression monitoring might be also a weakness. Lecturers and teaching staff in general appear not to be fully aware of the central administrative system of monitoring and support provided by the Academic Affairs and Advising departments, possibly, because the two are fully centralized and service all Schools apart from Medical School, MBA, etc. who have their own bodies. As the university grows, decentralization of these services might be advisable to reduce separation between the faculty and administrative staff. The university generally failed to provide any information on the rate of failing, withdrawing and interrupted students, which is clearly a sensitive matter for the administration.

Recommendation. More transparency on these performance indicators can be recommended to go forward.

Response/Action: Currently, the number of students allows for close monitoring from the Coordinator and Head of Department. Further, students also have a faculty member as their advisor whom they can meet and discuss their options before registration. As the EEC also noted, there is an already established process, by which the Academic Advisors identify at the end of the semester all low-performing students (i.e. students with GPA less than 2.0). These students are then contacted by the Academic Advisor assigned to them, and are offered extra help and tutoring hours by the University's Student Success Center. Currently, we are making an effort to decentralize the process by working in close contact with Academic Advisors (this role is undertaken by the Programme Coordinator).

Further, the student dropout percentage of Human Biology programme of study is 17%.

Note: As per UNIC's relevant rules and regulations, students can complete a 4-year bachelor's degree within 9 years thus for calculating the dropout percentage, past semesters were taken into consideration, excluding students who study part-time, deferred their studies and plan to continue later on.

2. Currently, students have to choose their programme of study right from the outstart and the possibility of transfer is very low due to significant differences between the BSc programs.

Recommendation: More flexibility could be recommended to improve the student experience.

Response/Action: We do offer the possibility of transfer between programs. There is overlap between courses taken and as such some (if not all) courses may be transferred and given credit. Usually transfers happen within the first year where overlap is more prominent so the student does not lose a lot of time.

Further, an undecided student can also register for general electives or for courses such as English language or computers in their first semester and they can decide their major during the second semester. Most of these general electives may be transferred to their programme of choice once they register for one.

5. Learning resources and student support
   (ESG 1.6)

The Human Biology programme has been considered to be fully compliant in all criteria of this section.

The EEC noted that '*teaching and learning environments are adequate for a modern university, follow all EU standards and certification procedures and are highly appreciated by the students'*. The EEC further commented that *'the University has generally a very modern campus which is outfitted with a variety of auditoriums of variable size from large lecture rooms to small group study rooms'*. The EEC also noted that the University of Nicosia and the Human Biology programme follow an open-door policy for students and that the students have access to excellent Wi-Fi facilities. Finally, regarding the library, every semester teachers can report their suggestions for new books or new editions to the Library. However, the course descriptions do not refer to the latest editions of study books.

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

1. *One of the clear strengths is the novelty of facilities, buildings and material resources overall. The university campus is well designed and, compact due to be being built on purpose in the suburban area.*

2. *The students have nearby dorms and residences, which are also modern and well designed. Infrastructure for the support of studies, e.g., athletics facilities are also present.*

3. *Good Internet connection at many teaching facilities.*

4. *Students report being well supported for studies and in case of any special needs. The overall atmosphere appears to be informal and personal, which improves student wellbeing and satisfaction of studies. International students report welcoming atmosphere and report no xenophobia.*

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.

1.   *Although it was mentioned that the library is updating regularly the books, from the course descriptions this is not clear. Part of the explanation may be that the library puts priority in acquiring e-books and online materials. It should be mentioned, however, that the current trend worldwide is that the students less and less use printed books and standard libraries and more and more rely on electronic resources and internet.*

Recommendation. If financially feasible: an update of study books with latest editions.

Response/Action: UNIC Library and Information Centre has a strict policy for ordering the latest editions for all books, both electronic and print, which are determined in consultation with each School's Academic department and programme coordinator. All book orders are based on each faculty's course syllabi which lists required and recommended readings for that course. We have a very large collection of electronic material which is due to our policy of ordering electronic versions of the required and recommended readings in addition to the required print books.

We will submit updated course syllabi to the library and any missing books will be ordered in due time and as the budget allows.

