



**EUROPEAN**  
Higher Education Area

**National Report regarding the Bologna  
Process implementation  
2009-2012**

**Cyprus**

## Part 1.0 BFUG Data Collection: administrative information

### For which country do you fill in the questionnaire?

Cyprus

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### Contributors to the report

Government representatives = Department of Higher and Tertiary Education of the Ministry of Education and Culture, Ministry of Finance-Grants and Benefits Service, National Committee of national Qualification Framework in Cyprus, Statistical Service

### Contributors to the report

Employer representatives = Human Resource Development Authority

### Contributors to the report

Student representatives = Pancyprian Federation of Student Unions (POFEN), Erasmus Students Network Cyprus

### Contributors to the report

Academic and other staff representatives = Higher Education Institutions (public and private)

### Contributors to the report

Other (please specify) = Bologna experts, Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS), Evaluation Committee of Private Universities (ECPU), Foundation of LifeLong Learning Programme

## Part 1.1 BFUG Data Collection on Context and Structures

**1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?**

No

**2. How do these projections affect higher education policy planning?**

**3. Which of the following statements correspond to your higher education system?**

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public
- Other

HE institutions can be either university and non university institutions

**4. What is the number of institutions in the categories identified?**

Public or private universities: there are 3 public universities and 4 private. Public or private non-university institutions: there are 5 public non-university institutions and 33 private non-university institutions. Academically or professionally oriented: there are 31 academically oriented institutions (7 universities and 24 non-university institutions) and 14 professionally oriented institutions.

**5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS**

**5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:**

180 ECTS = 0

240 ECTS = 100

Other number of ECTS = 0

**5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:**

180 ECTS = 0

240 ECTS = 100

Other number of ECTS = 0

**5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?**

**These may include integrated/long programmes leading either to a first or a second cycle degree.**

No

**5.4. In which study fields do these study programmes exist?**

**5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?**

**5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?**

**5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:**

60-75 ECTS = 0

90 ECTS = 75

120 ECTS = 25

Other = 0

**5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.**

60-75 ECTS = 0

90 ECTS = 70

120 ECTS = 30

Other = 0

**5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

No

**5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?**

**5.11. What percentage of all second cycle students is enrolled in these programmes?**

0

**5.12. In which study fields to these programmes exist?**

**5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.**

The programmes of study at universities are based on the ECTS credit system. To earn a degree, students must complete successfully at least 240 ECTS credits.

## **6. PROGRESSION BETWEEN CYCLES**

**6.1. What percentage of first cycle programmes give access to at least one second cycle programme?**

100%

**6.1.1. Please provide a source for this information.**

Website of the Department of Higher Education ([www.highereducation.ac.cy](http://www.highereducation.ac.cy))

**6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?**

>25-50 %

4759 2nd cycle students out of 19087 1st cycle students, correspond to 24,9%. This percentage excludes the number of cyprriot students studying abroad.

**6.2.1. Please provide the source for this information.**

Data from Higher Education Institutions

**6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

All students (Scale 1)  Yes  No  Some  No answer

All students (Scale 2)  Yes  No  Some  No answer

Holders of a first degree from a different study field (Scale 1)  Yes  No  Some  No answer

Holders of a first degree from a different study field (Scale 2)  Yes  No  Some  No answer

Holders of a first degree from a different higher education institution (Scale 1)  Yes  No  Some  No answer

Holders of a first degree from a different higher education institution (Scale 2)  Yes  No  Some  No answer

**6.3.1. When you selected 'some' in any of the answers above, please explain.**

Work experience is prerequisite for access to some 2nd cycle programmes.

**6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

>75->100 %

**6.4.1. Please provide a source for this information.**

Universities, Bologna Experts

**6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?**

11,9%

**6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates

**6.6.1. Under which criteria is this possible?**

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.

**6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?**

>0-2.5%

## 6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

In most doctoral programmes, a 2nd cycle degree in a relevant subject is a prerequisite for access. Only in few cases the first cycle can give access to a doctoral programme.

## 7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

### 7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

#### 7.1.1. Please explain the differences.

### 7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

Yes

#### 7.2.1. Please specify how it is regulated.

KYSATS recognises qualifications, such as degrees, diplomas or certificates which are issued by recognised HE Institutions or by institutions, the programmes of which have been educationally evaluated-accredited.

### 7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

#### 7.3.1. Please specify for which graduates.

## 8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

### 8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

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 excluded 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).

### 8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

#### 8.2.1. What are the main features of these schools and how many doctoral schools are there?

The University of Cyprus (public university) established a Graduate School. The Graduate School will promote the development of transferrable skills and interdisciplinary training.

### 8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

### 8.3.1. Please specify the number of years.

3 - 4 years

### 8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

### 8.4. Are doctoral studies included in your country's qualifications framework?

No NQF

### 8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

### 8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

The ECTS credits for the taught courses are allocated in the normal way, based on student workload and learning outcomes.

