

CYQAA Follow-Up on ENQA Recommendations

ENQA Recommendation
<p><i>ESG 3.1 Activities, policy and processes for quality assurance</i></p> <p><i>CYQAA is recommended to:</i></p> <ul style="list-style-type: none"> - <i>revise its mission statement to incorporate its compliance assurance aim alongside that of supporting quality improvement in higher education;</i> - <i>and devise a detailed two-year activity plan to guide effectively its activities towards the aims set.</i>
Action taken by CYQAA
<p>Following the review panel's recommendation, CYQAA has revised its mission statement as follows:</p> <p><i>The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), is the competent independent authority responsible to safeguard standards and to support, through the procedures provided by the relevant legislation and the principles underlying the establishment of the European Higher Education Area, the continuous improvement and upgrading of higher education institutions and their programs of study, in order to comply with the ESG and the European policy for mobility and mutual qualification recognition. It also aims at promoting quality culture within the higher education institutions in Cyprus.</i></p> <p>The revised mission statement is published on the Agency's website and can be accessed at: http://www.dipae.ac.cy/index.php/en/cyqaa-en/about-us-en</p> <p>Simultaneously, CYQAA has published its two-year activity plan on the Agency's website and it can be accessed at: http://www.dipae.ac.cy/index.php/en/cyqaa-en/about-us-en</p>
ENQA Recommendation
<p><i>ESG 3.3 Official status</i></p> <p><i>CYQAA is recommended to:</i></p> <ul style="list-style-type: none"> - <i>discuss with its stakeholders how the procedure for the appointment and dismissal of the Council can be amended so that it is not perceived as providing space for interference of the national authorities;</i> - <i>be fully separated from the Ministry of Education and Culture in organizational terms, including the staff recruitment process and financial services.</i>
Action taken by CYQAA
<p><u>Amendments to the Law:</u></p> <p>CYQAA has invited all its stakeholders including HEI's to the discussions for the amendment of the current law [136(I)/2015 to 35(I)/2019]. The stakeholders' views were submitted in writing and during formal roundtable discussions organized by the Agency at its offices in Nicosia. CYQAA collected the views of all stakeholders, evaluated alternative solutions and choices, examined procedures and practices of its counterpart quality assurance bodies in Europe and decided to</p>

adopt those stakeholder views which serve public interest and quality assurance in higher education.

Amongst other things, amendments to the current legislation aim to implement the ENQA review panel's recommendation to safeguard that the procedure for the appointment and dismissal of the Council is not perceived as providing space for interference of the national authorities.

Thus, Article 28 of the current Law, is to be amended as follows:

28.- (1) The Board of the Agency shall ~~be appointed by the Council of Ministers upon the recommendation of the Minister and shall consist of,~~ be independent and fully autonomous as per its competencies and its decisions and it is appointed by the Council of Ministers, upon recommendation of the Minister after consultation with the following bodies, depending on the case, or/and with direct written expression of interest to the Minister, for appointment, as follows, -

(a) Eight (8) members at the rank of Professor or Professor Emeritus with experience in the management of universities and, as far as possible, on issues of quality assurance in Higher Education, of which:

(i) Five (5) members shall be Professors or Professors Emeriti of universities operating in the Republic, who are proposed by the Minister or/and submit their interest to the Minister in writing for appointment, out of whom three (3) shall come from the public universities of the Republic,

(ii) three (3) members shall be prominent academics at the rank of Professor or Professor Emeritus coming from two (2) at least different countries, preferably from member states who are proposed by the Minister after consultation with the Rector's Conference so that all scientific fields are fully covered or/and submit their interest to the Minister in writing for appointment.

(b) Two (2) members of professional organizations and bodies who are proposed by professional organizations and bodies operating in the Republic or/and submit their interest to the Minister in writing for appointment;

(c) One (1) member who shall be an undergraduate student who preferably has participated in a collective quality assurance body of his institution and who is recommended by the Pancyprian Federation of Student Unions (POFEN):

It is understood that, persons who have been convicted of an offence involving dishonesty or moral turpitude cannot be appointed as members of the Board of the Agency.

It is further understood that the work and behavior of the Council members are governed by a code of conduct.

~~(2) For the appointment of the members of the team of persons as in paragraph (a) of subsection (1) provided, the Minister shall consult with the Rectors' Conference in the Republic so that the members of this team may adequately cover the various scientific fields.~~

~~(3) For the appointment of the members of the team of persons as in paragraph (b) of subsection (1) provided, the Minister shall consult with the relevant competent authorities and authorized organs, as the case may be.~~

(4) The members of the Board of the Agency shall elect from among the members of the team of persons referred to in paragraph (a) of subsection (1), one (1) member as Chairperson and one (1) member as Vice-Chairperson.
[...]

[The above translation of the proposed provision of the Law is unofficial]

It is highlighted that the working legal document was sent to all institutions of higher education and other stakeholders. Their written feedback was sent to the Agency and was discussed during formal meetings which took place in February 2019.

The consultation was carried out throughout the processing of the amendments. In addition, the collection of feedback from stakeholders and the discussions that took place, the Agency assessed alternative choices and studied in depth information provided by EQAR registered quality assurance agencies which have similar characteristics to CYQAA and Cyprus.

At present the legal document is being processed by the Legal Service of the Republic and it is expected to be discussed at the House of Representatives within the first trimester of 2020.

Code of Deontology:

Further to the above, since the Agency's establishment the members are governed by the following Code of Conduct which was agreed unanimously amongst Council members during the 2nd Summit in January 2016.

The President and the Members of the Agency's Council:

1. *Declare that will operate objectively within the scope of improving the quality of Higher Education and will abstain, in any way, from promoting the interests of any institution, organisation, body or service.*
2. *Declare that will apply the principles of non- discrimination during the carrying out of their duties.*
3. *Should not participate in the discussion and decision making process of any programmatic/departmental/institutional accreditation of their University. Their voluntarily withdrawal of the room must be recorded in the minutes of the Council's meeting.*
4. *Should not participate in the discussion and decision making process of subjects which refer to their Universities or/and may create conflict of interest. Their voluntarily withdrawal of the room must be recorded in the minutes of the Council's meeting.*
5. *Should not try to diminish the value and characteristics of programs/departments/administration and operation of the institutions of Higher Education.*
6. *Should not be associated with affairs which may create conditions of conflict of interest during the assignments of the duties they have undertaken.*
7. *Should treat all information, regarding the discussions during the Council's meetings, as confidential.*

The above is also published on the Agency's website and can be accessed at the following link:
<http://www.dipae.ac.cy/index.php/en/cyqaa-en/code-of-deontology-en>

Independence of the Agency:

Since its establishment, the Agency never felt that its independence and autonomy are at stake, in terms of its operation and organizational arrangements which are safeguarded by the relevant legislation and are under the effective control of the House of Representatives.