2.   *Student support fundamentally is the responsibility of the teaching staff. Although the administrative staff mentioned dedicated tutoring for students failing in their academic progression, it is not clear if these are delivered by extra or the main teaching staff. When encountering problems, such as ill health and failure to submit on time, students resort mostly to contacting their lecturers directly, which means that teaching staff have to deal with these issues outside of their formal teaching time.*

Recommendation: More diverse forms of administrative support, closer to the specific School and department needs can be expected to relieve the unnecessary work-load on the teaching staff. It could be recommended that the University provide more anonymous feedback on the issues associated with xenophobia and racial discrimination.

Response/Action: One of the strengths of our programme is the support the students get from the faculty directly. In addition to the academic support there is also administrative support as for each Department/Programme a dedicated advisor facilitates the process of advising.

We are an international organization with students and faculty from over 70 countries. We work in a multicultural environment. The University is very sensitive with issues of xenophobia and discrimination.

6. Additional for doctoral programmes
(ALL ESG)

N/A

7. Eligibility (Joint programme)
  (ALL ESG)

N/A

B. 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.

We thank the EEC for recommending accreditation of the Human Biology programme. The EEC noted that, 'in this report a few recommendations have been posted. These have to be regarded as advice and should not prevent accreditation has been considered to be fully compliant in all criteria of this section'. Still, as demonstrated in the report above, the program Coordinator and the faculty members of the Department of Life and Health Sciences of the University of Nicosia involved in developing and implementing the BSc in Human Biology, having thoroughly considered the EEC's constructive feedback have taken immediate action to adopt the EEC's recommendations.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Kyriacos Felekkis	Acting Dean, School of Life and Health Sciences	
Dr Eleni Andreou	Acting Head, Department of Life Sciences	
Dr Stella Nicolaou	Coordinator of Human Biology BSc	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 21/06/2021

APPENDIX I: Extract from the Human Biology student Handbook

Career Prospects

On the basis of the major course requirements and the combination of elective courses, upon graduation you will have the potential to follow a career:

• In a scientific and/or medical research environment.

• In any Biomedical/Biosciences related diagnostics laboratory (public or private). You will also be able to enter a wide variety of occupations including teaching and those occupations (administrative and research) concerned with Health such as those at:

• Government Offices (Ministry of Health); the EU,

• Local Health authorities and NGOs,

• Private industry (i.e. pharmaceutical companies),

• Health insurance companies/health service providers,

• Charitable or International Health Organisations (i.e. the WHO, the Red Cross, etc.). Knowledge in biology and culture, human health and diseases are essential for professionals working in the latter posts in order to be able to confront the challenges and issues on health education, provision of health services, health policy and health advocacy in Cyprus and the European Union.

If instead you are interested to continue with graduate studies, you will be qualified to study towards an M.Sc. or Ph.D. in a large number of areas, for example, in Cell and Molecular Biology, Genetics, Public Health etc. and others related to Health Sciences or Behavioural Sciences. You will also be qualified to study for Medicine, Dentistry or other Paramedical Degrees. The University of Nicosia also offers an MSc in Biomedical Sciences which (https://www.unic.ac.cy/biomedical-sciences-msc-1-5-years-or-3-semesters/) may be followed to further your studies.

