ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.1.1

Date: 10th December 2021

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  CDA College

- **Town: Nicosia,** CYPRUS

- **School/Faculty (if applicable):** School/Faculty

  - **Department/ Sector:** Business Dpt.

- **Programme of study- Name (Duration, ECTS, Cycle)**
  In Greek:
  «Πτυχίο στην Αστυνομική Διοίκηση» (4 Έτη/240 ECTS, Συν Προαιρετικό Προπαρασκευαστικό Έτος)

  In English:
  Police Management (4 years / 240 ECTS, Bachelor; Plus an Optional Foundation Year)
  Programme Name

- **Language(s) of instruction:** English

- **Programme's status:** Currently Operating

- **Concentrations (if any):**
  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

The committee studied all the documentation beforehand. The site visit took place online on December 6th, 2021.

The remote External Evaluation Committee (EEC) comprised the following;

(Chair) Professor Kate Moss, University of Derby, UK
(Member) Professor Effi Lambropoulou, Panteion University, Greece
(Student Member) Prokopis Antoniou
(Member) Professor Eckhard Schroter, German Police University, (was not present due to severe illness.)

The CDA College provided the committee with all the necessary documents. The committee had the opportunity to virtually evaluate the premises and infrastructure and to speak to all relevant parties. The present committee has emphasized aspects that were less strong at the time, including the physical presence of the students and staff.

The committee concludes that all the documents and presentations prepared were of high quality and discussions were open. In general, it was clear that the College has taken essential steps during the last 2 years of the CoviD19 pandemic to improve the learning environment and they have also invested in a research unit. Staff at the CDA College are reflective and are able to adapt their learning environment in response to outside suggestions.

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B. External Evaluation Committee (EEC)

Name	Position	University
Prof Kate Moss	Chair	Universty of Derby UK
Prof Effi Lambropoulou	Member	Panteion University of Social & Political Sciences
Prof. Eckhard Schroter	Member (not present due to illness)	German Police University
Name	Position	University
Prokopis Antoniou	Student member	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) *sub-areas*
    (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
    (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - o *has a formal status and is publicly available*
  - o *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - o *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - o *ensures academic integrity and freedom and is vigilant against academic fraud*
  - o *guards against intolerance of any kind or discrimination against the students or staff*
  - o *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - o *is designed by involving students and other stakeholders*
  - o *benefits from external expertise*
  - o *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - o *is designed so that it enables smooth student progression*
  - o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme is coherent. It is based on a standing programme since 2011 with several graduates over the years. There are regular meetings with teachers and a well-developed Quality Assurance Framework.

This programme has a formal status and is publicly available. All members of the Faculty are involved in supporting all aspects of the programme; indeed many of the administrative staff have been working at CDA for many years. The online remote visit enabled members of the panel to hear presentations from all members of the faculty both staff and students and to ask questions about all aspects of the programme.

The programme of study is designed with programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes – evidenced within the teaching materials for each module. All members of the Faculty are designed in the development of the programme and each module is taught by an expert within that discipline. The programme is up to date and due to Covid, has had to undergo some changes, moving to online delivery. Most of the modules are now back for F2F delivery but this is subject to the requirements imposed by Covid regulations. There is a logical sequence of progression of the modules through the course and an impressive variety of subject being delivered at a high level. No overlaps between courses was evident and the teaching team appeared to be well aware of what their colleagues were teaching. The course is taught in English by a variety of methods using different pedagogic approaches to support student learning. During the time lectures were delivered online, these were recorded but delivered live and this facilitated discussion to continue between tutors and students. Library facilities remained available to students during Covid lockdown with special arrangements put in place for collection of books.

The course admits approximately 20 students per year and the panel were informed that the pass and progression rate is normally 100%. The normal graduation time is 4 years.

The committee is very pleased to see that a Research Centre is operating. The Centre was established to provide an independent platform for researchers across the island. Research at CDA College is concentrated in the areas of Humanities and Social Sciences, Pure and Applied Sciences, Marketing, Economics and Management and other emerging global issues. The research team has set as their main objectives the constant presence in academic conferences, seminars, publications in research journals and the development of research. The College has already set a policy with clear research incentives and all faculty staff should be involved and provide evidence of research activity every year. According to the documents submitted, the Centre has participated in and/or organised several seminars and conferences during 2016-21; 4 of them refer to security, risk and social anomie. The activities of the Centre are already included in *The Cyprus Research Facts: The Research Journal of CDA College*. We look forward to this to be reflected in the programme of Police Management in the near future, so that the students can benefit from the initiatives.

