Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report
Program of Study

Institution: European University Cyprus……………………

Program of Study: MA Learning Disability…………………..

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INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Jill Porter	Professor	University of Reading
Bob Gates	Professor	University of West London
Vasiliki Diamanti	Associate Professor	University of Oslo
Antonis Lionarakis	Professor	Hellenic Open University
Christina Papamichael	Student Representative	University of Cyprus

INTRODUCTION:

<u>I. The External Evaluation procedure</u>

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

<u>II. The Internal Evaluation procedure</u>
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

Teaching resources were found to be largely saisfactory or better. There were clear expectations for tutors teaching load and office hours and these conformed to the usual expected tutor demands, comparable to those of academic staff at other Higher Education institutions.

Meetings with three past students who had attended existing programmes, commended both the teaching and support from academic staff while pursuing and completing their studies. However we did have some concerns about the extent to which the teaching of the programme provided them with the practical skills specified in the programme outcomes.

We were very concerned that no marking scheme was available that would demonstrate students would be assessed in relation to masters level criteria OR that the same criteria would be used to judge all student work. While we recognize that individual assignments will also have additional criteria for assessing student engagement with particular issues this should not replace the adherence to a generic understanding of what masters level attainment looks like. In addition this lack of criteria raises issues of equity, objectivity and parity.

We had concern about the extent to which all members of staff were engaged with research in their field and kept informed about current developments and debates. This seemingly impacted on the uncritical over-use of out-dated materials and the choice of course content

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**

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DI.P.A.E.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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- **Connection with the labor market and the society**

There is a shift in the programme description from Learning Difficulties to Learning Disabilities. There is also a mismatch between the learning outcomes and objectives, the latter including the research focus and the former the practical skills of students. There is more information about the content of the programme than the pedagogy and over-ambitious in the specification of learning outcomes for some modules.

Overall little detailed information is provided about quality assurance mechanisms, and we have some concerns about the lack of transparent procedures for monitoring and review and in particular this is evidenced by no information on the role of external examiners or key stakeholders.

There is also an ambivalence about the extent to which the programme has an international focus or is designed to reflect the specific Cyprian context. The proposed programme lacks clear evidence for demand with no testimonial letters of support from employers or the Department of Education.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The documentation suggests that students will likely receive a good basic training in research methods and also have the opportunity for a deeper level of study if they elect to take the Qualitative or Quantitative research methods training.

A number of tutors aim to provide students with opportunities to critique articles. Ethical issues are also addressed.

There is however amongst some staff an insufficient awareness of the evidence base for interventions or, on some modules, use of the research literature. Some of the literature is dated and requires an international orientation and this in turn impacts on course content.

Not all staff are currently research active, again impacting on course material, but also opportunities of the students to participate in the research process.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**
- **Infrastructures / Support**

- **Financial Resources**

Levels of infrastructure and support were generally found to be satisfactory or better. We are unable to offer a view on issues concerning finances and their allocation.

5. DISTANCE LEARNING PROGRAMS

While all instructors receive some training and preparation for the use of distance learning materials, there needs to be more extensive preparation of instructors in the *design* of learning materials and activities. It is imperative to view this from a student perspective. From the beginning of the course students will, according to the current documentation, receive a study guide and will have access to course material (articles and powerpoint presentations) but we believe this to be insufficient. The Evaluation Committee found as problemmatic the lack of fidelity to the philosophical foundations of distance learning; simply placing conventional learning materials on blackboard does not constitute good distance educational practice. The latter requires considerable investment in time and resources.

6. DOCTORAL PROGRAMS OF STUDY

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

We recognize and commend the commitment of the team to the development of a new programme and the readiness with which they responded to the Evaluation Committee's questions and search for clarification. We have however a number of significant concerns about the programme both in conventional and distance form. These stem from the following issues:

1. There is a lack of clarity about the target group of pupils. The inclusion of both pupils with (general) learning difficulties and those with (specific) learning difficulties resulted in some lack of clarity about whose needs were actually being addressed. The two groups have different profiles of performance, of strengths and needs. Subsequently the education of these two groups of pupils have quite distinct approaches to assessment and intervention. The proposed programme(s) did not provide evidence of fully preparing students to intervene practically with these two groups.