The State Budget has been published in the Official Gazette of the Republic of Cyprus on 31 December 2019 and thus the relevant Law governing the State Budget has entered into force. Within this Law CYQAA has a separate budget of €2.311.996 (**ANNEX I**).

The budget is also published on the website of the Ministry of Finance and may be accessed at: http://mof.gov.cy/assets/modules/wnp/articles/201607/12/docs/proypologismos_2020.pdf

In the 2020 budget, the amount provided for CYQAA has increased by €1.1 mil. Quality assurance is stated as a key strategic objective in the budget as follows:

The sixth strategic objective is to strengthen and upgrade higher education, with the aim of ensuring quality in higher education, which is implemented through Cyprus Agency of Quality Assurance and Accreditation of Higher Education [...]

In terms of organizational arrangements, we would like to highlight that the Agency has taken action, through proposed amendments to the legislation, for the inclusion of the following new provision, to further safeguard its autonomy:

Article 26 of the current legislation which provides that

“26.-(1) There is hereby established an independent Agency of Quality Assurance and Accreditation in Higher Education by the name "The Agency of Quality Assurance and Accreditation in Higher Education" under the international designation "The Cyprus Agency of Quality Assurance and Accreditation in Higher Education", called "the Agency".”

Is supplemented with the following:

The Agency is an independent authority.

The Agency is independent and fully autonomous in regard to its competencies, according to the provisions of this Law and for the fulfillment of its purposes it may:

(a) sue and be sued

(b) accept, purchase and own movable or immovable property;

(c) acquire immovable or movable property by lease, exchange, donation or otherwise;

d) sell, exchange, donate, lease, assign, mortgage or charge its property, or in any way, use any movable or immovable property thereof;

(e) to carry out any act that may result from the fulfillment of its purposes under this Law or undertaken or likely to be undertaken by or against public entities; and

(f) recruit scientific or other personnel as defined in Regulations.

3) The Agency is the Competent Authority of Cyprus to ensure and certify the quality of higher education.

[The above translation of the proposed provision of the law is unofficial]

Further to the above, we attach, herewith, a letter from the Acting Permanent Secretary of the Ministry of Education and Culture confirming that the Agency is independent and also financially independent and autonomous. Additionally, the letter confirms that the Agency's budget is in the process of being formed as a separate article of the Budget for the fiscal year 2020 and thereafter. Most importantly the letter confirms that the new budget will include provisions that further clarify the Agency's right to hire additional personnel if it wishes to **(ANNEX II)**.

ENQA Recommendation

ESG 3.4 Thematic analysis

CYQAA is recommended to introduce the practice of analyzing systematically the material collected in its external quality assurance activities and publishing regularly its findings to provide inputs to national policies, support institutions in the development of internal quality assurance and aid its own reflection on its external quality assurance processes.

Action taken by CYQAA

CYQAA, within the framework of the competencies conferred on it by the relevant Legislation and on the basis of the European Standards and Guidelines (ESG), has published Thematic Analyses resulting from the external evaluations of programs of study carried out by the Agency.

The Thematic Analyses describe and analyse the general findings of the Agency's external quality assurance activities from external evaluations of specific time periods.

CYQAA has notified the institutions of higher education and has drawn their attention to the Thematic Analyses which have been published on its website:

1. *E-learning programs' evaluation: Trends and Dominant Issues*
2. *Master Programs' Evaluation: Trends and Dominant Issues*
3. *Colleges' Short Cycle Programs: Trends and Dominant issues*

The Agency has advised the institutions that particular attention needs to be paid to the experts' remarks for all programs and especially on distance learning programs, so that the same weaknesses do not reappear during the evaluations and re-evaluations.

Please see the following link, where CYQAA's Thematic Analyses are published:
<http://www.dipae.ac.cy/index.php/en/thematic-analysis/thematic-analysis>

ENQA Recommendation

ESG 3.6 Internal quality assurance and professional conduct

CYQAA is recommended to rely increasingly on formal rather than informal mechanisms for feedback collection and improve its current mechanism for collecting feedback after each evaluation (a response submitted by each institution) so that institutions are explicitly requested to provide feedback and do so in a structured way.

Action taken by CYQAA

CYQAA relies on formal procedures in regard to receiving feedback for the quality of its operations including internal quality assurance and professional conduct.

Questionnaires:

In an effort to actively involve Higher Education Institutions in the continuous upgrading of quality assurance and accreditation procedures, the Agency utilizes a questionnaire to collect information from Institutions which have undergone external evaluation. The questionnaire is distributed electronically and concerns the external evaluations taking place within one academic year. The main purpose of the questionnaire is to collect constructive suggestions for improving the external evaluation process.

Following the review panel's recommendation, CYQAA is now implementing an additional formal feedback collection mechanism after each evaluation. This mechanism consists of a compact electronic questionnaire which is used to collect feedback after each evaluation has been completed. A link is forwarded to the institutions and their response is collected electronically. We would like to direct you to the following link where you can access the questionnaire:

[Higher Education Institution's Feedback on CYQAA External Evaluation Process](#)

Seminars and Structured roundtable discussions:

Institutions of higher education participate in various seminars and structured roundtable discussions Organized by CYQAA. These activities aim for the continuous improvement and upgrading of higher education institutions and their programs of study and serve as fora for the exchange of ideas, fruitful discussion, and for providing the CYQAA with feedback for its procedures.