The committee is pleased to see that support mechanisms for students and teachers are established. The organization is providing support for special needs of students.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

This is a unique programme in Police Management within Cyprus along the other one of the CDA College in Limassol. We met very enthusiastic and highly committed staff across both the academic and administrative departments. Staff members are actively engaged in the field and are aware of the latest developments in practice. The links with employers seem to be well established and provide good employment opportunities for graduated students. This is a selling point for the program and this should be explicitly articulated in the course materials and publicity materials for CDA students.

We are pleased by the college's provision of bespoke handbooks for students. Moreover, there is a regular procedure of ordering new books every semester.

The whole team appear committed to providing the best learning experience for the students. It is a small cohort so this is manageable. Pastoral and welfare assistance is in place. Resources are good and tutors and administrative staff are helpful – even continuing their assistance to students after they have left the course and graduated.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

It would be helpful if the program introduced a module on Criminal Procedure Law, which is totally missing from the course. Even though the course does not only prepare police officers - since it is designed for students intending to pursue a career in law enforcement agencies in public and private sectors - it would be necessary the teaching of criminal procedure law. Criminal procedure law regulates the methods used to investigate and prosecute a crime, as well as to protect the rights of the defendant.

According to the students, they wish they had more practical knowledge with onsite visits to institutions of crime control and contacts with certain target groups and specialists.

There are no problems specifically but online lectures would benefit from tutors turning on their cameras so that students can actually see them when they are delivering a lecture.

Some of the reading lists are slightly out of date and need amending. An appendix is attached to this document outlining our suggestions.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant

1.4	Information management	Compliant

1.5 **Student – centred learning, teaching and assessment** *(ESG 1.3)*

> **Sub-areas**
>
> **1.6 Process of teaching and learning and student-centred teaching methodology**
> **1.7 Practical training**
> **1.8 Student assessment**

1.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

1.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

1.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of*

> *the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

CDA College encourages students to take an active role in creating the learning process, and the assessment of students reflects this approach. CDA College consistently applies pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Students' assessments correspond to the European Qualifications Framework (EQF).

Students are well oriented into the programme from the outset. There are library orientations and study skill sessions. Resources are good both within the library and with respect to the physical space the students occupy whilst n campus. There are private study areas and a social area. The course caters for a relatively small number of students so this assist with a personal approach to their learning.

For students who may have welfare or other learning needs or problems named members of staff are allocated to assist with these issues.

The programme teaching and assessment is based around agreed objectives and learning outcomes. These are evidenced within all module specifications that were made available to the panel. The pedagogic approach is to use a variety of different teaching methods and learning aids and technology has of course been a big part of this during the pandemic with tutors and students having to move online for a period of time. This appears to have gone as well as it is possible given the situation that all HE institutions have been in. The students were complimentary about how the tutors had supported them during this time and since. It is worth noting that for some students, they have not had the opportunity to come onto campus at all because of this situation. This is unfortunate but teaching has during this time been delivered remotely using live links and all sessions have been recorded so that student can watch again at their leisure.

Students commented that for some session, tutors did not turn their cameras on and they would prefer it if they could see the tutors as it makes it a more human experience. As we have slowly been returning to F2F teaching, some students commented that they had not yet returned to F2F teaching whilst other courses had. It may be that there are issues relating to Covid guidelines that we are not aware of, that are influencing this.

Students felt that the tutors were friendly and helpful and knowledgeable. They commented that the course was perhaps heavy on theoretical material and they would like more practical elements to it. Of course during this pandemic this has proved difficult.

Assessments are varied with a combination of assignment based tasks and end of semester examinations. There are effective plagiarism systems in place. The online platform used is Moodle.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The evidence provided for teaching is good and there are a great variety of modules delivered to what appears to be a high standard by well-qualified staff who genuinely seem to care about their students. The students appear happy with the course, well taught and well integrated into the programme.

