



***Bologna Secretariat Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email ([secr@bologna2009benelux.org](mailto:secr@bologna2009benelux.org)) no later than***

***1 November 2008.***

***April 2008***

## **PART I**

### **BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009**

#### **Notes:**

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

#### **Details**

Country	
Date	
BFUG member (one name only)	
Position	
Email address	
Contributors to the report	

### 1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

Country	: CYPRUS
Date	: 1 November 2008
BFUG member (one name only)	: Efstathios Michael
Position	: Director, Higher and Tertiary Education, Ministry of Education and Culture
Email address	: emichael@moec.gov.cy
Contributors to the report	: 1. Prof. Elpida Keravnou, Chairperson of the Cyprus Council for the recognition of HE Qualifications (KYSATS) 2. Dr. Despina Martidou Forcier Chief Education Officer, Ministry of Education and Culture 3. Margarita Moese Education Officer, Ministry of Education and Culture 4. Dr. Philippos Pouyioutas, Vice Rector, University of Nicosia, Cyprus 5. Athanasia Ktena, Administrative Head, EUC, European University - Cyprus 6. Dr. Costas Kyriacou, Associate Professor, Frederick University, Cyprus 7. Elena Avgoustidou, Senior Officer, International Relations, University of Cyprus 8. Dr. Charalambos Chrysostomou, Cyprus University of Technology 9. Androula Papanastasiou, Director, Foundation for the Management of the Lifelong Learning Programmes

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The process of Education Reform continues at the various levels of education. The dialogue that initiated the reform continues with all stakeholders and each new development is discussed in the appropriate Council before it is forwarded through the legal procedures for implementation. The measures taken following the ministerial meeting in London, for the Higher Education sector, are described in the following paragraphs. All measures aim to build local capacity for higher education in order to satisfy the needs of Cyprus. The measures are:

- The Cyprus University of Technology (CUT) accepted its first students in September 2007. At the time CUT had five Faculties and seven Departments. In September 2008, the university established two other departments, the Department of Commerce, Finance and Shipping and the Department of Environmental Management. In addition, the university has submitted a proposal regarding the establishment of a Faculty of Fine Arts. CUT has also developed its first Masters and PhD programmes and has admitted its first graduate students in 2008. [<http://www.cut.ac.cy/english/>]

- The Open University of Cyprus (OUC) which started operation in 2006, introduced two new programs in September 2007, a Masters programme in Computer Systems and an undergraduate programme in Greek Civilization. In addition, OUC has enriched its provision of continuous education modules (in the context of its Life Long Learning mission) with the aim of satisfying local demand in the relevant areas. [<http://www.ouc.ac.cy/>]

- The University of Cyprus (UCY) introduced an undergraduate programme in Biology in September 2007, and another undergraduate programme in Law in September 2008. In addition, UCY has submitted a strategic plan for its further development, according to which its student capacity will be increased by about 2000 places during the period 2008-2013. This is to be achieved both by increasing the student intake in existing programmes, and by developing new programmes. UCY has also undergone a successful evaluation by the EFQM receiving the label «Committed to Excellence» for its administrative services. Finally, in 2008 legislation regarding the establishment of a Faculty of Medicine at UCY was passed and the university has submitted a plan for the development of this Faculty with the aim of admitting its first students in 2013. [<http://www.ucy.ac.cy/>]

- The Evaluation Committee for Private Universities (ECPU) completed the evaluation of the 5 applications submitted in 2005 for the establishment of private universities, and submitted its recommendations to the Minister of Education and Culture in July 2007. On the basis of these recommendations, the Council of Ministers accepted the registration of the following three private universities, and granted to them initial license of operation as of October 2007:

  - E.U.C. European University - Cyprus [<http://www.euc.ac.cy>]

  - Frederick University [<http://www.frederick.ac.cy>]

  - University of Nicosia [<http://www.unic.ac.cy>]

Another applicant, for the ab-initio establishment of a private university (Neapolis University), has been registered, aiming to start operation in the academic year 2010/11, provided that the required infrastructure and learning resources will be available on time and approved by the ECPU.

The three private universities operating under initial license have a total student population of over 8500 and offer over 70 programmes at the first and second cycle. The list of programmes, approved for private universities, is accessible through the webpage of the ECPU [[http://www.ecpu.ac.cy/index\\_en.htm](http://www.ecpu.ac.cy/index_en.htm)].

- The Council of Ministers has indicated the political will to proceed with the establishment of a Cyprus Quality Assurance and Accreditation Agency for Higher Education with its decision No. 66.010 dated 5 September 2007. Following this decision, a draft legislative decree has been prepared, which is currently under discussion with the relevant stakeholders. The Rectors' Conference has submitted its comments that will be taken into consideration before submitting the final draft of the decree to the House of Parliament for approval. This is expected to happen within the next few months.
- In 2008, the Minister of Education and Culture has appointed a specialist committee of university professors and high rank administrators with the objective of proposing a new unified Law for higher education. The specialist committee is expected to submit its recommendations by the end of 2008. The approval of a unified Law for higher education will be a major development for Cyprus facilitating the introduction of relevant educational reforms. The unified Law would aim to strengthen the autonomy of the institutions and to provide them with the necessary flexibility regarding their internal operations and utilization of resources. At the same time it would aim to ensure the provision of quality higher education and research and to set in place transparent accountability mechanisms.
- The Council of Ministers with its decision of July 9, 2008 (number 67.445) has decided to set up a Committee of representatives of all stakeholders with the objective of introducing a National Qualifications Framework for Cyprus, in line with the QF for the EHEA and the EQF for LLL.
- The Department of Higher and Tertiary Education of the Ministry of Education and Culture has secured the approval of services of international experts who will advise on the procedures to be followed, under the existing legislation, for the external evaluation of the Cyprus Council for Educational Evaluation Accreditation (SEKAP). The advice of the international experts on broader matters regarding the quality assurance of the higher education system of Cyprus, will also be sought.

The Cyprus Government has established the Foundation for the Management of European Lifelong Learning Programmes by the Ministerial Decision No. 64.892 of 17/1/2007. The operation of the Foundation is financed by the Republic of Cyprus and the European Commission. The Foundation is the official body through which the management of educational programmes and the goals and policies of the European Union in the fields of education and training are promoted in Cyprus. The Foundation subsidizes, through funds obtained from the Government, the European Commission and other bodies, educational institutions, organisations, teachers, pupils, students, educators, trainers and trainees, engaged in its scope of activities.