A number of such seminars and roundtable discussions took place within 2019. They can be accessed at the following link: <http://www.dipae.ac.cy/index.php/en/news-and-events/events>

ENQA Recommendation

ESG 2.1 Consideration of internal quality assurance

CYQAA is recommended to

- *incorporate into its standards the few aspects of Part 1 of the ESG, including external stakeholder involvement, which are currently not or not explicitly addressed;*
- *and gradually shift the focus in its processes after the first accreditation cycle from controlling institutions to supporting them in carrying their responsibility for quality and in quality improvement, with due consideration to be given to the effectiveness of internal quality assurance.*

Action taken by CYQAA

CYQAA has incorporated into its standards all the aspects of Part 1 of the ESG including external stakeholder involvement. CYQAA's various templates have been amended to this end:

Doc. num. 300.1.1 – External Evaluation Report (Programmatic)

Doc. num. 300.1.2 - Higher Education Institution's Response -Program of study

Doc. num. 300.1.3 - Feedback report from EEC experts -Program of study

Doc. num. 300.1.4 - Follow-up Report (for a CYQAA externally evaluated programme of study)

Doc. num. 300.2.1 – External Evaluation Report (Institutional)

Doc. num. 300.3.1 – External Evaluation Report (Departmental)

These and more templates can be accessed at CYQAA's website at:

<http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

We attach herewith at ESG mapping table with CYQAA quality indicators/criteria for your perusal (**ANNEX III**).

CYQAA is already taking those measures necessary to include processes which provide support to higher education institutions in carrying their responsibility for quality and in quality improvement, with due consideration to be given to the effectiveness of internal quality assurance.

Seminars and Conferences:

Institutions of higher education are invited to participate in various seminars and conferences organized by CYQAA. These activities aim for the continuous improvement and upgrading of higher education institutions and their programs of study and serve as fora for the exchange of ideas, fruitful discussion.

A number of such seminars and conferences took place within 2019. They can be accessed at the following link: <http://www.dipae.ac.cy/index.php/en/news-and-events/events>

Furthermore, at this time, CYQAA is organizing a conference on Student-centered learning, teaching and assessment which is scheduled to take place within the second half of March 2020.

The invited key speakers are international experts in the field. The conference will focus on the implementation of ESG 1.3 - *Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.*

ENQA Recommendation

ESG 2.3 Implementing processes

CYQAA is recommended to:

- *expand the focus of the follow-up stage in its evaluations to embrace not only control-oriented measures but also support for quality improvement;*
- *give more consideration to the specificity of joint programs in its briefings for experts to ensure full consistency in conducting evaluations;*
- *and take steps to include a site visit and a follow-up in the assessment of conditions for the provision of cross-border education by foreign HEIs.*

Action taken by CYQAA

Based on ENQA's recommendation, CYQAA has created Document number 300.1.4 "Follow-up Report (for a CYQAA externally evaluated program of study)". This complementary procedure is based on the principle that, "External quality assurance does not end with the report by the experts (EEC Report). The EEC Report provides clear guidance for institutional action."

CYQAA has a consistent follow-up process for considering the action taken by the institution toward the improvement and further development of the CYQAA externally evaluated and accredited program of study.

The Follow-up Report, drafted on behalf of the institution, should recount, synoptically, institutional action taken toward the improvement of areas indicated in the EEC Report and the CYQAA Final Report.

- The Follow-up Report follows the structure of assessment areas and focuses on the problem areas indicated in the EEC Report and in the CYQAA Final Report.
- Additionally, the Follow-up report should provide evidence (via website links) on how the recommendations of the External Evaluation Committee and/or the Council of CYQAA have been adhered to.
- Most importantly, the Follow-up Report is expected to contain "Institutional action taken for improvement on the basis of its own internal evaluation procedures."

The template can be accessed at: <http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

CYQAA gives more consideration to the specificity of joint programs in its briefings for experts to ensure full consistency in conducting evaluations. Toward this aim, the Agency's officers point out during the briefings the special section regarding joint programs in the EEC Report template and the standards included in the report:

- *The joint program 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 program is offered jointly, involving all cooperating universities in the design, delivery and further development of the program.*
- *The terms and conditions of the joint program are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the program*
 - *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 program.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

The EEC experts are also invited to consider questions such as the following:

- *Does the joint study program conform to the requirements of a study program offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the program are met?*
- *Do the mechanisms for ensuring the quality of the joint study program 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 program, 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 program of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

The template (Doc. Number 300.1.1) can be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

Within the proposed amendments of the current Law, CYQAA has included provision for evaluation fees for the provision of cross-border education by foreign HEIs (Franchised Programs of Study).

In addition, the proposed Regulations include the following:

Regulation (15)

The programs of study offered in Cyprus via the Franchise method on the basis of article (11) (1) of the Law, similarly to all programs of study, are regularly inspected/monitored to ascertain that the information received by the Agency are in effect.

The foreign higher education institution, every three years, is obliged to submit an external evaluation report for the program offered which is included in the General Internal Evaluation Report of the local Institution

Non-compliance of the operation of Franchise programs of study to the European Standards and Guidelines may lead to the removal of the permission to operate in Cyprus.

[The above translation of the proposed provision of the Regulations is unofficial]

At present the legal document is being processed by the Legal Service of the Republic and it is expected to be discussed at the House of Representatives within the first trimester of 2020.

It is noted that article 17(3)(g) of the CYQAA Law provides for the following:

During the period of validity of the positive Accreditation decision, the Board of the Agency acting of its own motion or upon the recommendation of the Minister, may examine whether the Accreditation criteria continue to be met and if they are not met, then the Board of the Agency shall revoke the Accreditation decision and immediately inform the institution concerned and the Minister.

Based on this provision CYQAA has scheduled site-visits of its officers to HEI's which offer Franchised programs of study.

ENQA Recommendation

ESG 2.4 Peer-review experts

CYQAA is recommended to:

- *Publish the selection procedure and criteria for all categories of experts on its website;*
- *Provide additional training to students to prepare them to contribute to all relevant evaluation areas, including student involvement in internal quality assurance and student-centred learning.*

Action taken by CYQAA

The Agency, since its establishment, had established selection criteria for the members of the External Evaluation Committees (experts). This is also verified by the ENQA panel of experts which notes on p. 41 of the Review Report that "The selection criteria for academic experts are clearly defined and set the bar high, so those included in the pool can indeed be expected to have all the necessary expertise;"

Upon recommendation of the Review Panel, CYQAA has proceeded with the publication of the procedure and the criteria for the selection of all categories of experts, including students, on its website: <http://www.dipae.ac.cy/index.php/en/experts-en>

Additionally, the Agency has launched a call for international experts for its forthcoming external evaluations which was published on the ENQA website.

