



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: CDA COLLEGE
Program of Study: BA in Police Management**



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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
Emmanuel Thanassoulis	Professor	Aston University
Olga Themeli	Associate Professor	University of Crete
Brian Rappert	Professor	University of Exeter
Evgenios Kleanthous	Student	University of Cyprus

INTRODUCTION:

II. The External Evaluation procedure

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

Documents included 200.1 (some parts in Greek), the Formal Policies for Educational Quality Assurance, a list of textbooks, Learning Outcomes, the terms of the IQAC committee, and a Feasibility Study.

6/7/17	<p>Site visit at institution including:</p> <ul style="list-style-type: none"> - Meetings with Quality Assurance Committee (including the Head of Programme), teaching staff, students (not associated with the BA in Police Management) and administrative staff - Site visit of facilities; including library, teaching rooms, computer rooms <p>Visit lasted: 9:30am-5:00pm</p>
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II. The Internal Evaluation procedure

- 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.

200.1 and other documents were of high quality in general but the 200.1 e-version provided in advance did not include CVs. Below the Committee notes concerns about the financial data provided.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

The overall impression is that the modules are well specified in terms of their objectives and content. In section 2 we comment about reconfiguring the sequencing of modules and introducing additional modules that would be expected in this degree programme. This could entail dropping other modules to make space.

Teaching personnel is adequate for modules outside those specified as CRM. However, for the core CRM modules of the programme, a limited number of staff are expected to cover the Nicosia Programme. Some of them also teach similar modules in Limassol. There are two main issues that arise. The first is that the range of discipline specific content they are expected to cover is wide for any individual to cover. The second issue is that running such core modules with such a limited number of cover staff threatens the continuous running of the Programme (for instance, in relation to serious illness or resignation.)

The Programme content (crime, policing) and the type of student involved (70% police staff) lends itself to ensuring academic concepts covered in the course are rendered relevant for practice. And yet, internships or more limited time placements within suitable organisations could help enhance student experience with the course.

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**

- **Connection with the labor market and the society**

The programme represents a very welcome attempt to introduce studies in the fields of criminology and police management. However, the curriculum as it stands does not support well the high level aims of the programme. There is no strong and coherent set of modules that would speak to the high aims of the Programme. Space is taken by a relatively disparate range of subjects while other far more relevant subjects are not at present in the programme. We would recommend the introduction of more relevant subjects such as forensic psychology, victimology, as well as investigation methods and policing. This may mean dropping some less relevant subjects. However this will provide an overall trajectory of study that move from the general to more specific.

Regarding the management of the Programme, this has been entrusted in the sole responsibility of a junior academic who could benefit from drawing on the experience and support of a more senior academic — perhaps shared responsibility.

Regarding quality assurance, we note that the setting of examination papers can be enhanced through peer review. It should become standard practice that the person setting the examination paper has it vetted by a second person who has knowledge in the subject matter concerned.

There is no international dimension to this programme as it is focused in Cyprus with 70% of its intake being Cypriot police staff. However, the positive of this is that the programme is well connected with the labour market in the sectors of policing and security.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The extent of synergies between research and teaching is hampered by the basic lack of research being conducted by staff; this despite the formal policies in place to support research. Although the College is constrained by its size and the prospects for obtaining external funding, an advantage associated with this type of practitioner-orientated programme is that staff will be interacting with students who are able to provide access to police data as well who are able to offer considerable experience. Therefore, it would be advisable for the curriculum to be modified in order to both enable students to undertake real-world course work and staff and students to produce recognised publications. This could happen, for instance, by staff co-ordinating Final Projects such that multiple students collaborate on a single topic under the supervision of a member of staff; thereby enabling a significant amount of time to be dedicated to data collection and analysis. An internship arrangement with relevant agencies would also provide low-cost opportunities for conducting research.

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

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

The size and structure of programmes at CDA College enables close levels of engagement between staff and students. Continuing previous attempts to build-up the infrastructure should ensure adequate provisions for students. The administration of degree programmes appears admirable, but the provisions for continuing professional development could be enhanced. The Committee was not able to adequately assess the Financial Resource plans based on the information provided to it and recommends the Agency ensure these provisions are adequate.

5. DISTANCE LEARNING PROGRAMS

n/a

6. DOCTORAL PROGRAMS OF STUDY

n/a

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- 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.

¹It 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:C.D.A. COLLEGE.....
Program of Study: BA Police Management
Duration of the Program of Study: ...4 Year plus optional Foundation Year
Evaluation Date:.....6 and 7 July 2017.....

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
Emmanuel Thanassoulis	Professor	Aston University
Olga Themeli	Associate Professor	University of Crete
Brian Rappert	Professor	University of Exeter
Evgenios Kleanthous	Student	University of Cyprus

Date and Time of the On-Site Visit: ...9 am to 5pm on 6 July 2017.....