## 2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The national working group that oversees the Bologna Process is headed by the Director of Higher and Tertiary Education, Ministry of Education and Culture. The members of this group include the Cyprus Bologna Promoters, representatives of Universities, representatives of students union and other stakeholders of higher education in Cyprus. Representatives from the Rector's Conference, the Employers association and the Staff Trade Unions together with the Director of the Foundation for the Management of the Lifelong Learning Programs (who is the Bologna Process NA Coordinator) and the Bologna Process NA Contact Person are also members.

- a) Does your country have a national working group for Bologna follow-up <sup>1</sup>
- Yes  No
- b) Does your national Bologna follow-up group include representatives of
- |                                   |   |                             |
|-----------------------------------|---|-----------------------------|
| Ministry                          | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference               | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff                    | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students                          | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions                | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| National Quality Assurance Agency | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Employers                         | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
- Other (please specify) \_\_\_\_\_
- c) Does your country have a Bologna promoters' group<sup>2</sup>
- Yes  No
- d) Does your national Bologna promoters' group include representatives of
- |                                   |   |  |
|-----------------------------------|---|--|
| Ministry                          | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| Rectors' conference               | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| Academic staff                    | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Students                          | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Staff trade unions                | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| National Quality Assurance Agency | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| Employers                         | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
- Other (please specify) Administrative staff of universities.

Please add any additional comments if necessary:

<sup>1</sup> A group that develops policy proposals for implementing the Bologna Process

<sup>2</sup> A group that supports/advises HEIs on implementation of the Bologna Process

## DEGREE SYSTEM

### 3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The first and second cycles are fully introduced in Cyprus. As a matter of fact Cyprus never had an integrated long cycle.

b) Please give the percentage of the total number of all<sup>3</sup> students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 <sup>4</sup>	% of all students enrolled in the two cycle degree system in 2008/09
26.034	26.034	100%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

Cyprus never had a long integrated cycle. From the beginning, the HE system of the country had three discrete cycles (Ptychio [Bachelor], Master and PhD). In addition, there are short cycles of duration 1 to 3 academic years. The short cycles are below the first cycle, Ptychio, which is 4 academic years of full time study. Thus the two cycle system, regarding the first and second cycles, is fully implemented in Cyprus.

### 4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements<sup>5</sup> apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies

<sup>3</sup> "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

<sup>4</sup> If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

<sup>5</sup> E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

Doctoral studies are fully implemented as the third cycle in Cyprus. At present, only the state universities offer doctoral studies. The private universities have requested the approval of doctoral programmes and it is expected that such programmes will be approved for them in due course, once their research infrastructure is more adequately developed. The private universities are very keen to enhance their research activities.

All doctoral programmes in Cyprus are structured programmes including: (a) taught courses amounting to at least 60 ECTS credits, (b) a qualifying examination that tests breadth and depth of knowledge in the relevant subject, and (b) independent research of at least two academic years. The independent research component involves the submission and approval of a research proposal, and the defence of a research thesis in front of a 5-member committee that includes one or two members external to the university. Thus, 100% of the doctoral students in Cyprus follow structured programmes including both taught courses and independent research. If a doctoral student holds a Masters degree in a subject relevant to the topic of his/her doctoral programme, then s/he may be partially or fully exempted from the taught courses. However, if a student is admitted to a doctoral programme directly from his/her first cycle degree, s/he will need to successfully complete all taught courses (please note that in Cyprus the first cycle can give access to a doctoral programme, although this access may be denied in the case of some doctoral programmes, where a 2nd cycle degree in a relevant subject is a prerequisite for access).

The minimum length of full-time doctoral studies is three academic years.

A doctoral student has a (main) supervisor, although in most cases s/he is also allocated two assistant supervisors. The approval of the research proposal is made by this 3-member committee. The taught courses are assessed in the standard way for any taught course, while the comprehensive examination could be either a written or an oral, examination. In every case the assessors are at least two. The progress of the student in the research component of his/her studies is monitored relatively closely. More specifically, the student is required to submit progress reports at regular intervals and to have frequent interactions with his/her supervisory team. The research thesis submitted by the student is defended in front of a 5-member committee including the supervisory team and two external members, at least one of which should be from another university or research centre. The viva includes an open presentation of the thesis by the candidate, followed by a closed interrogation of the candidate by the viva committee.

Cyprus has not developed its qualifications framework yet. However, when such a framework is developed, doctoral studies will certainly be included. The generic learning outcomes (level descriptors) of the 3rd cycle adopted in Bergen will be encompassed in our NQF, but at present it cannot be indicated as to

whether more specific and/or additional learning outcomes will be associated with the doctoral studies.

Interdisciplinary training and/or the development of transferrable skills is not at present an obligatory component of the doctoral studies in Cyprus, although specific doctoral programmes are perfectly allowed to include such components in their taught courses. Some universities, for example the University of Cyprus, has decided to establish a Graduate School that will manage in an integral way all graduate programmes, both Master's and doctoral studies. The Graduate School will promote the development of transferrable skills and interdisciplinary training, in addition to overseeing the quality assurance of graduate studies (including the quality of supervision of doctoral students and the monitoring of their progress).

Doctoral programmes are allocated ECTS credits. The ECTS credits for the taught courses are interpreted in the normal way (workload and learning outcomes). The allocation of a specific number of credits to the preparation of the research proposal, the comprehensive examination or the writing of the thesis, is optional. If a specific allocation of ECTS credits is made to these components, it is expected that some learning outcomes will also be listed. For the research part of a doctoral programme, the ECTS credits simply measure time, and as such no learning outcomes are listed.

Doctoral students in Cyprus are also considered as early researchers, or more accurately as "new researchers". In fact there is a specific funding initiative supported by the Cyprus Research Promotion Foundation for new researchers, where new researchers include graduate students, in particular doctoral students, as well as new post-doctoral researchers.

## 5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

Higher education institutions in Cyprus play a very significant role in both pure and applied research. Academic members of staff are expected to be active researchers and to direct research projects. Recruitment and promotion criteria for academic staff, weigh heavily on research activity. All state universities in Cyprus are research oriented. It is especially worth noting that two of the extremely competitive ERC grants for young researchers (in the first call of the ERC) were allocated to two members of academic staff of the University of Cyprus.

The recently established private universities aim to strengthen their research activities. They have instigated the proper institutions and are giving the right incentives and opportunities to their academic staff to pursue quality research with international impact and visibility.