## 9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

### 9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

### 9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

### 9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of tertiary education, but not part of higher education

### 9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

Private Institutions of Tertiary Education (Idiotikes Scholes Tritovathmias Ekpaidefsis) offer a wide range of academic as well as vocational programmes of study. As regards to the vocational qualifications awarded, these vary depending on the length of studies (1 to 3 academic years). These institutions of higher education have adopted the following framework of qualifications: 1-year, Certificate; 2-year, Diploma; 3-year, Higher Diploma;

## 10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

### 10.1. Does national higher education legislation mention joint degrees?

Yes

#### 10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

The term “joint program” means a university programme of studies organized in collaboration of the University with at least two other Universities of the European Union within the framework of action 1 of the programme “ERASMUS MUNDUS MASTERS COURSES” or of other similar programmes which shall be organized in the future by the European Union. (Languages and objects of the University,2(a) of 199(I)/2003 THE UNIVERSITY OF CYPRUS LAW 1989 TO 2003)

#### 10.2. Does higher education legislation allow:

- Establishing joint programmes  Yes  No  Legislation not clear  Legislation doesn't mention joint degrees  
 No answer
- Awarding joint degrees  Yes  No  Legislation not clear  Legislation doesn't mention joint degrees  
 No answer

#### 10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees  > 75-100%  > 50-75%  > 25-50%  > 10-25%  > 5-10%  > 0-5%  
 0%  No answer
- Participate in joint programmes  > 75-100%  > 50-75%  > 25-50%  > 10-25%  > 5-10%  > 0-5%  
 0%  No answer

#### 10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree  < 10%  > 7.5-10%  > 5-7.5%  > 2.5-5%  > 0 -2.5%  0%  No answer
- from a joint programme  < 10%  > 7.5-10%  > 5-7.5%  > 2.5-5%  > 0 -2.5%  0%  No answer

#### 10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

##### 10.5.1. Please explain briefly.

A public university in Cyprus (University of Cyprus) is participating in two joint programmes, one from the Department of Mathematics and one from the Department of Education.

#### 10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.



## Part 1.2 BFUG Data Collection on student-centred learning

### 1. Do your steering documents mention the concept of student-centred learning?

No

### 1.1. How do steering documents in your country define student-centred learning in higher education?

### 1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

Independent learning  1  2  3  4  5

Learning in small groups  1  2  3  4  5

Initial or in-service training in teaching for staff  1  2  3  4  5

Assessment based on learning outcomes  1  2  3  4  5

Recognition of prior learning  1  2  3  4  5

Learning outcomes  1  2  3  4  5

Student/staff ratio  1  2  3  4  5

Student evaluation of teaching  1  2  3  4  5

### 1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

### 1.4. Please specify.

### 2. Please provide a reference for your steering documents covering student-centred learning.

### 3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

## 4. LEARNING OUTCOMES

### 4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning.

### 4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In the majority (>50-<100 %) of programmes

### 4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

#### 4.3.1. Does your country provide specific support measures on the national level?

Bologna experts encourage the use of ECTS credit system by organising seminars for Higher Education Institutions, aiming at the implementation of ECTS.

#### 4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

#### 4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory  Yes for all academic staff  Yes for some academic staff  No  No answer
- Voluntary  Yes for all academic staff  Yes for some academic staff  No  No answer

#### 4.5.1. Please specify for whom and give approximate % that participate.

#### 4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

#### 4.6.1. Please explain how, and provide a reference to further information.

The universities are developing their internal mechanisms for quality management and enhancement based on the European standards and guideline (ENQA 2005), thus promoting its internal quality culture (Keravnou-Papailiou 2006 A, 2006 B). The reform of the programmes constitutes a fundamental step for the internal quality assurance of the education provision of the universities. The existing internal quality assurance mechanisms regarding the establishment of new programmes and the approval of programme modifications are considered appropriate and comprehensive. These mechanisms are fully accepted by the academic staff and the students, and they do have an impact on the design of curricula. More specifically, the approval of a new programme goes through various quality assurance stages involving the board of the proposing department, the Senate committees on planning and development, and studies, and ultimately the Senate. Students are represented in all these bodies.

#### 4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes.

### 5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

#### 5.1. In your country, do you use

ECTS

#### 5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

#### 5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

#### 5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

**5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?**

Combination of learning outcomes achieved and student workload

**5.4.1. Please specify.**

**5.4.2. For student workload, is there a standard measure for the number of hours per credit?**

Yes

**5.4.3. What is the number of hours per credit?**

25

**5.4.4. What is the number of student teacher contact hours per credit?**

0

**5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.**

The University of Cyprus has participated in the Socrates/Erasmus programme since 1998, and has used ECTS as a credit transfer system since then. In July 2003 the Senate of the university took the historical decision (given that there is no national legislation to this effect) to apply the ECTS requirements to all its programmes, in all three cycles, for credit accumulation. 60 ECTS credits(30 ECTS per semester) are attached to the workload of a full-time year of formal learning(academic year) and the associated learning outcomes. In most cases, student workload ranges from1,500 to1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of work. After this point, all universities and some higher education institutions use ECTS credit system.

