



Co-funded by
the European Union



Erasmus- EDU-2024-CBHE
Erasmus-LS (ERASMUS Lump Sum Grants)
**Enhancing Higher Education e-Learning Structures and Modules in Conflict
Regions of East Africa**
EAGLE - Project 101179512

Workshop
Drafting a Regulatory Framework for Online Higher Education Programs
21-22 July, 2026 South Sudan

**A Practical Guide on How to Structure Academic Programs and Courses
With an Emphasis on E-Learning**

Kyriakos E Georgiou



Structure of the Presentation

- ▼ A Few Words on the University of Cyprus
- ▼ E-Learning in Cyprus
- ▼ Market, Demand and Supply Driven
- ▼ Program and Courses Learning Objectives Matrix
- ▼ Learning Outcomes – Background Information and Definitions
- ▼ Intended Learning Outcomes of the Presentation
- ▼ European Qualifications Framework (EQF)

E-Learning

- ▼ E-learning is an educational model that enables learners to learn via digital technologies and the internet.
- ▼ It breaks down physical and geographical barriers, allowing students to access interactive learning remotely, either at their own pace or through live virtual classrooms.
- ▼ E-Learning relays on the interactivity asynchronous and /or synchronous
 - ▼ Among the students
 - ▼ Among the students and the teacher
 - ▼ Among the students, the teacher and the learning material.

E-Learning in Cyprus

- ▼ UNIC is offering e-learning courses since the Fall 2012.
- ▼ Currently offers more than 25 e-learning programs at all levels to close to 6000 students dispersed through out the World.
- ▼ Some of these academic programs are offered jointly with international partners.
- ▼ Most all of these are pure e-learning programs some have elements of physical presence (introductory or hands on workshops)
- ▼ Most universities in Cyprus offer e-learning courses and there is a public university Cyprus Open University that is exclusively offering courses online.

UNIVERSITY OF NICOSIA
INTERNAL REGULATIONS

CHAPTER THREE: POLICIES FOR
PROGRAMMES OF STUDY

24.02.2023



Pedagogical Model
for E-Learning

Edited by
e-Learning Pedagogical Support Unit (e-PSU)

November 2019

E-Learning in Cyprus - CYQAA

- ▼ The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), is the competent independent authority responsible to accredit universities, departments and programs of study.
- ▼ The objective is the continuous improvement and upgrading of higher education institutions and their programs of study, in order to comply with the ESG and the European policy for mobility and mutual qualification recognition.
- ▼ The Agency is led by a Council of Cypriot and foreign academics appointed by the Government for a five year term
- ▼ Universities, Departments and Programs of study get accredited every five years.
- ▼ The applications are submitted 18 months before the expiration of the accreditation.
- ▼ the Internal Programme Evaluation Process (IPEP) take at least another 24 months.
- ▼ The External Evaluation Committee has a strong role in the formal process.

The Legal Framework

- ▼ The legal framework for e-learning is more or less the same for conventional and e-learning programs.
- ▼ The CYQAA does not accept applications for distance learning or hybrid programs. As an exception there some cases of hybrid learning with physical meetings and workshops.
- ▼ Applications are very detailed running more than 100 – 150 pages that include detailed CV's on the faculty teaching on the program and detailed course syllabi / outlines
- ▼ The differences between conventional and e-learning courses are
 - ▼ Teachers can teach only two online courses / sections.
 - ▼ The audience in the virtual classes can't be higher than 30.
 - ▼ All courses should have an accompanying study guide.
 - ▼ Assessment include projects and take home exams as well as proctored exams.