The research activity of further education institutions (i.e. non university institutions), both state and private, is very limited, if any.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
  - from public funds
  - from private funds
- total annual national research expenditure (expressed in national currency)
  - from public funds
  - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

Cyprus has recently established two new Research Centres:

(a) The Cyprus International Institute in association with the Harvard School of Public Health (CII-HSPH), and

(b) The Cyprus Institute.

Both aspire to become centres of excellence in research and graduate studies. The CII-HSPH represents a unique initiative for the region, pursuing research in important areas of public health and the environment. In addition, it has started a Masters programme in Public Health that has attracted many high calibre international students. This programme looks set to acquire significant prominence in the region. The Cyprus Institute has started establishing a number of research units (energy and the environment, archaeology, high performance computing). Both centres have signed protocols of collaboration with state universities and some joint research projects have already started. Other

agreements of collaboration between HE institutions and existing research centres/units are already in operation with successful results.

The following statistics refer to 2006:

- Gross domestic expenditure on R&D (GERD) as a percentage of GDP: 0.43%
- Percentage of GERD financed by the public sector: 66.6%
- Percentage of GERD financed by the private sector: 21.3%
- Percentage of GERD financed from abroad: 12.1%

Gross domestic expenditure on R&D: CYP 35.908.000 (€ 61.352.460)

- From public funds: CYP 23.896.000 (€ 40.828.740)
- From private funds: CYP 7.663.000 (€ 13.093.012)
- Funds from abroad: CYP 4.349.000 (€ 7.430.707.6)

Percentage of research carried out in higher education institutions: 41.2%

Finally, the following funding mechanisms are available for doctoral students:

- Grants, covering both tuition fees and living expenses, allocated by the Cyprus Foundation for National Scholarships (IKYK) on a competitive basis.
- Research Assistantships, in the context of research projects, funded by the Cyprus Research Promotion Foundation (IPE) on a competitive basis.
- Teaching Assistantships or scholarships offered, on merit, by universities to research students, utilizing own funds of the universities.

Although Cyprus is still lacking behind in terms of the percentage of GDP expenditure in research. The annual average growth rate for the period 2001-2006 is 17.6%.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

The Statistical Service of Cyprus has recently carried out for the first time a Survey on the Careers of Doctorate Holders, aiming at the collection of data regarding the demographic, educational, employment, international and intra-sectoral mobility, career and salary characteristics of doctorate holders. The survey was carried out on the basis of the definitions and methodological guidelines developed within the framework of the joint project undertaken by the Statistical Office of the European Communities (Eurostat), the Organisation for Economic Development and Cooperation (OECD) and the UNESCO Institute for Statistics (UIS). The survey was partly funded by the European Commission. The detailed results of the survey will be disseminated on the web site of the Statistical Service of Cyprus. [[www.mof.gov.cy/cystat](http://www.mof.gov.cy/cystat)]

## 6. Access<sup>6</sup> and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

### 6.1 Access and admission between the first and second cycles

<sup>6</sup> Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

All first cycle qualifications give access to the second cycle.

b) any first cycle qualifications that do not give access to the second cycle (please specify)

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

Master programmes in the areas of Bussiness Administration (MBA) or school administration may require some relevant work experience for access.

d) any further special requirements for access to a second cycle programme in the same field of studies

Some Master programmes require for access adequate knowledge of certain languages, or certain minimum grades overall or in particular subjects.

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

## 6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

All Master level qualifications give access to the third cycle. As a matter of fact access to the third cycle may be directly from the first cycle.

b) any second cycle qualifications that do not give access to the third cycle (please specify)

None

c) any measures planned to remove obstacles between cycles

No measures are required since there are no obstacles between cycles.

## 7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

In Cyprus there is only one type of bachelor, i.e. the notion of a professional bachelor programme does not exist. The Bachelor and Masters cycles have always been discrete. In fact even before Cyprus established its own university system, the bachelor degree from foreign institutions, provided access to the work market. Thus no measures are required in order to enhance the employability of graduates with bachelor qualifications. Obviously, in a competitive work market, holders of both bachelor and Masters Degree, could have higher employability, and this leads to an increased percentage of people that pursue a Masters degree after their bachelor. However, the holders of long integrated bachelor degrees do not have better employment prospects than the holders of (Bologna type) bachelor degrees, unless a long integrated bachelor is recognized as both a bachelor and a Masters degree.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience  
Significant  Some  A little  None
- accreditation/quality assurance  
Significant  Some  A little  None
- university governance  
Significant  Some  A little  None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes  No  In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes  No  In some cases

If no, or in some cases only, please explain the current situation:

## 8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared<sup>7</sup>?

Yes  No

**Comment** The Council of Ministers with its decision number 67.445 of July 9, 2008 has approved a proposal for the appointment of a National Committee, the mission of which will be the development of a National Qualifications Framework for Cyprus. The Committee has been set up and has taken over the task of developing a NQF.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes  No

**Comment** This is the task of the National Committee, as a result of the decision taken by the Council of Ministers of the Republic of Cyprus.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes  No

**Comment** ECTS credit ranges will be discussed during the meetings of the National Committee, as stated above.

d) Has the NQF been nationally discussed with all stakeholders?

Yes  No

**Comment** A broad consultation involving all social partners and stakeholders is being planned to take place in the near future.

**If the answer to d) is No, please answer question e):**

e) has a timetable been agreed for consultations with all stakeholders?

Yes  No

**Comment**

**If the answer to d) is Yes, please answer the following questions:**

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes  No

**Comment**

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<sup>7</sup> A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

g) How far has the implementation of the national qualifications framework progressed (*please tick one*)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

**Comment**

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed       Started, but not yet completed       Not yet started

**Comment**

i) Has the self-certification report been published?

Yes       No

**Comment**

*Please add any additional comments if necessary:*

**Comment**

**NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)<sup>8</sup>**

**9. Reviewing the QA system against the ESG<sup>9</sup> and national support for implementation**

a) Has your national QA system been reviewed against the ESG?

Yes       No        Not yet, but such a review is planned  
(Please specify time)  
within 2009

b) If a review has been undertaken or is planned, please give further details of the review process.