APPENDIX IIa: F2F Student Intranet – Faculty Evaluation

Question Number	Question Code	English	Greek	Question Type (Lecturer/ Course)
1 A1		Does he/she follow the course outline?	Ακολουθεί το διάγραμμα του μαθήματος;	L
2 A2		Does he/she present material in a well organized fashion?	Παρουσιάζει την ύλη του καλά οργανωμένη;	L
3 A3		Does he/she use enough examples or illustrations to clarify material?	Χρησιμοποιεί αρκετά παραδείγματα για να παρουσιάσει με σαφήνεια την ύλη;	L
4 A4		Is he/she helpful when students have difficulties?	Είναι βοηθητικός όταν οι φοιτητές έχουν δυσκολίες;	L
5 A5		Is he/she enthusiastic about the subject taught?	Διδάσκει το θέμα του με ενθουσιασμό;	L
6 A6		Does he/she make students feel free to participate?	Ενθαρρύνει την ενεργό συμμετοχή των φοιτητών στο μάθημα;	L
7 A7		Does he/she stimulate thinking and interest in the subject?	Διεγείρει τη σκέψη και το ενδιαφέρον των φοιτητών για το θέμα;	L
8 A8		Does he/she give students feedback (comments and advice) on their work?	Πληροφορεί τους φοιτητές με σχόλια και συμβουλές για την όλη εργασία τους;	L
9 A9		Does he/she treat all students equally?	Συμπεριφέρεται με δίκαιο τρόπο σ'όλους τους φοιτητές;	L
10 A10		Does he/she speak clearly?	Μιλά καθαρά;	L
11 A11		Does he/she begin class on time?	Αρχίζει το μάθημα στην ώρα του;	L
12 A12		Does he/she explain the material clearly?	Επεξηγεί την ύλη καθαρά;	L
13 A13		Does he/she seem to know his/her subject?	Φαίνεται να κατέχει το θέμα του;	L
14 A14		Does he/she manage the classroom well?	Ελέγχει κανονικά την τάξη;	L
15 A15		Does he/she set convenient hours?	Ορίζει βολικές ώρες γραφείου; (για καθηγητές πλήρους απασχόλησης);	L
16 A16		Does he/she give fair/just grades?	Βαθμολογεί δίκαια;	L
17 A17		Considering everything, how would you rate this lecturer?	Λαμβάνοντας υπόψη τα πιο πάνω, πως θα βαθμολογούσες τον καθηγητή;	L
18 B1		Are the objectives of the course clear?	Είναι ξεκάθαροι οι στόχοι του μαθήματος;	C
19 B2		Is the amount of work required appropriate for the credit received?	Είναι η εργασία που απαιτείται ανάλογη των διδακτικών μονάδων;	C
20 B3		Is the level of difficulty of the assigned reading appropriate?	Είναι το επίπεδο της κατ' οίκον εργασίας κατάλληλο;	C
21 B4		Are the tests representativeof the material?	Είναι τα διαγωνίσματα αντιπροσωπευτικά της ύλης;	C
22 B5		Was/were the book(s) interesting and helpful in understanding the course?	Είναι τα διδακτικά βιβλία ενδιαφέροντα και κατανοητά;	C
23 B6		Did you find the course interesting?	Βρήκες το μάθημα ενδιαφέρον;	C
24 B7		Considering all of the above qualities, which are aplicable, how would you rate this course?	Λαμβάνοντας υπόψη τα πιο πάνω, πως θα βαθμολογούσες το μάθημα;	C

UNIVERSITY *of* NICOSIA

Student Satisfaction Survey
Academic Year 2020-21

Dear Student,

Hope you are doing well studying from the comfort of your home!

The purpose of this survey is to listen to your voice and obtain your feedback in regards to the University of Nicosia services and facilities during the Academic Year 2020-21. Your input will help us in further improving as a University. It will only take approximately 5-6 minutes to complete the survey.

Please note that this survey is anonymous*.*

Thank you in advance for your time. Your participation is highly appreciated!

==

If you wish to enter a raffle for a chance to win ONE of the TWO RETURN AIR TICKETS TO GREECE after completing this questionnaire, please tick the appropriate box below.

Yes   No

(If yes)

Please provide your student I.D. number to be included in the lottery draw. Each student I.D. will be considered only once.

…………………………………………….

==

DEMOGRAPHICS

Please select the appropriate answer and/or fill in the blank spaces.

Gender: Male / Female

Country: ……………………………..

Year of Study: 1 / 2 / 3 / 4 / Master / PhD

School: ………………………………… (Drop down menu) or

Programme of Study: ………………………….. (Drop down menu)

Please read the questions carefully and provide your rating.

Q1. To what extent do you have the opportunity to **INTERACT WITH THE FACULTY** at UNIC as part of your learning experience?

Examples of interaction could include asking questions during lectures, participating in discussion sessions, talking about your progress in feedback sessions or working with the faculty on activities other than coursework.