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	
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:					
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				X	
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				X	

		improvement of the educational process.					
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	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
1.1.6	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.

a) There is no practical training of students to enable them to make use of theoretical concepts they have covered within the curriculum. One way this can be alleviated is to introduce within the curriculum internships.

b) There is no established procedure for peer review of exam papers before they are taken by students. Similarly there is no peer review of marking to ensure marks awarded reflect the quality of answers given by students.

Note, additionally:

- α) the expected number of Cypriot and International Students in the program of study. 20 per semester,
 β) the countries of origin of the majority of students. Cyprus

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

20

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 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.

Teaching methods appear to be using only basic power point presentation. They could be enhanced through integrating the use of course-specific software that students may get hands-on experience. E.g using regression to analyse data.

There was a limited supply of journals – just one in Greek.						
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:					
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.	X				
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.				X	
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.

a) **The Head of the programme does have the right qualifications for the programme in terms of subject area. However the Head has not yet had enough experience a at academic leadership role. The current Head should not have sole responsibility for leading the Programme.**

b) **There is a very limited number of staff with specialisation in the core subjects of the curriculum (CRM modules) who teach across Limassol and Nicosia. This makes the continuous delivery of these modules of the programme risky in both Departments.**

c) **There is limited research and no recent peer reviewed international publications.**

d) **As far as we can see from the documents submitted and from our meetings there are no Special Teaching Personnel.**

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	The higher education qualification and the program of study, conform to the 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.

The purpose and objectives of the the programme are clearly stated and are towards police management as is the title of the degree programme. However, the mix of modules within the programme needs revision as indicated in 2.2 below.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
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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.					X
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.

The mix of subjects in the degree programme is very broad. This is not in itself a problem but it does mean that some subjects such as (forensic psychology, police psychology, policing) which are more relevant to the core of the degree programme are missing.. Moreover, the sequencing of modules does appear to build from general concepts in the field to more depth in specific areas.

The quantitative courses are limited to Statistics I. There should be more content on Statistics and other quantitative methods.

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.

There are no students from other institutions expected to join this programme.

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.

The College has well documented systems for quality assurance of its academic processes.

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			X		



	specified timeframe.					
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:					
2.4.5.1	The provisions regarding unit credits				X	
2.4.5.2	The expected learning outcomes				X	
2.4.5.3	The methodology				X	
2.4.5.4	Course descriptions				X	
2.4.5.5	The program's structure				X	
2.4.5.6	The admission requirements				X	
2.4.5.7	The format and the procedures for student assessment				X	
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.

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.			X		
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.

There are plans to invite local Visiting Professors

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
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.				X	
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.

The programme is designed to meet market needs in Cyprus.

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		
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.

There is little research undertaken by academic staff and no evidence of recent peer reviewed publications. We saw no evidence of external funding of research.

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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Students have very easy access to staff for any academic or other issues that may concern them.</p>						
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		
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Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Good efforts have been made to purchase books for the new Programme. But the on site and on line access to journals is insufficient.

As noted earlier some of the academic staff teaching the core CRM modules are expected to cover a wide range of discipline specific material. Continuing professional development training to enable them to cover the range of subject matter they teach would be advisable.

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 personnel of the respective institutions in Cyprus.				X	
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.

Looking at the Feasibility Study for the Programme the planned expenditures are in places hard to understand and seem to make inadequate provision. In particular provision for operational costs is only 500 euro per annum. This does not make sense even as a contribution to the salary of one person for a year. It makes even less sense as contribution to salaries for a number of

administrative staff. It nevertheless it also seems to cover contribution utility bills. The Agency should clarify this expenditure provision along with the full financial statement as expenditure provision seems inadequate.

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.					
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.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the 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.					

5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
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.					
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.					
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%.					

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

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.	

<p>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.</p>	
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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.

OVERVIEW

The programme is a welcome introduction of studies meeting the needs of a niche market in Cyprus. It is on the whole well designed from a provider with a long established track record. However, there are certain aspects of the programme that need to be addressed. These are summarised here and elaborated within the evaluation document.

Curriculum	This should be reviewed with a view to creating a mix of subjects that are more relevant to the declared aims of the degree programme. The modules should be sequenced better to lead from the general to the specific where content is concerned in the field of the degree programme.
Discipline-specific staff	More staff are needed with research and teaching experience in the subject matter at the core of the degree programme (subjects coded CRM)
Programme leadership	The programme leader should be supported in the role by a person experienced in academic leadership.
Research	Academic staff should be encouraged and supported to produce peer reviewed research which could feed into the teaching of the programme.

Continuing professional development	Staff should be encouraged and supported to undertake continuing professional development
Finance	The financial sustainability of the programme was not clear from the documents submitted.

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

Name:	Signature:
EMMANOEL THANASSOULIS	
Brian Rappert	
Olga Themeli	
Evgenios Kleuthous	

Date: 07/07/2017