<https://enqa.eu/index.php/cyqaa-launches-a-call-for-international-experts/>

We highlight that the participation of student experts in the Agency's External Evaluation Committees (EECs) is provided by Law; students are equal to the rest of the members and they have the same terms of reference, responsibilities, rights and obligations. This is evident by the following established procedures of the Agency:

The document "Guidelines for the Members of External Evaluation Committees" is sent to all the members of the EEC, including the students, together with the invitation to participate in the EEC. This document contains, amongst others, the "Responsibilities of the EEC Members." (http://www.dipae.ac.cy/archeia/entypa/600_1_Guidelines_2.pdf).

Furthermore, as part of the external evaluation procedure all the relevant documents (application, institution's self-assessment etc.) are sent to all the members of the EEC, student experts included, to be studied before the site visit. All experts are reimbursed with an additional fee for the studying of all the material before the site visit.

Additionally, students are obliged to participate in the Orientation and Briefing Session conducted by the Agency before the site visit. They receive the same information, directions and clarifications as the rest of the members of the EEC.

The student expert is actively present and her/his terms of reference prescribe that he/she should contribute during all stages of external evaluation (studying the material, preliminary meeting of the EEC, briefing, site visit, drafting of the report, possible feedback requested from the EEC by the CYQAA Council).

We would like to direct you to a recent student information and training workshop organized for the student experts designed specifically for student involvement in the EECs. In the link below you may have access to the presentations including, amongst others, guidance regarding all stages and all areas in the external evaluation procedure as well as guidelines on the feedback requested on their behalf on all the standards and criteria included in the external evaluation report:

<http://www.dipae.ac.cy/index.php/en/news-and-events/events/392-student-information-and-training-workshop-for-their-participation-in-the-external-evaluation-process-of-cyqaa-2>

Furthermore, the Agency would like to stress that it has a clear understanding of student involvement in quality assurance which is reflected in the following principles:

- *First of all, the student representative is, of course, a student, and as such the only one who has the ability to see the situation from the perspective of a student and of a learner.*
- *Their insight and knowledge of the higher education system is thus significant, and they have the ability to see and understand consequences for the students' situation, which the other panel members may not take into account.*
- *A third role of the students consists in being the largest stakeholder in higher education, investing time and money in education. As such they have a special interest in factors that are relevant in making education a good investment.*

From: Trends 2018 "Learning and Teaching in the European Higher Education Area", European University Association

ENQA Recommendation

ESG 2.5 Criteria for outcomes

CYQAA is recommended to:

- *develop more detailed and written guidelines for experts to ensure greater consistency in scoring;*
- *state more explicitly in its decision-making procedure whether accreditation can be granted in any case where an HEI has not fully implemented a minor recommendation made in an external evaluation report.*

Action taken by CYQAA

In order to ensure greater consistency in scoring, CYQAA has developed detailed written guidelines which are included in the "External Evaluation Report" template (Doc. Num. 300.1.1). The document now includes "Guidelines on content and structure of the report" as follows:

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - 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 program 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.***

The document may be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

After ENQA's recommendation CYQAA now states explicitly in its decision-making procedure and in its final report whether accreditation can be granted in any case where an HEI has not fully implemented a minor recommendation made in an external evaluation report.

An example is the following:

The Council of the Cyprus Agency of Quality Assurance and Accreditation of Higher Education, during its 46th Summit on 30 of September 2019, [...], decided that the program is accredited to be delivered in English.

Based on the EEC's feedback, the Institution must act on the following issues/concerns:

- The program's teaching staff must be enhanced by permanent academic personnel with research publications including publications in international refereed journals with peer review system.
- The institution must seek to the continuous enhancement of its students' research skills.
- Journals of better quality must be added, as the Journal of Finance, the Journals of Financial Economics, the Review of Financial Studies the Journal of Financial and Quantitative Analysis, The Review of Finance, the Journal of Corporate Finance (Finance Discipline) and the Journal of Accounting Research, The Journal of Accounting and Economics, the Accounting Review, The Review of Accounting Studies.
- The access to tax-related journals seems adequate, though, access to the IBFD database and research platform, would be an asset.

More examples of such Final Reports can be accessed at the following link:

<https://www.dipae.ac.cy/index.php/en/accreditation-en/accredited-programmes-en>

ENQA Recommendation

ESG 2.6 Reporting

CYQAA is recommended to put in place a mechanism to ensure that

- all external evaluation reports are of comparably high quality in terms of evidence to substantiate scores, comments being specific and consistency between scores and comments, and give due consideration to the effectiveness of internal quality assurance;
- provide space in the evaluation report template to address the specificity of joint programs;
- introduce an annex to an external evaluation report for experts to comment on the implementation of recommendations by institutions, and to be published together with a report;
- and publish all reports, including those leading to refusal of accreditation, in addition to those currently available on its website.

Action taken by CYQAA

CYQAA has put mechanisms in place to ensure that all external evaluation reports are of comparably high quality in terms of evidence to substantiate scores, comments being specific and consistency between scores and comments, and give due consideration to the effectiveness of internal quality assurance. The following consist of standard procedures to achieve these aims:

- Written Guidelines for external evaluation published on the Agency's website: <http://www.dipae.ac.cy/index.php/en/experts-en>
- "Orientation and Briefing of the External Evaluation Committee (EEC)" published on the Agency's website:

http://www.dipae.ac.cy/archeia/experts/Orientation%20and%20briefing%20of%20the%20EEC_en.pdf

- Skype meetings with the members of the EEC before their arrival to Cyprus.
- CYQAA Officer coordinating the external evaluation responds to questions in regard to the external evaluation procedures in writing via e-mail.

- Face to face briefing upon arrival to Cyprus.

Additionally, templates have been modified to ensure greater consistency in scoring, CYQAA has developed detailed written guidelines which are included in the “External Evaluation Report” template (Doc. Num. 300.1.1). The document now includes “Guidelines on content and structure of the report” as follows:

- 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 program 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.