2. It is not evident who are the target professional group. There are two issues here. One concerns whether the programme has a national or international focus- and therefore the extent to which it prepares students for working in Cyprus or elsewhere. The other concerns whether students are being prepared to work individually with a pupil or whether they will be working in a mainstream class and collaborating with colleagues, helping them in turn develop their practices. This requires important skills of supporting change in classes/schools.

3. We have concerns about the extent to which the taught programme is based on current/recent evidence based practice. Masters students should graduate at the forefront of developments in the field, knowledgeable about debates and controversies and with the tools to critique approaches without an adequate evidence base.

4. The Evaluation Committee found as problemmatic the lack of fidelity to the philosophical foundations of distance learning; simply placing conventional learning materials on blackboard does not constitute good distance educational practice. The latter requires considerable investment in time and resources.

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: …………European University Cyprus………………

Program of Study: …………MA Learning Disabilities…(Distance)……………

Duration of the Program of Study: ………18 mths………………….

Evaluation Date:……………10/3/18……………

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Jill Porter	Professor	University of Reading
Bob Gates	Professor	University of West London
Vasiliki Diamanti	Associate Professor	University of Oslo
Antonis Lionarakis	Professor	Hellenic Open University
Christina Papamichael	Student Representative	University of Cyprus

Date and Time of the On-Site Visit: ………9/3/18……………….

Duration of the On-Site Visit: ………………8 hours………………………

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		**1**	**2**	**3**	**4**	**5**
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.			X			

No.	Sub	Description					
1.1.2		The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.			X		
1.1.3		The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:			X		
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.			X		
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel			X		
	1.1.3.3	The course web-pages, updated with the relevant supplementary material			n/a		
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	X				
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment	X				
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.			X		
1.1.4		Adequate and modern learning resources, are available to the students, including the following:			X		
	1.1.4.1	facilities				X	
	1.1.4.2	Library			X		
	1.1.4.3	Infrastructure				X	
	1.1.4.4	student welfare					X
	1.1.4.5	academic mentoring			X		
1.1.5		A policy for regular and effective communication, between the teaching personnel and the students, is applied.			X		

		1	2	3	4	5
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.			X		
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.			X		
1.1.8	Control mechanisms for student performance are effective.			X		
1.1.9	Support mechanisms for students with problematic academic performance are effective.			X		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.			X		
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.			X		
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.1- level of English proficiency needs to be specified as well as two letters of recommendation are normally required for admission.

1.1.3.4/.5 Lack of marking criteria for written examinations and assignments

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.
β) the countries of origin of the majority of students.

γ) the maximum planned number of students per class-section.

1.2	**Teaching**	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those			X		

		1	2	3	4	5
	of the individual modules.			X		
1.2.2	The methodology of each course is suitable for adults.			X		
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			X		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	X				
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.		X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2.4 No marking grading are used.
1.2.7 materials require updating

1.3	**Teaching Personnel**	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.		x			
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:			x		
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X		

	1.3.2.2	Publications within the discipline.	x			
1.3.3		The specializations of Visiting Professors adequately support the program of study.			X	
1.3.4		Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.		n/a		
1.3.5		In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.		n/a		
1.3.6		The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X
1.3.7		In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			X	
1.3.8		The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.			X	
1.3.9		The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X	
1.3.10		Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.			X	
1.3.11		The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.	X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1 We have concerns about the extent to which all members of staff engage in research in their chosen fields and this is reflected in their publications. (1.3.2.2/1.3.11)

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS							
2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.		x			
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.		x			
2.1.3	Thehighereducationqualificationandtheprogramofstudy,conform tothe provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			X		
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.		x			
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.		X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.1.1/2.1.2 The shift in the programme description from learning difficulties to learning disabilities leads to an uncertain focus for the programme. There is an ambivalence about the extent to which the programme is designed for teachers in Cyprus or for an international community.

2.1.4 There is no overview of assessment and no bench marking of assessments to learning outcomes. There is no specified marking scheme for ensuring consistency, equity and therefore fairness in student grading.

2.1.7 The objectives are appropriate to a masters level qualification but there is a mismatch with the outcomes raising concerns about the quality of the qualification.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.		x			
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.			X		
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.			X		
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.		X			
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			n/a		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.		X			
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.		x			
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.1 More information is required with respect to pedagogy e.g. lectures, seminars, group work, practical work in schools

ΔΙ.Π.Α.Ε. DI.P.A.E.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2.2.4 There is a mismatch between objectives and outcomes (e.g. with respect to research and how it is embedded within modules)

2.2.6 Imbalance across the modules with respect to this criterion- (e.g. EDL 611/612 there is a mismatch between content and outcomes.