A national review is planned to take place within 2009. Two expert consultants will be initially invited to provide advise for the best way to carry out the review and enhance the Quality Assurance procedure. Based on their suggestions the practices of the Council of Educational Evaluation - Accreditation (SEKAP) (a member of ENQA) will be reviewed against ESG.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes       No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes       No

**If Yes**, please give details of these incentives:

- Other measures

Yes       No

**If Yes**, please outline these measures

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes       No

<sup>8</sup> <http://www.enqa.net/files/BergenReport210205.pdf>

<sup>9</sup> ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

**If Yes**, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

## 9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

In Cyprus there isn't at present a legislative requirement for internal QA systems, thus, there isn't a uniform internal QA system in the universities. Each institution implements its own internal quality assurance system that includes peer review evaluation, instructors' evaluation (through questionnaires given to students), the establishment of Faculty QA Teams, the Committee for Internal Evaluation (which operates in the framework of the guidelines of ENQA. In those committees the Vice-Rector usually presides and there are representatives from the academic staff, the administrative staff and the students. In some institutions the Departments also submit Annual Self evaluation Reports to the university's competent committee. There are provisions for setting up committees for internal QA in the proposed legislation for the establishment of the Cyprus Quality Assurance and Accreditation Agency in Higher Education.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs       Most HEIs       Some HEIs       No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs       Most HEIs       Some HEIs       No HEIs

Please describe what kind of arrangements are in place

There isn't a systematic way of arrangements at national level.

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs       Most HEIs       Some HEIs       No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs       Most HEIs       Some HEIs       No HEIs

Please describe how the above is achieved.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs       Most HEIs       Some HEIs       No HEIs

**Additional information if necessary**

## 10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

The external quality assurance system in Cyprus aims at the external evaluation and accreditation of the private universities and institutions and is consisting of the Council of Educational Evaluation- Accreditation (SEKAP) and the Evaluation Committee of Private Universities (ECPU).

I. The Council of Educational Evaluation–Accreditation (SEKAP) is an independent body, appointed by the Council of Ministers on the recommendation of the Minister of Education and Culture. The Council consists of the Chairman and six members. At least five members must be university professors.

In accordance with the provisions of the Laws 67(1)/96 – 198(1)/2007 which regulate the establishment, operation and control of the Private Institutions of Tertiary Education (PITE), these institutions submit applications to the Permanent Secretary of the Ministry of Education and Culture for the educational evaluation – accreditation of their programmes of study. The applications are forwarded to SEKAP which appoints committees of relevant experts for each discipline, depending on the programme of study to be evaluated, with the task to examine the quality of the programme. The Council studies the final report prepared by the team of experts and decides on the programme accreditation.

II. The Evaluation Committee of Private Universities (ECPU) is the competent authority in the Republic of Cyprus, stipulated by the Laws for the Establishment, Operation and Control of Private Universities 109(1)/2005 and 197(1)/2007, for the examination of the applications for the establishment and operation of private universities. The Committee has seven members that serve on a five year tenure and is chaired by the Chairperson of the Council of Educational Evaluation – Accreditation (SEKAP). Also, another two members are from SEKAP while the other four are university professors from three different countries with extensive experience in university governance. The Committee is appointed by the Council of Ministers on the recommendation the Minister of Education and Culture.

ECPU has the authority to appoint Teams of Experts to examine certain aspects concerning an application, but the final decision lies with the Committee. ECPU decides on the institutional and programme accreditation of the applications and monitors the operation of private universities during the period of their initial license which is five years.

ECPU inspects periodically a private university and submits relevant recommendations on the basis of which, the Minister of Education and Culture has the power to propose to the Council of Ministers the suspension of the private university's operation.

With the expiration of the period of the initial license, the Council of Ministers, upon the recommendation of ECPU, decides as to whether a license of proper operation should be granted to the private university. [<http://www.ecpu.ac.cy>]

### III. Cyprus Quality Assurance and Accreditation Agency in Higher Education.

The Council of Ministers, with its decision No. 66.010 dated 5 September 2007, has initiated the development of legislation for the establishment of the Cyprus Quality Assurance and Accreditation Agency in Higher Education (hereafter mentioned as the "Agency") as the competent authority of quality assurance of higher education in the Republic of Cyprus.

Since the authorities and the responsibilities of the following existing bodies overlap, the Agency will undertake all their responsibilities:

- a) The Council of Educational Evaluation – Accreditation (SEKAP)
- b) The Evaluation Committee of Private Universities (ECPU)
- c) The Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS)
- d) The Advisory Committee for Tertiary Education (SETE)

It is proposed that the Agency will have thirteen members (the Chairperson included) appointed by the Council of Ministers on the recommendation of the Minister of Education and Culture, for a five year tenure. Eight of the members will be university Professors and the rest from each of the following bodies and services:

- a) The Legal Service
- b) The administration of the Ministry of Education and Culture
- c) The organisations of employers
- d) The Unions
- e) The organisations of student unions

The Agency will be the competent authority for:

- a) The periodical institutional and programmatic evaluation of the state and private universities.
- b) The periodical institutional and programmatic evaluation and accreditation of the Private Institutions of Tertiary Education (PITE).
- c) The evaluation and accreditation of all forms of trans - national and trans – educational provision.
- d) The recognition of higher education qualifications and the provision of information on recognised institutions of higher education in Cyprus and abroad.
- e) The publication of the list of all recognised institutions of higher education operating in the Republic of Cyprus and the programmes of study they have been authorised to offer.

f) To provide advice to the Minister of Education and Culture on all matters under its jurisdiction.

The final draft of the law for the establishment and operation of the Agency is expected to be ready and presented to the Parliament within the next few months.

b) does your external quality assurance system operate at a national level;

Yes  No

If **No**, please specify:

c) does your external quality assurance system cover all higher education<sup>10</sup>

Yes  No

If **No**, please specify which types of institutions or programmes are not covered by your external quality assurance system:

The existing external QA bodies cover the private institutions and universities. The public institutions and universities by virtue of their decree of operation have their own procedures on QA, mostly internal QA procedures. The University of Cyprus has also voluntarily undergone an external evaluation by the EUA.

d) which of the following elements are included in your external quality assurance system:

- |                          |   |  |
|--------------------------|---|--|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| - external review        | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| - publication of results | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| - follow-up procedures   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes  No

If **No** is there a date set for the review?  Yes (please specify date within 2009) No

<sup>10</sup> Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

### 11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA .  
Yes  No  In some cases
- b) as full members in external review teams  
Yes  No  In some cases
- c) as observers in external review teams  
Yes  No  In some cases
- d) as part of the decision making process for external reviews  
Yes  No  In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)  
Yes  No  In some cases
- f) in internal quality assurance (e.g. periodic review of programmes)  
Yes  No  In some cases
- g) in preparation of self-assessment reports.  
Yes  No  In some cases
- h) in follow-up procedures:  
Yes  No  In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

In the proposed legislation there is provision for student participation in the above issues.