**6. DIPLOMA SUPPLEMENT**

**6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?**

- |                            |   |                                      |                                      |                                     |                                     |                       |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|-----------------------|
| All students               | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0%            | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |
| Some students              | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |
| Upon request               | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |
| In certain fields of study | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |
| No students                | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |

**6.1.1. Please identify those fields.**

**6.1.2. Please specify to which students.**

**6.2. Is there any monitoring of how employers use the Diploma Supplement?**

No

**6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.**

**6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?**

No

**6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.**

**6.4. In what language(s) is the Diploma Supplement issued?**

English

**6.5. Is the Diploma Supplement issued**

free of charge

**6.5.1. Please provide the amount and the reason for the fee.**

**6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to [data.collectors@ehea.info](mailto:data.collectors@ehea.info)**

**6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.**

Two Universities in Cyprus are in the list of Diploma Supplement Label holders (2009-2010)

**7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)**

**7.1. Have you started the process to develop a National Qualification Framework in your country?**

Yes

**7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework. Please choose below the stage that best describes your national situation.**

4. The level structure, level descriptors (learning outcomes), and credit ranges have been agreed

**7.2.1 Please provide the date when the step was completed.**

30.03.2011

**7.2.2. Please provide a reference for the decision to start developing a NQF.**

The Board of Ministers, with the Decision number 67.445 of the 9th of July 2008, decided the appointment of a National Committee for the Development and Establishment of a National Qualification Framework in Cyprus, which consists of the General Director of the Ministry of Education and Culture (President of the Committee), the General Director of the Ministry of Labour and Social Insurance and the General Director of the Human Resource Development Authority.

**7.2.3. Please provide a reference outlining the purpose of the NQF.**

**7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.**

**7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.**

NQF adopted the European Qualification Framework(EQF). There are 8 reference levels which are defined by a set of descriptors indicating the learning outcomes: knowledge, skills and personal and professional competences.

**7.2.6. Please provide a reference outlining the form and the results of the consultation.  
Please provide a reference for the design of the NQF as agreed by the stakeholders.**

**7.2.7. Which stakeholders have been consulted and how were they consulted?**

**7.2.8. Please provide a reference document for the adoption of the NQF.**

**7.2.9. Are ECTS included in the NQF?**

Please choose..

**7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.**

**7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.**

**7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.**

**7.2.13. Please provide a reference to the self-certification report.**

**7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?**

No

**7.3.1. Please provide the link to that website.**

## **8. RECOGNITION OF QUALIFICATIONS**

**8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?**

Recognition for academic study  Higher education institution  Central government authority (e.g. ministry)  Regional

- government authority (e.g. ministry)  National ENIC/NARIC centre  Regional/local specialised independent institution  Social partner organisation (employers' organisation, trade union etc)  Individual employers  Other  No answer
- Recognition for professional employment  Higher education institution  Central government authority (e.g. ministry)  Regional government authority (e.g. ministry)  National ENIC/NARIC centre  Regional/local specialised independent institution  Social partner organisation (employers' organisation, trade union etc)  Individual employers  Other  No answer

### 8.1.1. Please specify.

The Labour Department, of the Ministry of Labour and Social Insurance, is designated as the National Focal Point for the application of the Laws for recognition for professional employment.

### 8.2. Which of the following statements is specified in national legislation?

Recognition of qualification provided that no substantive differences can be proven

### 8.2.1. Please provide a reference to the relevant legislation.

Laws of the Republic of Cyprus which concern the "Recognition of Titles of Higher Education and provision of relevant information" are Laws 68(I) of 1996, 48(I) of 1998, 111(I) of 2000, 219(I) of 2002, 38(I) of 2003, 1(I) of 2004 and 26(I) of 2006. The Regulations concerning the Recognition of Titles (or Degrees) of Higher Education and the provision of relevant information were promulgated by the Council of Ministers and approved by the House of Parliament and published in the Official Gazette of the Republic. (www.kysats.ac.cy)

### 8.3. What measures exist to ensure that these legal statements are implemented in practice?

There are no measures.

### 8.4. Do higher education institutions typically:

Other

### 8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

### 8.5.1. Please explain.

### 8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

There are no measures. Higher Education Institutions have the autonomy to decide the level of recognition procedures for study and training periods abroad.

### 8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

The Council of Ministers, has initiated legislation for the establishment of the Cyprus Agency of Quality Assurance and Accreditation in Education as the competent authority for quality assurance in HE in Cyprus, which will replace the existing quality assurance bodies.

## Part 1.3 BFUG Data Collection on Quality Assurance

### 1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

#### 1.1. Which situation applies in your country?

Several independent agencies operate legitimately.

There are four (4) independent bodies funded and administratively supported by the Ministry of Education and Culture: 1. The Council of Educational Evaluation – Accreditation (SEKAP), which is the competent authority in the Republic of Cyprus for carrying out programmatic evaluation and accreditation of the Private Institutions of Higher Education (non universities). It is an independent body, appointed by the Council of Ministers upon the recommendation of the Minister of Education and Culture. 2. The Evaluation Committee of Private Universities (EAIP), which is the competent authority in the Republic of Cyprus for the examination of the applications submitted for the establishment and operation of private universities. The Committee is appointed by the Council of Ministers after a relevant suggestion by the Minister of Education and Culture. The Committee determines both the manner of convening its meetings, the procedures followed during the meetings and in general during the performance of its duties. It has the authority to appoint Teams of Experts to examine certain aspects concerning an application, but the final decision lies with the Committee. 3. The Council for the Recognition of Higher Education Qualifications (KYSATS), which is the competent authority of the Republic of Cyprus for the recognition of Higher Education qualifications obtained home and abroad. It also acts as the Education National Information Centre. It is an independent body and member of the ENIC/NARIC network. KYSATS recognises qualifications, such as degrees, diplomas or certificates which are issued by recognised Higher Education (HE) Institutions or by other institutions, the programmes of which have been educationally evaluated-accredited. The reference of evaluation for the recognition of titles awarded are the titles (degrees) awarded by the Cypriot Public Universities in the same discipline, and the titles awarded by State HE Institutions of Cyprus. 4. The Advisory Committee for Tertiary Education (SETE) has been established to advise the Ministry of Education and Culture on HE issues, regarding private institutions of HE (non-university level).