The document may be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

Additionally, in accordance to the panel's recommendation, more space was given in the report template to address the specificity of joint programs in its briefings for experts to ensure full consistency in conducting evaluations. Toward this aim, the Agency's officers point out during the briefings the special section regarding joint programs in the EEC Report template and the standards included in the report:

- *The joint program 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 program is offered jointly, involving all cooperating universities in the design, delivery and further development of the program.*
- *The terms and conditions of the joint program are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the program*
 - *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 program.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

The EEC experts are also invited to consider questions such as the following:

- *Does the joint study program conform to the requirements of a study program offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the program are met?*
- *Do the mechanisms for ensuring the quality of the joint study program 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 program, 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 program of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

The template (Doc. Number 300.1.1) can be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

We would also like to highlight that the members of the EEC **are allocated a full day** to write the external evaluation report. So far we had no complaints from the experts as per the procedure and the time allocated. Please note that the members of the EEC for the evaluation of the medical schools have asked for and have been provided with two days for writing the report. It is also worth noting that the EEC's schedule of the site-visit and of writing the report is finalized with the contribution of the EEC's experts, who therefore can suggest changes, including those for the days allocated for writing the report. However, we strongly believe that the day/s following the site visit is/are the most productive and efficient period as all of the members of the EEC are together, in person, and the experience of the onsite visit and their evaluation of the institution/department/program is still recent.

In addition to the above, we would like to bring to the Board's attention, that the Agency distributes to the members of the EEC's a questionnaire: "Feedback from EEC Members." The members of the EEC's are requested to indicate from a scale 1 – 5 (very dissatisfied, dissatisfied, satisfied, very satisfied) the degree of satisfaction with the time provided for the drafting of the report. To this question 50% noted very satisfied, 36% noted satisfied, 11% noted somehow satisfied and only 2% noted dissatisfied and 1% very dissatisfied.

Nevertheless, the Council of the CYQAA on its 43rd Summit (10 – 11 June 2019) decided to share the responsibility of defining the duration of the time allocated to drafting the report with the panel of experts. The experts will be asked to inform the Agency before the finalization of the external evaluation schedule whether they need one/two or more full days for writing the report for a specific program of study.

Following the panel's recommendation, CYQAA has introduced new templates for experts to comment on the implementation of recommendations by institutions, which are published together with a report.

Within this framework CYQAA requests and receives feedback from the EEC when the HEI has proceeded with the implementation of recommendations made by the experts in the EEC Report. To this end, the following have being created and are being used:

- Num.: 300.1.3 - Feedback report from EEC experts-Programme of study
- Num.: 300.2.3 - Feedback report from EEC experts - Institutional Evaluation
- Num.: 300.3.3 - Feedback report from EEC experts - Departmental Evaluation

The above documents can be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

We would also like to direct you to a completed Feedback Report from Experts which can be found on the Agency's website:

https://www.dipae.ac.cy/archeia/pistopoiimena_programmata/eec_reports/07.14.118.018_eec_feedback_report_kes_college_medical_representatives_higher_diploma.pdf

Following its commitment to publish all reports in its statement to the review report, the Agency has proceeded with the publication **of all reports on its website.**

Accredited Programs:

We would like to direct you to the following link where all accredited programs are published together with the relevant reports:

<http://www.dipae.ac.cy/index.php/en/accreditation-en/accredited-programmes-en>

Rejected Programs:

We would like to direct you to the following link where all rejected programs are published together with the relevant reports:

<http://www.dipae.ac.cy/index.php/en/accreditation-en/rejected-programmes-en>

The missing reports and decisions regarding cross border higher education have been published and according to the Agency's policy all formal decisions will continue to be published together with the reports and the institution's response.

Joint programs

We would like to emphasize that at the time of the review, the Agency had externally evaluated only 6 (six) joint programs of study (SAR, p. 13). By that time the agency had only one published report for joint programs.

Accredited Joint Programs

We would like to direct you to the following link where all accredited joint programs are published together with the relevant reports:

<http://www.dipae.ac.cy/index.php/en/accreditation-en/accredited-programmes>

Joint programs are also published separately, under the heading "Cross Border Programs" and may be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/evaluation-en/joint-programmes-en>

Rejected Joint Programs:

We would like to direct you to the following link where all rejected joint programs are published together with the relevant reports:

<http://www.dipae.ac.cy/index.php/en/accreditation-en/rejected-programmes>

Franchised programs

During the site visit, it was explained to the review panel that national legislation does not provide for the external evaluation of cross border programmes of study which fall under the "Franchised" category. It was clarified that national legislation provides for a desk-based review of such programmes.

The desk-based review must be repeated every five years. The franchised programs having been reviewed by the Ministry of Education, within the previous legislative framework before the establishment of the independent CYQAA, must all now be submitted to the Agency for a desk-based review. According to the Law, for the renewal of the recognition of a franchised program, an evaluation report of the QAA of the franchisor institution must be submitted to the CYQAA.

We kindly ask the Board to bear in mind the specific legislative framework in Cyprus **and note that we have, nevertheless, proceeded with the publication of the Agency's official documents/reports "Preliminary Assessment" and "Final Assessment" for all the in-bound franchised programs reviewed by the Agency. Please follow the link below:**

<http://www.dipae.ac.cy/index.php/en/evaluation-en/reviewed-franchised-programmes-en>

ENQA Recommendation

ESG 2.7 Complaints and appeals

CYQAA is recommended to:

- *establish a separate committee of experts for considering appeals against its accreditation decisions to ensure full transparency (as proposed in the amendments to the legislation already drafted);*
- *include the possibility of appealing against its decisions in the procedure for the assessment of conditions for the provision of cross-border education by foreign HEIs;*
- *and integrate current practices into a clearly defined complaints procedure*

Action taken by CYQAA

In regard to the consideration of appeals, the CYQAA Council took action toward the implementation of procedures to safeguard objective and independent decision making:

Appeals:

Published Procedure:

On 10-11 June 2019, the Council of the CYQAA in its 43rd summit adopted the following Appeals Procedure which elaborates on article 20(2) (g) (i) of the Law:

1. *An appeal can be submitted to the Council of the CYQAA within one month from receipt of the decision of rejection.*
2. *The Agency's Council shall decide to either accept the appeal or reject it, considering it unsubstantiated or/ evidently based on grounds violating the Law.*
3. *If the Council decides to accept the appeal appoints a three-member Advisory Committee of Experts (ACE) which examines the grounds of the appeal. The appeal may only be based on those facts which are contained in the institutions' files and the Council's minutes. The members of the Advisory Committee sign the declaration of Absence of Conflict of Interest.*
4. *The Advisory Committee's examination shall be carried out based on the data contained in the evaluation file of the institution and the grounds set out in the appeal.*
5. *In case of lack of relevant information or need for clarification, the Advisory Committee may request further information from the Agency.*
6. *The Advisory Committee submits its report to the Council, within one month from the receipt of the file, containing the grounds of the appeal, the corresponding data available in the institution's file and its justified observations in the light of the available evidence.*
7. *The Agency edits its final decision within two months from the receipt of the appeal and the institution has no right to submit a new appeal. The decisions of the Agency are subject to appeal to the Court only.*

The procedure has been approved by the stakeholders, published on the Agency's website and may be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/cyqaa-en/appeals-procedure-en>

It is highlighted that CYQAA procedures regarding appeals include the possibility of appealing against its decisions in the procedure for the assessment of conditions for the provision of cross-border education by foreign HEIs since the Agency is the competent authority responsible for cross-border education.

Regulations:

The CYQAA Council has written formal regulations including, amongst others, the modus operandi of the Agency.

In relation to the termination of recognition and the withdrawal of accreditation the proposed regulations provide for the following:

In the case of the withdrawal of the accreditation of an institution, department or program of study offered by the institution, the transition to a non-recognition status shall include the following stages:

- (i) the institution/department/program has received a first and second external evaluation*
- (ii) the institution's noncompliance to the standards is documented in a report drafted by the Agency,*
- (iii) the institution submits an appeal which is examined by an Ad Hoc Committee (iv) in the case that the appeal is not accepted by the Ad Hoc Committee, the Council determines the date of accreditation withdrawal which is the date of the graduation of students who are already enrolled in the institution, department or program.*

Law:

Additionally, the Agency has already submitted to the relevant authorities its proposal for an amending law which includes a provision for the handling of the appeals by Independent ad hoc Advisory Committees. The proposed provision is the following:

[...]

(i) The institution may, within one (1) month from the receipt of the final Report of the Agency, submit an appeal requesting the decision's re-examination by the Agency, stating the grounds which, in its opinion, justify its withdrawal and the re-examination of the Evaluation Report.

(ii) The Agency shall, within three (3) months from the submission of the appeal, consider the grounds of the appeal submitted by the institution and decide whether its referral to an advisory ad hoc Committee is justified or the Agency decides on the basis of data it has before it, and communicates its decision to the institution and the Minister for their information.

(iii) The Council may, where it is judged necessary, to refer the appeal to an advisory ad hoc committee consisting of independent judges.

(iv) The Agency shall establish and maintain a register of independent judges including renowned Professors, Associate Professors and Assistant Professors from recognized foreign universities and / or research centers and / or experts on quality assurance in higher education and / or lawyers, from which it appoints, for each case, a three-member advisory ad hoc committee (Ad Hoc Committee) for the purpose of examining appeals.

The members of the advisory ad hoc committee are remunerated in a manner similar to the members of the External Evaluation Committees and at a fee that does not exceed the remuneration of one full day. The fee is charged to the institution and paid when the institution is notified by the Agency that its appeal is referred to an advisory ad hoc advisory committee.

(v) In the case which the appeal is referred to the advisory ad hoc committee, the re-examination will be based on the data contained in the evaluation file of the institution and the grounds set out in the appeal in order to submit a relevant justified suggestion to the Council of the Agency to issue its final decision which is made known to the Institution and the Minister for their information.

vi) With the completion of the review following the submission of an appeal, in accordance with subparagraphs (i), (ii), (iii), (iv) and (v) the institution has no right to file a new appeal.

The appeal, the Advisory Committee's report, and the final decision of the CYQAA are published in the Agency's website.

[The above translation of the proposed provision of the Regulations and Law is unofficial]

When the Legislation is approved by the House of Representatives it will be published on the Agency's website:

<http://www.dipae.ac.cy/index.php/en/cyqaa/legislation/law>

During the drafting of the Amendment Law, a dialogue was held with all stakeholders, including all higher education institutions, the Ministry of Education and Culture and the KYSATS. The written feedback of all stakeholders was submitted at the invitation of the Agency, as well as during meetings organized by the Agency and held at its premises. Having collected the views of the stakeholders, the Agency has adopted those that serve the public interest by ensuring quality in higher education.

Complaints Procedure:

The Agency has published its complaints' policy on its website. The Complaints' Policy Includes the following:

Individuals or organisations that have substantiated concerns about an accredited institution's/department's/program's compliance with the Agency's external evaluation criteria and/or the ESG and/or the WFME standards may bring those to CYQAA's attention.

The following steps will be followed:

- 1. The CYQAA Council shall consider whether a complaint is substantiated. A complaint will only be considered if it is credible, substantiated, and supported by appropriate evidence, references, examples etc. The complaints may only relate to an accredited institution's/department's/program's compliance with the Agency's external evaluation criteria and/or the ESG and/or the WFME standards, or the integrity of the external evaluation process on the basis of which CYQAA provided accreditation to the said institution/department/program. Concerns regarding national legislation, European Union law, or any other applicable rules shall be addressed with the competent courts or authorities.*
- 2. If the complaint is not substantiated the CYQAA will take no action on the complaint and inform the complainant accordingly.*

3. *If the complaint is substantiated CYQAA will inform the higher education institution of the complaint and will ask the institution to provide clarifications or information related to it.*
4. *If the complaint is substantiated but relates to an isolated case and does not substantially affect the institution's/department's/program's compliance with the abovementioned standards, the CYQAA Council shall issue a formal warning to the institution. The warning does not affect the accreditation status of the institution/department/program. A formal warning statement is published on the entry of the institution/department/program on the Agency's website.*
5. *In the case the complaint is substantiated and leads to major concerns that the accredited institution/department/program no longer fulfils the criteria upon which accreditation was granted, the CYQAA Council shall examine, through the audit procedure, whether the Accreditation criteria continue to be met according to article 17(3)(g) of the legislation.*
6. *In the case the audit procedure further substantiates the complaint and leads to major concerns that the accredited institution/department/program no longer fulfils the criteria upon which accreditation was granted, the CYQAA Council may decide to:*
 - *revoke the Accreditation decision, or*
 - *initiate an external evaluation process of the institution/department/program.*

In the scenarios (5) and (6) the higher education institution is invited to make representation before a final decision is made. The final decision is then communicated to the institution and the complainant and it is published.