### 12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance  
Yes  No  In some cases
- b) the external evaluation of national quality assurance agencies  
Yes  No  In some cases
- c) teams for external review of institutions or programmes, either as members or observers  
Yes  No  In some cases
- d) membership of ENQA  
Yes  No  In some cases
- e) membership of any other international network  
Yes  No  If **Yes**, please specify:

Membership:

European Network of Quality Assurance (ENQA)

The International Quality Assurance Agency in Higher Education (INQAAHE),

The European University Association (EUA) and

The European Association of Institutions in Higher Education (EURASHE).

The Council also collaborates with:

The Council for Higher Education Accreditation (USA)  
The International Association of Universities (IAU)  
The Quality Assurance Project (HRK - Germany).  
The Quality Assurance Agency for Higher Education (QAA - England) and  
The Central and Easter European Network for Quality Assurance Agencies  
(CEE).

*Please add any additional comments, especially if there is no international involvement in any of the aspects:*

The Cyprus Republic is a founding government member of EQAR.

## RECOGNITION OF DEGREES AND STUDY PERIODS

### 13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

The University of Cyprus has been issuing a Diploma Supplement to all graduating students from 1<sup>st</sup> and 2<sup>nd</sup> cycle programmes since 2004. The private universities have also started issuing a Diploma Supplement and the Cyprus University of Technology will do so as soon as it has its first graduates. The Open University of Cyprus does not issue a Diploma Supplement at present but the implementation of a Diploma Supplement is in the future plans of the university.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes  No
- 2nd cycle programmes Yes  No
- 3rd cycle programmes Yes  No
- remaining "old type" programmes Yes  No  Not applicable
- short higher education programmes Yes  No  Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes  No 
  - *please specify the language* English
- issued free of charge  for a fee
- issued automatically  on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

#### 13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes  No

**Comment** The submission of a Diploma Supplement is highly recommended and helpful but not obligatory at present

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes  No

**Comment** No official translations of their qualifications are necessary if the Diploma Supplement is in English

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes  No

**Comment** Official copies of the qualification still need to be submitted, but not of the official transcript if a Diploma Supplement is submitted.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes  No

**Comment** The new legislation submitted for approval, regarding the establishment of the Cyprus Quality Assurance and Accreditation Agency, stipulates the obligatory issuing of a Diploma Supplement to all graduating students from HE programmes. This step will certainly enhance the use of the Diploma Supplement in the labour market. In addition, the team of Bologna Experts in conjunction with the Cyprus Foundation for LLP, promote the use of the Diploma Supplement in the labour market. Finally, the Europass Centre of Cyprus provides all relevant documents and guidance regarding the use and usefulness of all Europass documents. Once a NQF is established in Cyprus, the usefulness of the Diploma Supplement in the labour market will be further consolidated. [<http://www.kepa.gov.cy/europass/Default.aspx>]

#### 14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents<sup>11</sup> of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes  No

**If Yes**, please demonstrate how it is achieved: Cyprus has signed the LRC and has ratified it through law 24(III)/2001. Since the LRC is international legislation it supersedes any national legislation on recognition. However, neither the legislation of the Cyprus Council for the Recognition of HE Qualifications (KYSATS), nor any other relevant legislations, are in conflict with principles of the

<sup>11</sup> Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

LRC. It is clarified though, that although the LRC implies one form of recognition, in Cyprus we apply two forms of recognition for the Bachelor qualification, namely "equivalence" (ισοτιμία) and "equivalence and correspondence" ("ισοτιμία και αντιστοιχία"). In addition, the recognition of some qualification is granted for all purposes (or it is purpose free), ie we do not grant different recognitions of the same qualification for different purposes.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes  No

**If Yes**, please demonstrate how it is achieved: Relevant national legislation complies with the recommended criteria and procedures for recognition. It is noted, though, that the recognition of prior (informal or non-formal) learning is not institutionalized in Cyprus.

ii) Recommendation on the Recognition of Joint Degrees

Yes  No

**If Yes**, please demonstrate how it is achieved: The relevant recommendation is incorporated in the new legislation submitted for approval, regarding the establishment of the Cyprus Quality Assurance and Accreditation Agency. It is especially noted that recognition requires that all institutions collaborating in the provision of a joint degree are recognized by the relevant authorities of the countries in which they operate and that they are authorised to provide the relevant joint programme.

iii) Code of Good Practice in the Provision of Transnational Education

Yes  No

**If Yes**, please demonstrate how it is achieved: The principles advocated in the code of good practice are incorporated in the new legislation submitted for approval, regarding the establishment of the Cyprus Quality Assurance and Accreditation Agency. It is noted that the principles of reciprocity (recognition by both sending and receiving country) and transparency (any collaborative agreements and/or the rights of the students must be clearly set out by the awarding institution), are particularly emphasised.

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level : If recognition is not granted, the applicant is notified in writing of the reasons why the qualification was not recognized (or was partially recognized). The applicant has the right to request re-evaluation of his/her qualification. In such a case, a different recommendation committee is used. Furthermore, in order for the recognition decisions to be consistent, similar past cases are used for evaluating new cases. This is assisted by using a database of past cases. Finally, if the candidate fails to submit some necessary documents (with the exception of the actual qualification in question), and s/he is in a position to argue convincingly as to why the given documents are missing, s/he is given the benefit of the doubt.

ii) recognition if no substantial differences can be proven

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level : If no substantial differences can be proven (see below) recognition is granted.

iii) demonstration of substantial differences, where recognition is not granted

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level : As already mentioned the onus is on the recognition body to demonstrate the presence of substantial differences and to point these out in writing to the candidate together with the decision not to recognize the qualification. At present, the key issues regarded in the context of substantial differences are: (a) admission requirements, (b) student assessment methods, (c) normal duration of full-time studies or the equivalent in terms of ECTS credits, (d) level of studies, (e) thesis or project supervision practices and (f) learning outcomes and/or content of the curriculum.

iv) provision of information about your country's HE programmes and institutions

Yes  No

**If Yes**, please describe how it is done in practice : The Ministry of Education and Culture, the individual institutions, the Evaluation Committee for Private Universities and the Council for Educational Evaluation-Accreditation (SEKAP) maintain sites on the web providing upto date information about the HE programmes and institutions, in addition to prospectuses etc.

v) do you have a fully operational ENIC

Yes  No

**If Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally : **KYSATS is the national authority in Cyprus for academic recognition and it also acts as the information provision centre regarding national and foreign qualifications. Thus, KYSATS is the National Contact Point for matters of recognition. It is a member of both the ENIC and the NARIC networks and it actively participates in various meetings nationally and internationally. [www.kysats.ac.cy]**

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

A key action that is underway is the eventual stipulation of the new legislation establishing the Cyprus Quality Assurance and Accreditation Agency that will encompass fully the principles advocated in the supplementary documents of the Convention (the Convention is already legally endorsed in Cyprus) as well as the ESG for QA.