**1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?**

**1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.**

#### 1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

#### 1.3. What is the main outcome of an external review?

Please choose..

#### 1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

#### 1.4.1. Please specify the normal impact of an external review.

#### 1.5. Does the agency cover:

Please choose..

### 1.5.1. Collectively, do the agencies cover:

Private higher education institutions only

### 1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

### 1.6.1. Are all institutions subject to external evaluation?

Please choose..

#### 1.6.1.1. Please specify

### 1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

#### 1.6.2.1. Please specify

### 1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

#### 1.6.3.1. Please specify

### 1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

The Cyprus official government gazette, the websites of the Quality Assurance agencies and the press announcements inform the public about the positive outcomes of Quality Assurance evaluations.

### 1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

There is no specific process regarding the publication of the negative outcomes of Quality Assurance evaluations.

### 1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

#### 1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.



As far as teaching is concerned, the external quality assurance agencies evaluate the teaching methods, the level and the suitability of the qualifications of the teaching personnel. Regarding student support services, the agency evaluates how effectively students are supported throughout their studies (i.e. pastoral care, accommodation and job finding services). Finally, the employability is evaluated according to the relevance of studies with societal needs and job market demands.

**1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.**

## 2. CROSS-BORDER EVALUATION

**2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?**

Yes, some institutions are able to choose

**2.1.1. If some institutions are able to choose, please specify which ones.**

The public universities are allowed to choose a quality assurance agency from outside the country. For instance, the University of Cyprus has been evaluated by the European University Association (EUA). The Open University of Cyprus and the Cyprus University of Technology did not choose a quality assurance agency outside the country yet. The private universities and the private colleges are not allowed to choose a quality assurance agency from outside the country.

**2.1.2. If no, please go to section XVII.**

**2.2. Which conditions apply to the choice of a quality assurance agency from another country?**

Other (please specify)

The public universities may apply to a quality assurance agency from another country. However, no condition is applied to them regarding their choice of a quality assurance agency from another country. The private universities and the private colleges are not allowed to choose a quality assurance agency from outside their country as they have to be evaluated locally by law. According to the law, the private universities have to be evaluated locally by the respective evaluation committees.

**2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.**

## 3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

**3.1. Has the agency been evaluated against the European Standards and Guidelines?**

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

**3.2. If an evaluation has been conducted, was the application successful?**

## 4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

**4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student involvement in governance structures of national quality assurance agencies | Two (2) students participate in the Advisory Committee for Tertiary Education (SETE). |
| <input type="checkbox"/> As full members in external review teams   |   |
| <input type="checkbox"/> As observers in external review teams  |   |
| <input checked="" type="checkbox"/> In the preparation of self evaluation reports                                       | Law for tertiary education and law for the public universities                        |
| <input checked="" type="checkbox"/> In the decision making process for external reviews                                 | Law for tertiary education and law for the public universities                        |
| <input checked="" type="checkbox"/> In follow-up procedures   | Law for tertiary education and law for the public universities                        |
| <input type="checkbox"/> Other, please specify  |   |

**4.2. Is there a formal requirement that international peers/experts are involved in any of the following:**

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

**4.3. Is there a formal requirement that academic staff are involved?**

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

**4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.**

No

**4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.**

**5. INTERNAL QUALITY ASSURANCE**

**5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**5.1.1. Please specify these requirements and the relevant source.**

The law for private universities has a provision for internal quality assurance. Therefore, the private universities need to establish internal evaluation committees. The law for the Open University of Cyprus has also the same provision. The law for the University of Cyprus and the law for the Cyprus University of Technology provide that every year both universities need to submit activity report to the Ministry of Education and Culture.

## 5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

### 5.2.1. Please specify.

## 5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

### 5.3.1. Please go to Question 5.6.

## 5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

No

### 5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

## 5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

0-<25%

## 5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

0-<25%

### 5.5.1. Please describe what kind of arrangements are in place.

Only the private universities have established their own internal evaluation committees.

## 5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

## 5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

### 5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

The Ministry of Education and Culture publishes this information in the Cyprus official government gazette.

## 5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

## Part 1.4 BFUG Data Collection on Lifelong Learning

### 1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

### 2. How do your steering documents define lifelong learning?

Lifelong learning is any learning activity, undertaken throughout someone's life with the aim of improving knowledge, skills and competences within a personal, social and/or an employment perspective.

### 3. What is the common understanding of lifelong learning in your country?

### 4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

1. Higher education institutions in Cyprus are involved in Erasmus, Grundtvig and Leonardo Da Vinci programmes. 2. Distance learning offered by the Cyprus Open University. 3. Part-time Masters offered by the public and private universities. 4. Evening programmes for employees offered by higher education institutions. 5. Upgrade of qualifications in certain fields (i.e. nursing).

### 5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of some institutions

### 6. For which institutions is lifelong learning a recognised mission?

For most of the higher education institutions and universities lifelong learning is a recognised mission.