Assessment is appropriate, transparent, objective and supports the development of the learner. The criteria for assessment, as well as criteria for marking, are published in advance. Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Although practical and theoretical studies are interconnected, students expressed that more practical training would support achievement of planned learning outcomes and meet the needs of the stakeholders.

Students' involvement in the research environment should be encouraged.

Covid allowing, it would be good for the students to move back to F2F teaching across all programme. Whilst this is not possible tutors should consider turning their cameras on whilst they are teaching so that students can see them.

It would also be beneficial if students were encouraged to use more online databases for their research, such as Scopus and Web of Science.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. **Teaching staff** *(ESG 1.5)*

Sub-areas

   3.1 Teaching staff recruitment and development
   3.2 Teaching staff number and status
   3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The committee is impressed by the quality of the staff. The research environment will strengthen the staff further. Expanding training opportunities for teaching staff in the future would be helpful.

We know that the College has established itself in the relevant academic networks, but the research environment amongst both staff and students would be enhanced if CDA college was more proactive regarding establishing collaborations with other Universities and looking to undertake research collaboration through writing and research bids with other academics.

The majority of the staff members have a PhD and some are working on its completion, which the committee welcomes.

The teaching staff are very well qualified in their respective fields and are delivering a range of modules which appear to be within their subject specialisms and qualifications. Peer review of teaching is carried out to support teaching skills and to assess performance. Remuneration, performance and evaluation feeds into progression. Research interests that individual members of staff have and are involved with feed into the teaching framework and there is an expectation for staff to publish every year. Twelve staff were available for the online remote visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

There is robust system of teaching evaluations in place.
Staff are enthusiastic and well qualified.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

We have already mentioned that the reading lists for some of the modules requires updating. In some cases more recent editions of books on the required reading list exist. Some suggestions as to other text tutors might find helpful were made during the remote visit. See Appendix.

The rationale for calling module CRM 202 'Research Methods for Crime Scientists' was not clear. The course as it stands is not specifically indicative of crime science methods but is more a generic research methods course. This is entirely appropriate and therefore we would suggest that at the appropriate time this module is renamed as simply 'Research Methods.'

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification *(ESG 1.4)*

> **Sub-areas**
>
> **4.1 Student admission, processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 Student certification**

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
    - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
    - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

There is a good support system in place for students.

The admission requirements for the study programme are appropriate both for home and international students.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The College pays attention to transparency in students' admission, progression and certification.

The College also pays particular attention to fraud prevention and plagiarism prevention and to ensure this is articulated to the students in their handbooks and in the course information.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

We have no general recommendations.

Please select what is appropriate for each of the following sub-areas:

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. **Learning resources and student support** *(ESG 1.6)*

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

During the virtual visit the committee was content with the infrastructure and facilities. There are specific facilities available for staff to work.

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The committee was very pleased with the interactive online platform developed during the last 2 years of the pandemic. There were flexible options with different modes of delivery and learning as appropriate. There was a well thought out pedagogical strategy to cater for a variety of learning needs. Teaching and learning environment was very positive and interactive and meetings offer the opportunity to share good practices.

The physical library is satisfactory. The library is enriched with new electronic platforms, Databanks, Infotrack, etc services, as well as with e-libraries for students and academic staff. For students, access to online material will be important, including online Journals and e-books. We recommend that resources are invested into making sure that students are aware of open sources in the relevant field of Police management. The committee understood that links to online material are provided in the courses and welcomes this.

There is a well-developed and flexible system for monitoring student problems and offering support.

The student-administrative staff ratio is good (15:1).

Teaching materials, equipment and the provision of study spaces is good and feedback from the students underpins this. Covid related contemporary requirements and changing needs have been dealt with effectively and efficiently and the risks of a move to remote learning have been assessed and dealt with appropriately.

Student feedback on support services, including welfare and pastoral support was good and a psychologist is available to students should the need arise.