## 15. Stage of implementation of ECTS<sup>12</sup>

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes<sup>13</sup> in which all programme components are linked with ECTS credits

100%  75-99%  50-75%  <50%

b) Are ECTS credits linked with learning outcomes<sup>14</sup> in your country? Please tick one:

No  In some programmes  In the majority of programmes   
In all programmes

<sup>12</sup> Please refer to definitions in the ECTS User's guide,  
[http://ec.europa.eu/education/programmes/socrates/ects/guide\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html)

<sup>13</sup> Except doctoral studies

<sup>14</sup> Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

c) If you use credit system other than ECTS, please give details of your national credit system:

There is no national credit system. Individual institutions use their own.

i) is it compatible with ECTS?

Yes

No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes

No

**If Yes**, please explain: Bologna Promoters are contributing to improving understanding of learning outcomes

e) Are you taking any actions to improve measurement and checking of student workload?

Yes

No

**If Yes**, please explain:

**In some universities the student workload for each course has already been estimated by faculty members according to the learning outcomes, using the guidelines and templates of the TESE (Tuning Educational Structures in Europe) project. For some of these courses, the estimated student workload has already been verified through questionnaires given to the students, while for the rest, the verification will be completed by the end of this academic year.**

**For other universities, the verification of the estimated workload through student questionnaires is planned for the academic year 2008-2009. Faculty members will explain the details about LO at the beginning of each course. At the end of the semester students will be asked to fill in questionnaires in order to measure the workload and obtain the assigned ECTS.**

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes

No

**If Yes**, please explain: Bologna Promoters have been assigned to different institutions with the purpose of assisting them in applying the ECTS requirement and many institutions have requested the relevant assistance.

## LIFELONG LEARNING

### 16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes  No

If Yes, please specify:

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes  No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes  No

If Yes, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively  Some  A little  None

Verwijderd: -----Pagina-einde-----

Please describe the current situation: Presently there are no procedures in Cyprus for assessing prior (informal or non-formal) learning and recognizing it, either for purposes of access, credit allocation or course exemptions. The only mechanisms in place deal with the recognition of prior formal learning for credit allocation and course exemptions. Even in these cases, an institution is not expected to recognize credits from prior formal learning (or to exempt a student from components of a programme on the basis of prior learning) amounting to more than half of the overall number of credits for the programme. Regarding the recognition of foreign qualifications, KYSATS would accept up to 10% of the overall number of credits for a programme to be allocated by the awarding institution on the basis of prior informal or non-formal learning and/or formal level below the tertiary level.

### 17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

- The operation of the Open University of Cyprus provides flexible learning paths.

- In addition, the Cyprus University of Technology (CUT) has set up a top up programme, of 60 ECTS credits, for "Nursing", to enable nursing staff with a non Bachelor qualification to upgrade their qualifications to the Bachelor level. More specifically, this top up programme will be offered simultaneously at all cities for a total number of 3000 study places. CUT is planning to offer other top up programmes for other professionals.

- The private universities also offer upgrade courses in pedagogical sciences.

- A number of private institutions and universities offer part time courses including summer sessions in all disciplines and cycles of study to enable working people to complete their studies.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes  No

Please add appropriate comments to describe the current situation : Cyprus has not developed its NQF yet. However, the matter of flexible learning paths will be addressed when discussion is underway regarding our NQF.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes  No

Please add appropriate comments to describe the current situation : The funding of the additional places at the Open University and the CUT mentioned above.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles :

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle : The Open University of Cyprus offers courses by distance learning. The conventional universities are utilizing the new technologies and e-learning, especially in the context of joint programmes, but so far no distance learning programmes are offered by them.

However, all universities offer short programmes of a general interest or for particular groups of professionals.

e) Are there modular structures of programmes to facilitate greater participation?

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle : All HE programmes in Cyprus (for all cycles) are modular, credit-based. The third cycle, as already explained, combines taught courses and research, where the credits allocated to research simply measure time.

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

Information on this matter is not available.

## JOINT DEGREES

### 18. Establishment and recognition of joint degrees<sup>15</sup>

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes  No

Does the legislation fully allow:

i) establishing joint programmes?

Yes  No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes  No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100%  50-75%  25-50%  1-25%  0%

ii) joint programmes

75-100%  50-75%  25-50%  1-25%  0%

<sup>15</sup> A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>
In the second cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>
In the third cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

The following programmes are offered:

I. The University of Cyprus:

a) A joint Post Graduate Programme the 'Co-tutored PhD Program in Economic Policy', at the Department of Economics. The Universities that co-operate are: University of Verona, University of Oviedo (Spain), University of Essex (UK), University of York (UK), Universite de Cergy-Pontoise (France), Universidade de Campinas (Brasil) University of Wisconsin-Madison (USA). The objective is: The development of a scientific and educational programme for the implementation of an international PhD program in Economics.

b) European Master's Degree in Human Rights and Democratization. It is offered jointly by the Department of Social and Political Sciences and 41 other universities from European countries.

c) Joint Post Graduate programme at Mathematics Education by the Department of Education and the Department of Mathematics in co-operation with the Department of Mathematics and Statistics of the University of Athens-Greece.

II. The University of Nicosia:

A Tempus project is currently under development leading to the development of a joint Master's Degree in 'Professional Master's Programme in Food Science and Technology (FOST)'.

III. The Cyprus Institute of Environmental Health in association with Harvard School of Public Health offers one Master's and one PhD programme in Environmental Health.

e) Estimate the number of joint programmes in your country

At present 5 programmes. Public and private universities are in the process of developing such programs.

f) Describe any actions being taken to encourage or allow joint programmes.

Flexibility in language teaching in the public universities where the official language is Greek. English is used as teaching language in some cases. Introduction of regulations regarding the establishment and creation of joint degrees and application and awarding system.

g) Are there any specific support systems for students to encourage joint degree cooperation?

No.