### 7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

### 8. Please provide a reference to the relevant legislation or regulation.

### 9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

### 10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

### 11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications

Other, please specify

### 12. Where does the funding of lifelong learning provision in higher education come from?

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> general higher education budget                  | Open University of Cyprus  |
| <input checked="" type="checkbox"/> special budget for lifelong learning             | Cyprus Lifelong Learning Programme - Cyprus National Agency                                  |
| <input checked="" type="checkbox"/> private contributions from students              | Students pay for their fees  |
| <input checked="" type="checkbox"/> private contributions from business and industry | Private businesses and industries in collaboration with Human Resource Development Authority |

### 13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Cyprus is committed to promote Lifelong Learning by creating an integrated strategic framework. The Planning Bureau took the initiative to coordinate the actions forming a coherent and integrated strategy for Lifelong Learning in Cyprus. These efforts led to the creation of a framework within which all stakeholders will work to promote and make lifelong learning a reality in Cyprus, called "National Strategy for Lifelong Learning 2007-2013." The Strategy has been developed through collaboration of the Planning Bureau with the Ministry of Education and Culture, the Ministry of Labor and Social Insurance, Cyprus Productivity Centre and the Human Resource Development Authority.

### What do you plan to do with this survey now?

### Are you the official BFUG representative of your country responsible for submitting the questionnaire?

## Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

### 4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

These groups are defined based on socioeconomic status and disability.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Specific measures are taken in order to ensure equal access rights for these groups in public and private universities. For example students with disabilities have the right of special treatment for exams which will define their admission at a university. Moreover a package of measures effective from September 2009 for student welfare (accommodation, transport, food and the purchase of books and PCs) is based on socioeconomic criteria.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Through self-declaration and accredited documents that are asked.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

Private universities are reducing their fees in order to increase participation of under-represented groups.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

**4.6.1. Please specify and identify variation between different groups, where they exist.**

**4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?**

No

**4.7.1. Please specify.**

**4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.**

**4.8.1. What data is collected?**

**4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?**

No

**4.10. When are data generally collected?**

Please choose..

**4.10.1. Where an approach different from the general approach is used for any group, please specify.**

**4.11. Where is information provided by this monitoring system published (provide a reference and link)?**

## **5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION**

**5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.**

Cyprus is working towards the goal of maintaining the current percentage regarding higher education attainment which is 47,1% (reference year 2008). The most common national measures to widen participation are the provision of targeted financial support and the development of alternative access routes or admission procedures. Moreover, new programmes of studies are offered by the institutions.

**5.2. How does your country's policy explicitly identify the obstacles that it addresses?**

a) The Centre for Educational Research and Evaluation was founded in June 2008, in the terms of the Educational Reformation after the Council of Ministers' decision. Apart from that, a Scientific Council was appointed in order to act as a consultant to the Ministry of Education in issues related to the constant professional development of the educators, research and in general issues in which the Cyprus Pedagogical and the Centre for Educational Research and Evaluation are involved whilst providing the collaboration between the two foundations. The Cyprus Pedagogical Institute started its functions in its new structure in 2010. b) The Department of Higher and Tertiary Education of the Ministry of Education and Culture in Cyprus is in contact with the Centre for Educational Research and Evaluations in order to identify and overcome the obstacles. c) Moreover the data gathered by the Cyprus Statistical Services is taken into account in general country's policy.

**5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?**

The success of specific initiatives and measures are evaluated through the statistical data and through longitudinal comparative studies.

#### 5.4. In your country, is the composition of the student body monitored according to certain criteria?

No

##### 5.4.1. Who monitors on the basis of which criteria?

special criteria

#### 5.5. How is this data used in higher education policy?

no answer

#### 5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

## 6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

#### 6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

#### 6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

##### 6.2.1. Please describe these obstacles.

#### 6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

##### 6.3.1. Please describe these groups.

#### 6.4. What measures does your country's policy take?

#### 6.5. How does your country assess whether its policy has been successful?

## 7. COMPLETION OF STUDIES



**7.1. Does your country have policies aiming to increase the level of completion of studies?**

No

**7.1.1. Please describe the main features of these policies.**

**7.2. Are student completion rates monitored in your country?**

Yes, at the level of higher education institutions

**7.2.1. What use is then made of the data?**

Higher Education Institutions are required to report on student completion rates to the Department of Higher Education and Tertiary Education of Cyprus Ministry of Education and Culture. These completion rates are also reported to the Statistical Services and therefore published in the annual education report.

**7.3. Are there any incentives for higher education institutions to improve student completion rates?**

No

**7.3.1. Please specify the nature of these incentives.**

**7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?**

The Evaluation Committee of Private Universities observes and records the completion rates the institutions have. These data is taken into account for the institutional evaluation.

**8. STUDENT SERVICES**

**While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.**

**8.1. What kind of student services are commonly provided by higher education institutions?**

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

**8.1.1. Please specify.**

**8.2. Who are the main users of the services?**

All students

**8.2.1. Please specify.**

**8.3. Please provide the main source(s) of funding.**

For the state institutions of higher education funding is mostly provided by the government and partly by other sources. For the private institutions funding is provided through students fees and private sources.

#### 8.4. What are the main tasks of the services?

Academic, career and psychological support of students.