2.2.8 Too many learning outcomes specified for some modules, too much focus on Greek literature or in some cases dated references and in some cases learning outcome do not reflect the title.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.		X			
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel			x		
	2.3.2.2 the members of the administrative personnel			x		
	2.3.2.3 the students.			x		
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			x		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.1 No clear competencies defined.

2.4	**Management of the Program of Study**	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.		x			
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.			x		
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.			x		
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.			x		
2.4.5	Information relating to the program of study are posted publicly and include:			n/a		
	2.4.5.1	The provisions regarding unit credits			n/a		
	2.4.5.2	The expected learning outcomes			n/a		
	2.4.5.3	The methodology			n/a		
	2.4.5.4	Course descriptions			n/a		
	2.4.5.5	The program's structure			n/a		
	2.4.5.6	The admission requirements			n/a		
	2.4.5.7	The format and the procedures for student assessment			n/a		
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					x
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.			x		
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.			X		
Justify the answer you have provided and note the additional comments you may have						

on each standard / indicator.

2.4.1 The programme does not have transparent procedures in place for the monitoring and review process that enables external scrutiny (e.g. external examiners; key stakeholder groups)

In the case of practical training, note:
- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

2.5	**International Dimension of the Program of Study**	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.			n/a		
2.5.2	The program attracts Visiting professors of recognized academic standing.			X		
2.5.3	Students participate in exchange programs.			x		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.		X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.4 The programme would benefit from clarity about the target group, about the extent to which it is underpinned by research (rather than custom and practice), recognize the relevant of international approaches to the assessment and intervention for pupils with learning disabilities.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	**Connection with the labor market and the society**	1	2	3	4	5

		1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.	x				
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.		n/a			
2.6.3	Benefits, for the society, deriving from the program are significant.	X				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.6.1 No clear evidence of demand provided- no testimonial from employers/DfE. Source of statistic of 8% unclear. Given this it is difficult to anticipate that the course will benefit society (2.6.3)

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	**Research - Teaching Synergies**	**1**	**2**	**3**	**4**	**5**
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.		X			
3.1.2	New research results are embodied in the content of the program of study.		X			
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.		X			
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		

		1	2	3	4	5
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			X		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			x		
3.1.9	Student training in the research process is sufficient.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.1/ 3.1.2 There is insufficient awareness of the evidence base for interventions or use of the research literature on some modules. Some of the literature is dated and requires a more international orientation.

3.1.4 This is achieved by some members of staff but not all

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	**Administrative Mechanisms**	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				x	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			x		
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.	x				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.1.3 Attendance expectations are not transparent

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.			x		
4.2.2	There is a supportive internal communication platform.				x	
4.2.3	The facilities are adequate in number and size.				x	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				x	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				x	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			x		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.			X		
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other			X		

	personnel of the respective institutions in Cyprus.					
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The following criterion applies additionally for distance learning programs of study.

5.	**DISTANCE LEARNING PROGRAMS**	**1**	**2**	**3**	**4**	**5**
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.			X		
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.			nv		
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.		x			
5.4	Student performance monitoring mechanisms are satisfactory.			x		
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.			X		
5.6	The unimpeded long distance communication between the			X		

	teaching personnel and the students, is ensured to a satisfactory degree.				
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.	X			
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.	x			
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.			X	
5.10	The supporting infrastructures are easily accessible.			X	
5.11	Students are informed and trained with regards to the available educational infrastructure.			X	
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.			X	
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.		X		
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.			X	
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.				X
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

5.1 Student survey would benefit from the inclusion of open as well as closed questions
5.3 A clear training programme is needed for tutors in order to teach effectively and supportively.
5.7 Clear grading criteria are needed
5.8 Teaching materials are not interactive; reading is not clearly defined; extent of activities not always achievable.

If the following apply, note "√"in the appropriate space next to each statement. In case

the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					

6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

We are unable to support a recommendation for the proposed programme to be validated.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Jill Porter	
Bob Gates	
Vasiliki Diamanti	
Antonis Lionarakis	
Christina Papamichael	

Date: 10/3/18

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