1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Always

Q2. To what extent are you satisfied with the **ACCESS TO LEARNING MATERIALS** (such as library, texts, labs and online material, Moodle platform, Portal)?

1 = Not at all satisfied	2 = Not Satisfied	3 = Neutral	4 = Satisfied	5 = Very satisfied

Q3. Did you have the opportunity to use the **UNIC CAMPUS FACILITIES?** (such as classrooms, labs, and study areas)?

Yes/No (If **YES**, question **Q3.A** will follow, if **NO** question **Q4** will follow)

Q3.A To what extent are you satisfied with the **QUALITY OF THE LEARNING ENVIRONMENT** (such as classrooms, labs, and study areas)?

1 = Not at all satisfied	2 = Not Satisfied	3 = Neutral	4 = Satisfied	5 = Very satisfied

Q4. To what extent are you satisfied with the **ACCESS TO YOUR ACADEMIC ADVISOR** (selection of courses/subjects, academic progress and advice etc.)?

1 = Not at all satisfied	2 = Not Satisfied	3 = Neutral	4 = Satisfied	5 = Very satisfied

Q5. Have you used the **ACADEMIC AFFAIRS SERVICES** (credit transfer, issuance of confirmation and registration letters and transcripts etc.)?

Yes/No (If **YES**, question **Q7.A** will follow, if **NO** question **Q8** will follow)

Q5.A To what extent are you satisfied with the **ACADEMIC AFFAIRS SERVICES** (credit transfer, issuance of confirmation and registration letters and transcripts etc.)?

1 = Not at all satisfied	2 = Not satisfied	3 = Neutral	4 = Satisfied	5 = Very satisfied

Q6. To what extent do you think that the university is supporting you to learn **SKILLS** that will be useful during your future employment (e.g. critical thinking, problem solving, emotional intelligence, flexibility, adaptability, analytical skills, presentation skills, team work etc.)?

1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Always

Q7. To what extent do you have the opportunity to **LEARN ABOUT the job market** and make connections with potential employers (e.g. through work placements and internships, careers coaching and advice, trainings, seminars, company career days e.g. Cyprus Career Expo)?

1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Always

Q8. **To what extent are you satisfied with the following:**

	Non applicable	1 = Not at all satisfied	2 = Not satisfied	3 = Neutral	4 = Satisfied	5 = Very satisfied
Academic advising						
Available accommodation options						
Counselling services (KESY - Center for Therapy, Training and Research)						
Exchange/mobility opportunities (ERASMUS +)						
Healthcare services (UNIC Primary Care Center)						
Career support						
Internship opportunities / work experience opportunities						

Library services						
Online events and activities						
Fee payment process (Finance Department)						
UNIC Student Portal						
Campus Insider Newsletter						

Q9. To what extend do you agree with the following statement: "**UNIC IMPLEMENTED THE NECESSARY MEASURES** to ensure that the academic year 2020-21 will be completed smoothly despite the pandemic"?

1 = Strongly disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly agree

Q10. If a friend or family member were considering going to university, based on your experience, how likely or unlikely are you to **RECOMMEND UNIC** to them?

1 = Very unlikely	2 = Unlikely	3 = Neutral	4 = Likely	5 = Very likely

Q11. If you could start over again, would you still **CHOOSE** to come to UNIC?

1 = Very unlikely	2 = Unlikely	3 = Neutral	4 = Likely	5 = Very likely

Q11. Please feel free to **SHARE** any **THOUGHTS/CHALLENGES/DIFFICULTIES/SUGGESTIONS** with UNIC!

Thank You!

#staysafe #stayunic

APPENDIX III: The Internal Programme Evaluation Process (IPEP)

3.2. The Internal Programme Evaluation Process (IPEP)

The Internal Programme Evaluation Process (IPEP) is conducted as follows:

(a) IPEP is initiated 2 years after the accreditation of a programme by the Cyprus Quality Assurance and Accreditation Agency (DIPAE). It is a 2-year process and is completed 1 year before the 5-year DIPAE accreditation of the program expires, which is within the timeframe for submitting the programme for re-accreditation. In what follows, X denotes the year during which IPEP is initiated. The process is initiated at the beginning of October of an academic year.