#### 8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

#### 9. Do you want to answer this section now or later?

Now

#### 10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

#### 10.1. Please provide details of specific policy measures.

The Open University of Cyprus offers programmes using a certain method of learning which is called “open and distance learning”, the purpose of which is to satisfy the demand for lifelong learning and continuing education. Part time studies for postgraduate degrees are also available in all universities and other non-university institutions.

#### 11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

#### 11.1. Please explain how higher education policy aims to attain this goal.

Mature students are given the chance for further studies, through the Open University of Cyprus. Part - time studies (afternoon or evening classes) are offered by some Institutions, especially for masters degrees.

#### 12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

#### 13. Please provide details of these measures.

services

#### 14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Pancyprian Examinations

Route 2: = school leaving certificate

Route 3: = special criteria

Route 4: = success in GCE exams and other international exams(only 3% of the candidates)

Route 5: = n/a

**15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?**

No

**15.1. Please briefly describe these measures.**

Students with disabilities have the right of special treatment for exams which will define their admission at a university.

**16. PART-TIME STUDY**

**16.1. In your country, is there any official status other than full-time student?**

Yes

**16.1.1. If yes, what formal status does exist?**

part time students

**16.1.2. How do you define it?**

The number of ECTS undertaken per semester is less than 25.

**16.1.3. What are the reasons for offering a different student status?**

Widen participation

**16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?**

Fees are calculated per ECTS, so the course load determines the fees paid. Part time students have a flexible timetable.

**16.1.5. Please describe the most common understanding/concept of part-time studies.**

**16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?**

No

**16.2.1. Please describe briefly the main elements and provide the source.**

**16.3. Which one of the following statements best describes the current situation in your country?**

Higher education institutions have autonomy to decide, but most of them offer part-time studies

**16.3.1. Please specify**

**17. RECOGNITION OF PRIOR LEARNING**

**17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?**

No

**17.1.1. How does your legislation in higher education define prior learning?**

**17.1.2. Do your steering documents in higher education define prior learning?**

No

**17.1.3. How do your steering documents in higher education define prior learning?**

**17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?**

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

**17.3. Prior learning as defined by your steering documents can ...**

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

**17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?**

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

**17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:**

Very unusual practice in higher education institutions (less than 5%)

**17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?**

In Cyprus we have no procedures for assessment of prior learning.

**17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?**

No

**17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.**

## Part 2.2 BFUG Data Collection on student contributions and support

### 1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

#### 1.1. Do you want to answer this section now or later?

Now

#### 2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

#### 3. In which currency are contributions to higher education institutions and other study costs paid in your country?

euro

#### 4. In principle, which home students at public higher education institutions have to pay fees?

- During studies  All students  Specific groups of students  No answer  
After studies  All students  Specific groups of students  No answer

#### 4.1. Which main exemptions to this principle exist in your country?

#### 4.2. Which of the following criteria determine whether a student has to pay fees?

- Need  
 Merit  
 Part-time/Full-time/Distance learning  
 Field of study

2nd cycle students

Fees for 1st cycle students in public universities are fully paid by the government

#### 5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

Yes

#### 5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies  All students  Specific groups of students  No answer  
After studies  All students  Specific groups of students  No answer

## 5.2. What main exemptions to this principle exist in your country?

Students receiving a scholarship from the institution they study, do not pay fees in second cycle.

## 5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

no answer

## 6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle?

Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 32,000

Maximum amount = 40,000

Most common amount = 32,000

### 6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

a) Fees are calculated per ECTS, so the courseload determines the fees paid b)The minimum is paid by students in humanities courses and the maximum by students in science, lab based courses. c)It should be mentioned that fees of students at public universities are granted by the government. The fees shown above for the 1st cycle studies are for private universities.

### 6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

minimum 80% maximum 20%

## 7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 5,125

Maximum amount = 14,000

Most common amount = 6,000

### 7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

a) Fees are calculated per ECTS, so the courseload determines the fees paid b)Fees for students of the 2nd cycle at public Higher Education Institutions are relatively lower than those of the private universities.

### 7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The minimum is paid by students in humanities courses and the maximum by students in science, lab based courses.

**7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.**

minimum 80% maximum 20%

**8. Concerning fees, are international students treated differently in your country from home students?**

Yes

**8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?**

Minimum amount = 33,600

Maximum amount = 40,000

Most common amount = 33,600

**8.2. According to your country's steering documents, students from which countries are considered international students?**

Students from countries outside European Union.

**9. Who defines the fee amounts for any student in the first cycle?**

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

**10. Who defines the fee amounts for any student in the second cycle?**

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

**11. Do students have to pay compulsory contributions to student unions/representations?**

Yes

**11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.**

The most common amount students of all cycles pay as contributions to student unions is 30 euro per semester.

## 12. Do you want to answer this section now or later?

Now

### 12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

All families of students from Cyprus receive a grant from the Government of Cyprus totaling €1708 per academic year, increased to €2562 if they are paying fees. Students from families with 3 children and above receive an additional €854.

### 12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

Fees for Cypriot and EU undergraduate level students in public universities are paid in full by the State. However in private universities all students pay fees. In March 2009, the Ministry of Education and Culture announced an additional €12m package of measures for student welfare, effective from September 2009. These measures cover student accommodation, transport, food and the purchase of books and PCs. They are based on socioeconomic criteria and apply both to students of public and private universities and public non university institutions of higher education. The measures also include an increased number of scholarships of €3000 – €4000 each for Cypriot undergraduates studying abroad.