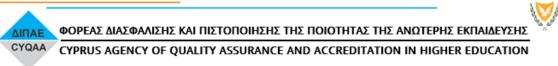Student mobility is also supported appropriately.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The committee was impressed with the 15:1 student – teaching staff ratio.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee recommends that the college reactivate the face to face instruction, as already mentioned above.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

5.5 **Additional for doctoral programmes** *(ALL ESG)*

Sub-areas

5.6 Selection criteria and requirements
5.7 Proposal and dissertation
5.8 Supervision and committees

5.1 Selection criteria and requirements

Standards
- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

5.2 Proposal and dissertation

Standards
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

5.3 Supervision and committees

Standards
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory*

committee towards the student are determined and include:
- o *regular meetings*
- o *reports per semester and feedback from supervisors*
- o *support for writing research papers*
- o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Whilst we approve of the quality of the learning materials, it is important that the course team stay abreast of the latest academic and professional developments in this fast moving field. This applies to keeping reading lists as up to date as possible and in staff engaging with the cutting edge research developments within their respective fields and feeding their research and research interests into their teaching.

Students should be encouraged to access the latest academic journals and articles within each module specialism.

The course team might like to think about introducing a seminar series whereby students at all levels of the programme can come together to listen to their own tutors giving presentation about research and publications they are involved in and to invited guest speakers from other Universities and criminal justice organisations talking about the work that they are involved in.

A further suggestion to engage students might be to introduce a College journal whereby the best assignments for each year of the programme are selected by a panel of tutors for inclusion in an annual college publication. Students could be responsible for editing and managing this and this would also provide valuable exemplars for future students as well as an insight into the peer review process.

E. Signatures of the EEC

Name	Signature
Professor Kate Moss	
Professor Effi Lambropoulou	
Prokopis Antoniou	
Click to enter Name	
Click to enter Name	
Click to enter Name	

Date: 10th December 2021

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Appendix: Bibliographic Suggestions of the Committee

1.
Course Title: **Victimology**
Course Code: **CRM 103**

Typo in authors name, should read DOERNER
Replace 2014 edition with the 2017 edition

Daigle text 1st edition should be replaced with the 2nd (2019) edition of this book.

2.
Course Title: **Communication Skills for Police Personnel**
Course Code: **POL 102**

Suggest the addition of Kilgallon, M. & Wright, M. (eds) (2022) Behavioural Skills for Effective Policing, Critical Publishing.

3.
Course Title: **Private Security**
Course Code: **CRM 120**

Suggest the inclusion of Palgrave Macmillan's series in Crime Prevention and Security Management edited by Professor Martin Gill.

4.
Course Title: **Policing and Police Powers**
Course Code: **POL 103**

Required textbook (2005) edition should be replaced by the 2nd (2013) edition.

5.
Course Title: **Research Methods for Crime Scientists**
Course Code: **CRM 202**

Suggest the inclusion of Bryman's Social Research Methods 6th edition (2021) to the reading list for this module.

Suggest this course is renamed when possible to 'Research Methods.'

6.
Course Title **Final Project – Thesis I and II**

Course Codes **CRM 404 and 405**

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In addition to the textbook used, INSTRUCTIONS to the students **How to write a diploma thesis** would be very helpful

easy Ptyxiakes, πτυχιακές-εργασίες.gr, Πως να γράψω μια πτυχιακή/διπλωματική εργασία; https://www.ptyxiakes-ergasies.gr/?p=70; https://www.ptyxiakes-ergasies.gr/?page_id=6

Panteion University of Social & Political Sciences, Πάντειον Παν/μιο Κοινωνικών κ Πολιτικών Επιστημών https://library.panteion.gr/%cf%85%cf%80%ce%b7%cf%81%ce%b5%cf%83%ce%af%ce%b5%cf%82/%cf%83%cf%85%ce%b3%ce%b3%cf%81%ce%b1%cf%86%ce%ae-%ce%b5%cf%81%ce%b3%ce%b1%cf%83%ce%b9%cf%8e%ce%bd/

University of Pireaus, Παν/μιο Πειραιώς, http://es.uop.gr/esmet/images/domi-ptixiakis.pdf University of Athens, Παν/μιο Αθηνών, Οδηγός Συγγραφής Πτυχιακής Εργασίας, users.uoa.gr › Final_Year_Research_Report_Publication_Manual_UoA.

University of Crete, Παν/μιο Κρήτης, Οδηγός Συγγραφής Διπλωματικών Εργασιών και Διδακτορικών, www.psychology.uoc.gr › odigos_syggrafis_diplomatikon_ergasion_teliko