## MOBILITY

### 19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

- a) The University of Cyprus and the Cyprus University of Tecnology operate the Foreign Language Centres facilitating mobility for incoming and outgoing students.
- b) At UCY there is tutorial support in English for incoming students. Furthermore, the International Relations Committee of the Senate is responsible for the promotion and the facilitation of mobility.
- c) Administrative staff from all universities will engage in the new mobility programme of Erasmus (HE institutions staff training in a HEI abroad) during the year 2008-2009.
- d) The national Erasmus Coordinators are also involved in mobility schemes.
- e) All uiversities participate in the Erasmus Mobility Program and most of them operate Mobility offices encouraging students, faculty and staff to participate in the Erasmus mobility programmes. Those Mobility offices also have established several new bilateral agreements and try to get involved in mobility in the widest possible range of subject areas and host countries.
- f) In general, the universities have established various procedures to create more awareness on staff and student mobility which include direct mail campaigns, promotional leaflets and posters, information sessions in various classes, promotion via websites, continuous promotion through the open-door policy of each HE institution Erasmus office and the enhancement of close links with appropriate faculty members.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes  No

**Please add** appropriate comments to describe the current situation: Visas, work permits and residence permits are not required from students coming from European Union Countries.

- c) Is there financial support for national and foreign mobile students and staff?  
Yes  No

**Please add** appropriate comments to describe the current situation:

At the UCY and the Private Universities (UNIC and EUC) complementary funding is available from individual and institutional budgets to offset the additional costs of mobility.

Financial support for outgoing students, teachers and staff is also provided through the Erasmus Grants.

At the UCY there is a special article for the promotion of international relations and realisation of bilateral agreements of cooperation with other institutions.

The state provides funding within the framework of cultural agreements of cooperation between the Republic of Cyprus and other countries.

- d) Are study periods taken abroad recognised?  
Yes  No

**Please add** appropriate comments to describe the current situation:

At private institutions students are always provided with a Transcript of Records that corresponds to the period of studies completed under the Erasmus. The Learning Agreement is also signed and stamped by the Host Institutional Coordinator as a confirmation of the ECTS credits awarded during the Erasmus Period.

- e) Is there accommodation for mobile students and staff?  
Yes  No

**Please add** appropriate comments to describe the current situation: At UCY accommodation is provided for exchange students and information to incoming staff regarding accommodation facilities is also provided. At private institutions accommodation is offered to Mobile students.

- f) Have any measures been taken to increase outward student and staff mobility?  
Yes  No

**Please add** appropriate comments to describe the current situation: The public institutions have proceeded to presentations to students and staff, to consultations with Departments and the Erasmus Coordinators, to the pass or fail policy regarding the student's exams and to the procedures of recognition of studies.

The private institutions have proceeded to direct mail campaigns, promotional leaflets and posters, information sessions in various classes, promotion via

website, continuous promotion through the open-door policy of the Erasmus Office and the enhancement of close links with appropriate faculty members.

## 20. Portability of loans and grants

a) Are portable grants available in your country?

Yes  No

**If No**, describe any measures being taken to increase the portability of grants.

The government of Cyprus provides an annual grant to the families of students studying in Cyprus or abroad, and this subsidy is portable. The Cyprus State Scholarship Foundation provides portable grants to high caliber students that can be used for studies at the universities in Cyprus or abroad.

b) Are portable loans available in your country?

Yes  No

**If No**, describe any measures being taken to increase the portability of loans.

**The "Agency of Equal Burden-sharing" provides loans for studies for displaced persons (due to Turkish invasion of 1974) with a 20 year period for payment of the loans, with a grace period (of paying only the interest) until one year after the graduation. These loans to refugee people are portable since they can be used for studying abroad.**

Portable loans may be provided by private banks and cooperative societies.

## THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

### 21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

Making European education systems more visible and more attractive to international students is one of the primary objectives of the Lisbon Strategy and the Bologna Process. Within this framework, the government policy aims at establishing Cyprus as a regional and international education Centre. The measures taken by Cyprus to attract international students are:

I. Information provision:

Cyprus is making information regarding its education system, and higher education in particular, available to international students by:

- a) Translating information material, regarding higher education in Cyprus, in various languages including Asian languages.
- b) Publishing information on its official website. [[www.highereducation.ac.cy](http://www.highereducation.ac.cy)]
- c) Marketing Cyprus as an attractive destination for excellent students, scholars and researchers as well as investors in higher education, primarily through the Ministry's participation in Educational Fairs. The Department of Higher and Tertiary Education (DAAE) in Ministry of Education and Culture as well as the public and private universities and other HE institutions participated in international fairs such as two European Higher Education Fairs in India and in China. These Fairs were organised within the Asia Link Programme.
- d) DAAE, the University of Cyprus, the Cyprus University of Technology, all private universities along with the Cyprus International Institute for Public Health, the Cyprus International Institute of Management and other HE institutions have participated in the Education Fair/Seminar at Cairo Egypt in April 2008. This Fair was supported by the National Tempus Office of Egypt.

#### II. Scholarships:

Cyprus offers a number of short-term and long-term scholarships to international students. Scholarships are provided by Bilateral Executive Programmes of Cultural, Scientific, and Educational Collaborations, signed with various countries including Asian Countries. At private universities international students receive a subsidy up to 30% of their tuition and they are eligible to receive grants based on their academic performance.

#### III. Institutional activities:

- a) The European University Cyprus (EUC) is a member of the Laureate International Universities network that includes 30 accredited institutions in Asia, Europe, and the Americas serving more than 330,000 students worldwide. The EUC became (2008) Founding Member of the EuroMediterranean Permanent University Forum (EPUF). The objective of the EPUF is to empower universities so that they could meet the needs of the Mediterranean citizens of both shores, in order to guarantee their progress and enhancement, in line with the Euro-Mediterranean Partnership, the European Union, the member states, the already existing networks, the institutions committed to the development of our societies.
- b) The universities have signed international agreements for research collaboration with high ranking European universities and Erasmus agreements to equip students with the knowledge, skills and international perspective required by all professions.
- d) Universities in Cyprus have developed prolific cooperation with Asian universities. The European University Cyprus and Open University of Cyprus had an active participation at Eurasian Symposium on "Quality Assurance in Higher Education" in Almaty, on 22–24 October 2007. This symposium was the culmination of an EC funded Tempus project.
- e) The University of Nicosia has an active formal agreement of cooperation with Guilin Institute of Tourism (GIT) in Guilin, China, a government (4-year) institution of higher education. This agreement encompasses faculty and student mobility, as well as cultural exchanges between the two institutions.

**b) What has your country done to:**

i) improve information on the EHEA outside Europe?