## 13. PUBLIC GRANTS AND SCHOLARSHIPS

### 13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

-The Ministry of Finance gives a specific amount to every cypriot student studying in Cyprus and abroad in accredited programmes of study. - Scholarships are given by the Cyprus State Scholarship Foundation to cypriot students based on merit and socioeconomic criteria. - Targeted grants are given to eligible cypriot students to cover living, books, rental and computer expenses. The eligibility is based on socioeconomic criteria. -Public and Private Universities give scholarships to their students based on merit and socioeconomic criteria. These scholarships can be given to cypriot or international students.

### 13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

#### 13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

#### 13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

100

### 13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 1708 Euro

Maximum = 7500 Euro



Most common = 2562 Euro

**13.4. Which second cycle students are eligible to receive grants and/or scholarships?**

All students

**13.4.1. Which groups of students receive grants and/or scholarships?**

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

**13.4.2. What percentage of second cycle students receives a grant and/or scholarship?**

100

**13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?**

2562 euros is the most common, 6000 euros is the maximum

**13.5. What percentage of all students receives a grant and/or scholarship?**

100

**14. STUDENT LOANS**

**14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?**

Yes, students of all cycles

**14.2. Are all first cycle students eligible to receive loans?**

No

**14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?**

- Need-based criteria
  - Merit-based criteria
  - Full-time, part-time, distant learners, etc.
  - Field of studies
  - Based on cycle the student is enrolled in
- Greek - Cypriots refugees

**14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.**

Minimum first cycle = n/a

Most common first cycle = n/a

Maximum first cycle = Students can receive up to €105.000 for their whole period of studies. Different amounts are given depending on what and where the student is going to study.

#### 14.2.3. Are all second cycle students eligible to receive loans?

No

#### 14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

Greek-Cypriots refugees

#### 14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = n/a

Most common second cycle = n/a

Maximum second cycle = Students can receive up to €105.000 for their whole period of studies. Different amounts are given depending on what and where the student is going to study.

#### 14.3. If different types of loans exist in your country, please provide the details here.

#### 14.4. What percentage of students takes out loans?

In the first cycle = 2

In the second cycle = 2

Of all students = 2

#### 14.5. Are student loans publicly subsidised or guaranteed?

Yes

##### 14.5.1. Please explain the form of this guarantee/subsidy.

Mortgage-type repayment

##### 14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low

- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

n/a

**14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.**

In general loans are given to owners of property in the turkish occupied area (refugees).Borrowers are charged an interest rate that is lower than market-based rate.

**15. Do you want to answer this section now or later?**

Now

**16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

- 1st cycle     Yes     No     No answer
- 2nd cycle     Yes     No     No answer

**17. Which students' parents are eligible to receive such non-tax based benefit?**

Please choose..

**17.1. What are the criteria upon which eligibility is decided?**

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

**17.1.1. Please specify.**

**17.2. Are parents of students in the first or in the second cycle treated differently?**

Please choose..

**17.2.1. Please explain the difference.**

**18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?**

Please choose..

**19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.**

**19.1. Is there a difference for parents whose children are first or second cycle students?**

Please choose..

**19.2. Please explain the difference.**

**20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).**

**21. Do you want to answer this section now or later?**

Now

**22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

1st cycle  Yes  No  No answer

2nd cycle  Yes  No  No answer

**22.1. What are the criteria to determine who is eligible?**

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

**23. In your country, do any forms of public non-cash student support exist?**

1st cycle  Yes  No  No answer

2nd cycle  Yes  No  No answer

**24. What forms of public non-cash student support exist?**

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance:2nd cycle

#### 24.1. Please specify the details of existing subsidies.

An amount of 1092 Euro is given for first cycle students in need for accomodation purposes. Other non-cash support in the form of coupons are given for nutrition.

#### 25. Who is eligible to receive such non-cash support?

- Subsidised accommodation  All students  Specific groups of students based on pre-defined criteria  No answer
- Subsidised health insurance  All students  Specific groups of students based on pre-defined criteria  No answer
- Other subsidies  All students  Specific groups of students based on pre-defined criteria  No answer

#### 25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student
- no answer

#### 25.2. Is there a difference in eligibility between first and second cycle students?

#### 25.3. Please explain the difference.

#### 26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

#### 27. Do you want to answer this section now or later?

#### 28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold an employment contract with a HEI

#### 28.1. Please explain why you selected multiple options?

Candidates preparing a PhD qualification can be either student or be employed in a job.

**28.2. Are there differences between students of different subject areas?**

No

**28.3. Please explain the difference.**

**29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

Funding sources from their participation in Research Programmes, or from their job, if they are employed, or from their families or from a scholarship.

**30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.**

All third cycle students pay fees (minimum 4000 euros if they hold a masters degree, 6500 euros if they do not hold a masters degree, and maximum 9000 euros). In few cases 9000 euros is the maximum amount given as a scholarship for PhD students under pre- defined criteria.

**31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.**

PhD students are considered as research fellows.

**32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.**

All third cycle students pay fees. Support is given in few cases in the form of scholarship or grant under pre defined criteria.