The above can be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/cyqaa-en/complaints-policy-en>

Additional Remarks:

We would also like to bring to the Council's attention that CYQAA has established a Feedback Policy. This policy covers the following aspects:

Feedback from the EEC:

Within this framework CYQAA requests and receives feedback from the EEC when the HEI has proceeded with the implementation of recommendations made by the experts in the EEC Report. To this end, the following have being created and are being used:

Num.: 300.1.3 - Feedback report from EEC experts-Programme of study

Num.: 300.2.3 - Feedback report from EEC experts - Institutional Evaluation

Num.: 300.3.3 - Feedback report from EEC experts - Departmental Evaluation

The above documents can be accessed at the following link:

<http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

Feedback from the Higher Education Institutions:

The Follow-up Report, drafted on behalf of the institution, should recount, synoptically, institutional action taken, within a specified by CYQAA time-period, toward the improvement of areas indicated in the EEC Report and the CYQAA Final Report.

- The Follow-up Report follows the structure of assessment areas and focuses on the problem areas indicated in the EEC Report and in the CYQAA Final Report.

- Additionally, the Follow-up report should provide evidence (via website links) on how the recommendations of the External Evaluation Committee and/or the Council of CYQAA have been adhered to.
- Most importantly, the Follow-up Report is expected to contain “Institutional action taken for improvement on the basis of its own internal evaluation procedures.”

The template can be accessed at: <http://www.dipae.ac.cy/index.php/en/evaluation-en/forms-en>

Feedback from the EEC's on CYQAA's Procedures and Conduct:

CYQAA distributes to the members of the EEC's a questionnaire: “Feedback from EEC Members.” The members of the EEC's are requested to indicate from a scale 1 – 5 (very dissatisfied, dissatisfied, satisfied, very satisfied) the degree of satisfaction with various aspects of the external evaluation procedure from the moment of their recruitment, to their training, standards and professional conduct.

Feedback from the HEIs on CYQAA's Procedures and Conduct:

Following the review panel's recommendation, CYQAA is now implementing an additional formal feedback collection mechanism after each evaluation. This mechanism consists of a compact electronic questionnaire which is used to collect feedback after each evaluation has been completed. A link is forwarded to the institutions and their response is collected electronically.

We would like to direct you to the following link where you can access the questionnaire:

[Higher Education Institution's Feedback on CYQAA External Evaluation Process](#)

ΔΕΛΤΙΟ ΔΑΠΑΝΩΝ TABLE OF EXPENDITURE

Θέσες Posts	Λεπτομέρειες Δαπάνης Details of Expenditure	2018 Actual Expenditure €	2019 Εγκριμένος Προϋπολογισμός Appropriated €	2020 Εγκριμένος Προϋπολογισμός Appropriated €	2021 Μεσοπρ. Διμσοσων. Πλαίσιο Med. Term Budgetary Framework €	2022 Μεσοπρ. Διμσοσων. Πλαίσιο Med. Term Budgetary Framework €	2020 ΕΠΕΞΗΓΗΣΕΙΣ - ΜΕΜΟΡΑΝΔΑ
20.01	ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ ΔΙΟΙΚΗΣΗ - συνέχ. - MINISTRY OF EDUCATION, CULTURE, SPORT AND YOUTH ADMINISTRATION - cont'd.						
200115	Σχολικός Αθλητισμός - School Sports						
08000	Ανέγερση, Επεκτάσεις και Βελτιώσεις Κτιρίων - Erection, Extensions and Improvement of Buildings						
08040	Σχολικά Κτίρια - School Buildings	3					Culture, Sport and Youth, Administration – Technical Services»
200116	Πληροφορική - Information Technology	1.431.263	1.577.975	2.302.125	2.627.500	2.627.500	
03000	Λειτουργικές Δαπάνες - Operating Expenses	43.546	77.425	73.625	77.500	77.500	
03100	Άλλα Λειτουργικά Έξοδα - Other Operating Expenses	3	76.000	72.200	76.000	76.000	
03150	Αγορά Αναλώσιμων Γραφείου - Purchase of Office Consumables	2	1.425	1.425	1.500	1.500	
03550	Συμβουλευτικές Υπηρεσίες / Έρευνες - Consultancy Services / Research	0	0	28.500	20.000	20.000	
03580	Σύμβαση Υπηρεσιών - Services Rendered	2	0	28.500	20.000	20.000	
07400	Αγορά Σταθερών και Κινητών Μηχανημάτων - Purchase of Stationary and Mobile Machinery	0	20.000	100.000	30.000	30.000	
07420	Εκπαιδευτικός Εξοπλισμός - Educational Equipment	3	0	100.000	30.000	30.000	
07650	Αγορά Εξοπλισμού - Purchase of Equipment	792.194	900.000	1.500.000	1.900.000	1.900.000	
07651	Μηχανολογικός και Ηλεκτρονικός Εξοπλισμός - Mechanical and Electronic Equipment	3	792.194	1.500.000	1.900.000	1.900.000	
07750	Αγορά Άλλων Στοιχείων Ενεργητικού - Purchase of Other Assets	595.523	580.550	600.000	600.000	600.000	
07751	Λογισμικά - Computer Software	3	595.523	600.000	600.000	600.000	
200117	Φορέας Πιστοποίησης - Certification Body	695.360	2.317.996	0	0	0	
03000	Λειτουργικές Δαπάνες - Operating Expenses	668.011	2.154.564	0	0	0	
03020	Λειτουργικά Έξοδα Γραφείου - Office Operating Expenses	2	72.798	90.461	0	0	03021. Γίνεται τώρα πρόνοια κάτω από το Κεφάλαιο 2010 "Φορέας