(b) The Department to which the programme belongs will appoint the Internal Team of Reviewers (ITR) and the External Team of Reviewers (ETR):
ITR

- 2 senior TRF from the programme (excluding the co-ordinator); one is appointed as chair
- 1 student from the programme
ETR

- 1 faculty member from another University who is an expert in the programme area
  1 industry expert (where applicable)
- November X.

(c) Each Programme coordinator will complete DIPAE's relevant form(s) (those submitted for programme accreditation) and will send them to ITR and ETR.
– **December X.**

(d) ITR will solicit feedback for the programme from faculty, students, alumni and industry experts and will examine relevant documents, course syllabi, learning and assessment material, human and physical infrastructure, etc.
 – **April X+1**

(e) Each member of ETR will evaluate independently the programme and complete DIPAE's External Programme Evaluation form(s) and send it/them to the chair of ITR
 – **April X+1**

(f) ITR will evaluate the programme and complete DIPAE's External Programme Evaluation form(s) incorporating and clearly indicating ETR's comments/evaluation and send the form(s) to the Programme coordinator
- **June X+1**

(g) The Programme coordinator will prepare a report based on the ITR's form(s) and present it to the Department Council and the Dean.
- October X+1

(h) Changes to the programme curriculum, requested budget for the programme, hiring (if any) of new faculty members will take place, subject to the approval of the Department, School, Senate and Council.
- academic year X+1/X+2.

(i) The programme coordinator will amend DIPAE's relevant form(s) (completed as per point 3), under the instructions/in consultation with the Head of Department/Dean and submit it/them to the University Internal Quality Assurance Committee (UIQAC).
– **April X+2.**

(j) UIQAC will provide feedback to the programme coordinator.
– **June X+2**

(k) The programme coordinator will prepare the final form(s) for submission to DIPAE.
– **September X+2**

APPENDIX IV: Matrix (in brief) Relating Courses to the Learning Outcomes AND Competences of the programme

Programme Courses	Programme Learning Outcomes						
	1. Declarative knowledge and understanding	2. Intellectual skills	3. Practical skills	4. Transferable skills	5. Report writing skills	6.Problem solving skills	7. Life-long learning skills
Chemistry (3R)	X	X	X	X	X	X	X
Mathematics (3R)	X	X		X		X	
Physics (1R)	X	X		X		X	
Cellular Biology(5R; 4E)	X	X	X	X	X	X	X
Molecular Biology/ Biotechnology (2R, 2E)	X	X	X	X	X	X	X
Biochemistry (2R, 2E)	X	X	X	X	X	X	X
Genetics (1R)	X	X		X		X	
Pharmacology (1R, 2E)	X	X		X		X	
Whole Body aspects; health, disease ((5R, 2E)	X	X	X	X	X	X	X
Psychology (2R)	X	X					X
Research Project (2R)			X	X	X	X	X
Public Health (3E)	X	X		X		X	X
Culture/Ethics (2E)	X	X					X
Ecology (1E)	X	X				X	X
English (1R)					X		X

UNIVERSITY | **DEPARTMENT OF LIFE**
of **NICOSIA** | **AND HEALTH SCIENCES**

BIOL-491 Research Project I

Faculty Project Summary

1. Project title (or a working title)

2. Short description of the project (about 250-300 words) - where possible please mention the aims and methodologies/techniques to be used

3. Courses from the Human Biology program that may be relevant/helpful to the project. This may include the theoretical and /or the technical component

4. Preferred language of supervision (English, Greek or either)

APPENDIX Vb: BIOL-491 Form 1: Student Project Selection

Form 1: Student Project Selection

To be submitted to the course lead online through Moodle.

Student Information:

Name	
Student ID Number	
Email Address	

Project Selection*:

List in order of descending preference the titles of three projects that you will be interested in undertaking	
1.	
2.	
3.	

*Where relevant please include your grade for the courses required.

Include a short description in your own words how the research experience will contribute to your career aspiration and your professional development goals.

Signature	Date