Market, Demand and Supply Driven

- ▼ The new programs must fill a need in the market, demand driven
- ▼ The demand is evaluated through market research and feasibility studies.
- ▼ Need to know the market and the intended audience you are focusing on (Know your market and customers)
- ▼ Need to identify and study best practice internationally and regionally.
- ▼ At the same time it should be supply driven. That is the department and faculty need to have the resources, the knowledge, the skills and the drive to do develop and offer a new program of studies

Learning Outcomes Matrix

- ▼ Compile a list of learning outcomes that students must master and practice.
- ▼ Compile a list of possible courses that may cover the intended learning outcomes.
- ▼ Each course should have normally between 5 -7 learning outcomes / objectives.
- ▼ Each semester should add to 30 ECTS 750 – 900 working hours or 5 – 6 courses.
(more on the ECTS later)

APPENDIX II
BBA D3 Program courses/Learning Outcomes Matrix

Map Learning Outcomes Matrix

Learning Outcomes	Learning Outcomes									
	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10
Business Fundamentals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Law	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Ethics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Communication	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Statistics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Economics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Strategy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Innovation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Sustainability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning Outcomes

- ▼ The 2017 EQF recommendation defines learning outcomes as ‘...statements of what an individual should know, understand and/or be able to do at the end of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy’.

Learning Outcomes

- ▼ The learning outcomes perspective is used for a number of different purposes, the most important being:
 - ▼ Qualifications frameworks and their level descriptors
 - ▼ Qualification standards
 - ▼ Curriculum development
 - ▼ Assessment and validation
 - ▼ Quality assurance
 - ▼ Teaching and training
 - ▼ Erasmus Mobilities
- ▼ For all these purposes the learning outcomes approach strengthens the focus on the individual learner and the level of knowledge, skills and competence s/he is expected to achieve.
- ▼ https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_en.pdf

Learning Outcomes – Action Verbs

- ▼ To be used
- ▼ create, plan, revise, analyze, design, select, utilize, apply, demonstrate, compute, discuss, explain, predict, assess, compare, rate, calculate, prepare, use etc.
- ▼ Not to be used
- ▼ know, become aware of, appreciate, learn, understand, become familiar with, etc.

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes; make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining, proposing, or creating new patterns or solutions.
Verbs	- Choose - Define - Find - Know - Label - List - Match - Name - Over - Recall - Relate - Select - Show - Spell - Tell - What - When - Where - Which - Who - Why	- Classify - Compare - Contrast - Demonstrate - Explain - Exhibit - Illustrate - Infer - Interpret - Outline - Order - Relate - Select - Summarize - Translate	- Apply - Build - Choose - Construct - Develop - Equipment sets - Identify - Interview - Make use of - Model - Organize - Plan - Select - Solve - Utilize	- Analyze - Assume - Categorize - Classify - Compare - Conclude - Conduct - Discover - Direct - Distinguish - Divide - Examine - Explain - Infer - Interpret - Justify - Mark - Measure - Observe - Organize - Perceive - Plan - Predict - Propose - Recommend - Relate - Select - Support - Value	- Agree - Appraise - Assess - Award - Choose - Compare - Complete - Conclude - Criteria - Critique - Decide - Design - Defend - Discuss - Elaborate - Estimate - Formulate - Explain - Importance - Improve - Justify - Make up - Maximize - Minimize - Modify - Original - Perceive - Plan - Predict - Propose - Recommend - Relate - Select - Support - Test - Theory	- Adapt - Build - Change - Choose - Combine - Compose - Construct - Create - Define - Design - Develop - Discuss - Elaborate - Estimate - Formulate - Happen - Imagine - Improve - Justify - Make up - Maximize - Minimize - Modify - Original - Perceive - Plan - Predict - Propose - Recommend - Relate - Select - Support - Test - Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, abridged Edition. Boston, MA: Allyn and Bacon.

Learning Outcomes – Action Verbs

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Learning Outcomes – Action Verbs

- ▼ critically compare and evaluate database models and database systems
- ▼ design and develop database applications using commercially available database systems
- ▼ enhance and fine-tune database applications with regards to security, authorization and optimization
- ▼ develop web-based database applications at an intermediate level
- ▼ critically assess post-relational database models and especially the object-relational database model, standards and languages
- ▼ develop advanced queries using the SQL language
- ▼ research in state-of-the art areas in databases systems.