As mentioned earlier the Department of Higher and Tertiary Education of the Ministry of Education and Culture participates at the European Higher Education Fairs and has disseminated a set of Bologna information points in major partner regions and countries, while it maintains a web page to provide information to the international students. [<http://www.highereducation.ac.cy/en/>]

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

Participation in European higher education fairs in major non-EHEA countries, accompanied by media campaigns for European higher education;

- Joint a network of 'external Bologna promoters';

iii) strengthen cooperation based on partnership in higher education?

Educational and cultural agreements between Cyprus and other countries such as China and India have been signed and implemented. Also work has been advanced in developing mutual agreements on the recognition of higher education qualifications, for example with China.

iv) intensify policy dialogue with partners from other world regions?

The strengthening of established and the creation of new consortia of universities and higher education stakeholder organisations in the EHEA and non-EHEA countries for systematic and integrated cooperation activity;

- joint study programmes, with integrated mobility phases in the partner countries;
- mobility programmes between the EHEA and non-EHEA countries aiming at balanced exchanges based on a review of existing programmes and on best practice;
- mutual agreements of recognition of degrees.
- joint research activities, including the possibility of joint research-based degree programmes

v) improve recognition of qualifications with other world regions?

- the promotion of the use of tools such as credit transfer systems ( ECTS) and the Diploma Supplement in order to increase the transparency of qualifications world-wide;
- the enhancement of the readability of national quality assessment documents and decisions.

Bilateral agreements have been signed Germany and work is well advanced for other countries such as Italy and Romania. Discussions have also been progressed with China .

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

KYSATS is applying those guidelines and in addition it is incorporated in the new legislation of the Cyprus Quality Assurance and Accreditation Agency in Higher Education.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes  No

**If Yes** please explain in what ways the guidelines are applied Not for the present. Relevant legislation requires institutions to provide this.

ii) incoming higher education provision?

Yes  No

**If Yes** please explain in what ways the guidelines are applied KYSATS in order to recognize a program ensures that relevant guidelines have been applied.

## FUTURE CHALLENGES

### 22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

- To continue the implementation of the Education Reform process as far as the HE is concerned.
- To expand the HE capacity (public and private) to satisfy the demand for university studies.
- To increase research activities and more importantly to involve the private sector and other authorities.
- To compete internationally by establishing centres of excellence.
- To improve the attractiveness of HE by improving quality of education and

quality of incoming international students.

- To pass a new unified law aiming at enhancing QA, autonomy and accountability.
- To establish a student centered Education System enhancing creativity and innovation skills.
- To enhance Student/Faculty Mobility.
- To establish the Cyprus Quality Assurance and Accreditation Agency for Higher Education.
- To develop a National Qualifications Framework.
- To make all stakeholders (students, faculty, administrative staff, parents, employers, professional associations) fully aware of the Bologna Process.
- To engage employers in the development of curricula, the learning process and for employment opportunities.
- To enhance e-learning opportunities and other distance education initiatives.
- To introduce more flexibility in both curriculum and recognition arrangements;
- Establish LLL centres at HE institutions.

## PART II

### TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

#### Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: [secr@bologna2009benelux.org](mailto:secr@bologna2009benelux.org)) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

#### I. Definition of the Social Dimension in the London Communiqué

“ We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

#### II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

Cyprus, as the other EU countries is changing quickly into a multicultural society and faces a relatively large number of economic migrants from the region. Apart from the economic and political problems of the wider region, Cyprus faces its own political problem as well. Consequently the underrepresented groups in higher education are coming from these backgrounds and contrast to the high access ratio of the Cypriot population which at present is above the EU average at 82%. Due to the current political situation in Cyprus a very small percentage of the Turkish Cypriot community has opted to live within the government controlled areas and consequently this group is also underrepresented despite the fact that since the relaxation of the restrictions of the Turkish Army forces in 2003, a number of Turkish Cypriots living in the occupied part of Cyprus have been registered as students in local institutions.

Greek language is an obstacle to participative equity in terms of access at the public universities.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

The government pays the tuition fees of all Turkish Cypriot students who live in the government controlled areas and study in private HE institutions.

Public HE universities facilitate access, through special regulations, for people with disabilities and special needs and for minority groups (eg Maronites, Armenians, Latins).

Transportation fees for students are sponsored by the government.

Government subsidy is given to all families in Cyprus whose children are studying in HE institutions, in Cyprus and abroad. This subsidy policy also applies to the students of immigrant background as long as their parents live and work in Cyprus and at least one parent is Cypriot citizen.

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

The families of all Cypriot taxpayers and EU citizens receive an annual grant which may vary from EURO 1700 - 2500 if fees are paid. An extra amount of EURO 800 may be granted depending on social conditions. Further to the above these students do not pay fees in the public universities.

The "Agency of Equal Burden-sharing" provides loans for studies for displaced persons (due to Turkish invasion of 1974) with a 20 year period for payment of the loans, with a grace period (of paying only the interest) until one year after the graduation. These loans to refugee people are portable since they can be used for studying abroad.

The Cyprus State Scholarship Foundation provides scholarships to a number of students based on their socioeconomic condition.

Private and public HE institutions have their own means for supporting students of low socioeconomic background, students with special needs and other students in need of other forms of support (e.g. psychological support and other personal guidance).

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

There are no statistics on this issue.

### **III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)**

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

The following goals are identified for the near future:

- a) Increase access for underrepresented groups who are attending the secondary education system of Cyprus.
- b) Increase the success and retention rates in higher education for these groups
- c) Flexible delivery of programmes through the Open University of Cyprus.
- d) Provision of part/time courses to enable these groups to participate.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

The newly established Cyprus University of Technology and its geographical location in Limassol, in the southern part of the island, facilitates the access of students from the south and southwest regions of the island. Despite the short distances in Cyprus, this saves the students from high transportation costs and possible relocation expenses.

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

No

d) is there a timeline for action? If yes, please provide details.

No

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

None

#### **IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES**

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

The preparation and implementation of national strategies for student support is the responsibility of a number of authorities like the Ministry of Education and Culture, the Ministry of Labour and Social Insurance, the Planning Bureau and the Ministry of Finance. There is no a single designated contact person on the issue, although the Department of Higher and Tertiary Education of the Ministry of Education and Culture is the most appropriate authority to be contacted on these issues.

## **ANNEX A**

### **Actions mentioned by the Bologna countries in the 2007 national reports**

#### Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

#### Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

#### Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

#### Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

## **ANNEX B**

### **Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility**

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

## **ANNEX C**

### **Suggested approach of the work on national strategies on the social dimension**

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?