ΔΕΛΤΙΟ ΔΑΠΑΝΩΝ TABLE OF EXPENDITURE

Θέσεις Posts	Λεπτομέρειες Δαπάνης Details of Expenditure	2018	2019	2020	2021	2022	2020	
		Προγραμματική Δαπάνη Actual Expenditure €	Εγκεκριμένος Προϋπολογισμός Appropriated €	Εγκεκριμένος Προϋπολογισμός Appropriated €	Μεσοπρ. Διημεροσυν. Πλαίσιο Med. Term Budgetary Framework €	Μεσοπρ. Διημεροσυν. Πλαίσιο Med. Term Budgetary Framework €	Μεσοπρ. Διημεροσυν. Πλαίσιο Med. Term Budgetary Framework €	ΕΠΙΣΗΜΗΓΜΕΝΕΣ - MEMORANDA
20.01	ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ ΔΙΟΙΚΗΣΗ - συνέχ. - MINISTRY OF EDUCATION, CULTURE, SPORT AND YOUTH ADMINISTRATION - cont'd.							
200117	φορέας Πιστοποίησης - Certification Body							
03000	Λειτουργικές Δαπάνες - Operating Expenses							
03020	Λειτουργικά Έξοδα Γραφείου - Office Operating Expenses							
03100	Άλλα Λειτουργικά Έξοδα - Other Operating Expenses	593.596	2.054.337	0	0	0	0	Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης" - Now provided under the head 2010 "The Cyprus Agency of Quality Assurance and Accreditation in Higher Education"
03150	Αγορά Αναλώσιμων Γραφείου - Purchase of Office Consumables	1.617	9.766	0	0	0	0	
03300	Συντηρήσεις και Επιδιορθώσεις - Maintenance and Repairs	279	5.010	0	0	0	0	
03301	Συντηρήσεις Κτιρίων και Γραφείων - Maintenance of Buildings and Offices	0	500	0	0	0	0	
03430	Μηχανήματα, Μηχανολογικός και Άλλος Εξοπλισμός - Machinery, Mechanical and Other Equipment	0	10	0	0	0	0	
03460	Τηλεπικοινωνιακός και Μηχανογραφικός Εξοπλισμός - Telecommunication and Data Processing Equipment	279	4.500	0	0	0	0	
03550	Συμβουλευτικές Υπηρεσίες / Έρευνες - Consultancy Services / Research	8.866	147.402	0	0	0	0	
03580	Σύμβαση Υπηρεσιών - Services Rendered	8.866	147.402	0	0	0	0	
07650	Αγορά Εξοπλισμού - Purchase of Equipment	18.204	5.020	0	0	0	0	
07651	Μηχανολογικός και Ηλεκτρονικός Εξοπλισμός - Mechanical and Electronic Equipment	18.204	5.020	0	0	0	0	



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ
Γραφείο Γενικής Διευθύντριας


Ref. No: 13.23.02.21

5th July, 2019

TO WHOM IT MAY CONCERN

This is to certify that, according to legislation (Law 136(I)/2015, Article 26), the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) is an independent agency.

In addition, it is certified that its budget is in the process of being formed as a separate article of the Budget, for the fiscal year 2020 and thereafter. CYQAA's budget will, amongst others, include provisions for the purchase of services, in order to cover for personnel needs.


Dr Kyprianos D. Louis
Acting Permanent Secretary



ESG mapping table with CYQAA quality indicators/criteria

ESG	CYQAA quality indicators/criteria for Institutional Evaluation	CYQAA quality indicators/criteria for Departmental Evaluation	CYQAA quality indicators/criteria for Programme Evaluation*
1.1 Policy for quality assurance	1.1.2, 1.1.3, 1.1.5, 1.1.6, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 3.1 – 3.8, 6.1, 6.2, 6.4, 6.5, 6.8, 6.11	1.1.2, 1.1.3, 1.1.5, 1.1.6, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.2.19, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 6.1, 6.2, 6.7	1.1, 1.2
1.2 Design and approval of programmes	1.1.4, 2.2.1, 2.2.3, 4.1.3, 4.1.4	1.1.4, 2.2.1, 2.2.3, 4.1.3, 4.1.4, 4.1.5	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.22, 1.23, 1.25, 1.26
1.3 Student-centred learning, teaching and assessment	2.2.2, 2.2.5, 2.2.6, 2.2.8, 4.1.5, 4.2.3, 4.2.4, 4.2.5	2.2.2, 2.2.5, 2.2.6, 2.2.9, 2.2.17, 3.10, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 6.4	2.1 – 2.17
1.4 Student admission, progression, recognition and certification	1.3.4, 1.3.5, 2.1.6, 2.1.7, 2.1.8, 4.2.1, 4.2.2	1.3.3, 2.2.8, 4.2.1, 4.2.2	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
1.5 Teaching staff	1.3.1, 1.3.3, 5.1 – 5.9, 6.6, 6.7	1.3.1, 1.3.2, 5.1 – 5.8, 6.5, 6.6	3.1 – 3.12
1.6 Learning resources and student support	1.3.2, 1.3.6, 2.2.10, 6.3, 6.9, 6.10, 7.1 – 7.7	1.3.4, 2.2.12, 2.2.13, 2.2.14, 2.2.15, 2.2.18, 3.3, 6.3, 6.8, 6.9, 7.1 – 7.7	4.8, 4.9, 4.10, 4.11, 5.1 – 5.12
1.7 Information management	1.1.7, 1.2.4, 2.2.4, 2.2.9	1.1.7, 1.2.4, 2.2.10	4.7
1.8 Public information	1.1.1, 1.2.2, 2.2.7	1.1.1, 1.2.2, 2.2.7, 2.2.11, 2.2.16	1.9, 1.24
1.9 On-going monitoring and periodic review of programmes	1.2.1, 1.2.3, 4.1.1, 4.1.2	1.2.1, 1.2.3, 4.1.1, 4.1.2	1.20, 1.21
1.10 Cyclical external quality assurance	Pursuant to the CYQAA Laws, evaluations / accreditation reviews are conducted five years.		

*For the evaluation of cross border education, offered by local institutions in member states or in third party countries, the same criteria apply as for programme evaluation. Additional quality indicators/criteria for distance learning, doctoral and joint programmes are included in programme evaluation.