LOs Should be SMART

- ▼ Specific (clear and unambiguous, clearly communicated to and understood by students)
- ▼ Measurable (objectively assessed)
- ▼ Achievable (agreed, stretching but at the right level and possible to be achieved by students)
- ▼ Relevant (reasonable, realistic and resourced, results-based).
- ▼ Timely (possible to be achieved within the timeframe of the program /course)

The European Qualifications Framework

- ▼ The European Qualifications Framework (EQF) is a European-wide qualifications framework which joins the qualifications of different EU members together.
- ▼ In a way, it is a translation of different national qualifications which makes qualifications in different EU countries easier to understand.
- ▼ <https://www.accreditedqualifications.org.uk/european-qualifications-framework-eqf.html>

The European Qualifications Framework

- ▼ The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6.
- ▼ The descriptor for the second cycle corresponds to the learning outcomes for EQF level 7.
- ▼ The descriptor for the third cycle corresponds to the learning outcomes for EQF level 8.

The European Qualifications Framework

- ▼ It is critical for you to structure your programs and courses along the EQF so that you can facilitate mobilities of teachers and students between your school and European Schools.
- ▼ So keep both you own system and adopt the EQF system as well
- ▼ The EQF when properly introduced promotes best practice.

Dublin Descriptors

- ▼ The [Dublin Descriptors](#) are a set of general learning outcomes used across the European Higher Education Area (EHEA) to define the expected achievements of graduates at different degree levels.
- ▼ They ensure educational transparency and comparability across European countries

Dublin Descriptors

They refer to three different areas

- ▼ **Knowledge** : theoretical and/or factual.
- ▼ **Skills**: cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- ▼ **Responsibility and Autonomy**: cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). the ability of the learner to apply knowledge and skills autonomously and with responsibility

Dublin Descriptors

	Knowledge	Skills	Responsibility and Autonomy
	theoretical and/or factual.	cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 6 The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

Dublin Descriptors

	Knowledge	Skills	Responsibility and Autonomy
	theoretical and/or factual.	cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and	the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 7 The learning outcomes relevant to Level 7 are	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Dublin Descriptors

	Knowledge	Skills	Responsibility and Autonomy
	theoretical and/or factual.	cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 8 The learning outcomes relevant to Level 8 are	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Typically include 180-240 ECTS credits and it is awarded to students who have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education. Specifically:

- ▼ “Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- ▼ can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;

- ▼ have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;
- ▼ can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- ▼ have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.”

Typically include 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle and is awarded to students who have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context:

- ▼ can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- ▼ have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;

- ▼ Communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- ▼ Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous”.

The 3rd Cycle Qualification (Doctorate)

- ▼ Typically include 180 ECTS credits and is awarded to students who have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field :
- ▼ Demonstrate the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- ▼ Make a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- ▼ Capable of critical analysis, evaluation and synthesis of new and complex ideas;
- ▼ Expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge-based society.

The 3rd Cycle Qualification (Doctorate)

- ▼ Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;
- ▼ Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- ▼ Develop those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
- ▼ Pursue knowledge in search for wisdom (and personal development) .

Final Thoughts

Courses should be

- ▼ Exciting & Entertaining
- ▼ Informative & Thought Provoking
- ▼ Challenging & Demanding
- ▼ Pursue knowledge in search for wisdom (and personal development) .

Final Thoughts

The teaching should

- ▼ Focus on the learning of students and what they can do with the new learning.
- ▼ SMART and Stretching
- ▼ Push the frontier of knowledge and push our students to aim for more based on their competencies and drive.
- ▼ Interactive require / demand student participation, contribution and feedback.
- ▼ Reward high performance

Thank you and I remain at your disposal for any
questions you may have !!!



UNIVERSITY *of* NICOSIA

Kyriakos E. Georgiou

Email: georgiou.k@unic.ac.cy

Cell Phone :00357 99660215