**33. Please provide any additional relevant comments for consideration regarding your doctoral education.**

# Questionnaire on student and staff mobility

## A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: [secretariat@ehea.info](mailto:secretariat@ehea.info).

## **B Details on the completion of the questionnaire**

**B.1. Who contributed to the completion of this report? Please provide the names and functions.**

**B.1.a** Government representatives

Ministry of Education and Culture,  
Planning Bureau,  
Cyprus Statistical Service.

**B.1.b** Stakeholder representatives

Public and Private Universities,  
Public and Private Institutions of Higher Education,  
Cyprus Lifelong Learning Programme - Cyprus National Agency,  
Human Resource Development Authority,  
Erasmus Student Network Cyprus.

**B.1.c** Other contributors



## C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

### C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

**C.1.a** If yes, please provide a reference.

Cyprus does not have national strategy or action plan to foster mobility.

**C.1.b** If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: xxxx

Most recent revision: xxxx

### C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility <sup>1</sup>	Degree mobility <sup>2</sup>
Inbound	xxxx	xxxx	xxxx
Outbound	xxxx	xxxx	xxxx
No target	xxxx	xxxx	xxxx

**C.2.a** Please provide a reference for the target.

**C.2.b** Are these targets the same for students in all cycles or are there differences?

Same

Differences

---

<sup>1</sup> Mobility to a different country in the context of a programme in the home institution for which credits are awarded

<sup>2</sup> Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

**C.3. Does your country's national strategy/action plan include staff mobility in higher education?**

Yes

No

**C.3.a** If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

**C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?**

Yes

No

**C.4.a** If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	x	x	x	x
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

**C.4.b** If you have regional priorities, please give reasons.

Even though Cyprus has no action plan for mobility, EHEA is the main geographic region for student/staff mobility because the student/staff mobility in/from Cyprus takes place within European Union's mobility programmes.

**C.5. Does your country monitor the impact of your national strategy or action plan?**

Yes

No

**C.5.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

**C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?**

Yes

No

**C.6.a** If yes, please explain and/or give examples.

There is a policy to foster mobility with mediterranean countries.

**C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?**

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

**C.7.a** If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply	xxx	xxx

**C.8. Has your country implemented any of the following financial support measures to foster student mobility?**

<b>Measure</b>	<b>Credit mobility</b>	<b>Degree mobility</b>
loans for incoming students		
grants/scholarships for incoming students		
Loans for outgoing students		
Grants/scholarships for outgoing students		
Other: (please specify)		

**C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)**

## D Identifying and removing obstacles to mobility

**D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?**

Yes

No

**D.1.a If yes, please provide** references to those surveys and/or research that have influenced your policy on mobility?

xxxx

**D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)**

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		2
Recognition		
Language	1	1
Curriculum/Study organisation		
Legal issues		
Motivating and informing students		3
Other, please specify:		

**D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?**

Yes

No

**D.3.a** If yes, please specify.

**D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?**

Yes

No

**D.4.a** If yes, please specify.

**D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?**

Yes

No

**D.5.a** If yes, please specify.

The language obstacle for incoming students applies only for public universities because their language of instruction is Greek. There is no such an obstacle for the private universities because their language of instruction is English. Another problem that the incoming students have to tackle is accomodation.

**D.6. Are the obstacles that you ranked above particularly important for degree mobility?**

Yes

No

**D.6.a** If yes, please specify.

The obstacle of language for outgoing students applies also for degree mobility in non-english and non-greek speaking universities.

**D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?**

The erasmus education officers in the public and private universities and non-governmental organization "Erasmus Cyprus Association" help erasmus students to find accomodation. Moreover, the public universities in Cyprus offer intensive Greek language courses and the private universities offer intensive English language courses to their erasmus students before the beginning of the semester.

**D.8. Has your country monitored the effects of these measures/programmes?**

Yes

No

**D.8.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

**D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?**

Yes

No

**D.9.a** If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?



**D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)**

<b>Obstacles to staff mobility</b>	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		

**D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

**D.12. Has your country monitored the effects of these measures/programmes?**

Yes

No

**D.12.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?



## E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

### E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students		x	
more outgoing than incoming students	x		x
approximately the same number of incoming and outgoing students			
No information available			

**E.1.a** What is the statistical source for this information? Please supply statistical data.

Cyprus Statistical Service  
[http://www.mof.gov.cy/mof/cystat/statistics.nsf/All/4A240F088B34155BC22577E4002C70CD/\\$file/EDUCATION-0809-231110.pdf?OpenElement](http://www.mof.gov.cy/mof/cystat/statistics.nsf/All/4A240F088B34155BC22577E4002C70CD/$file/EDUCATION-0809-231110.pdf?OpenElement)

**E.2. Is the situation described above regarded as balanced mobility?**

Yes

No

**E.2.a** Please explain and include a definition of “balanced mobility” as it is used in your country.

**"Balanced" mobility is related to the balance of incoming and outgoing students. In other words, the number of incoming and outgoing students to be approximately the same.**

**E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?**

Yes

No

**E.3.a** If yes, with which countries or regions are mobility flows most imbalanced?

**Mobility flows are most imbalanced with Greece and the United Kingdom in favour of outgoing students. Incoming students mainly come from Bangladesh, Pakistan, Sri Lanka, India and China.**

**E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?**

Yes

No

**E.4.a** If yes, what are the main concerns addressed?

xxxx

**E.4.b** If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: As the number of universities (public and private) in Cyprus is increasing, the number of Cypriots who study abroad is decreasing.