

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: Intercollege Larnaca

**Program of Study: Bachelor of Science Business
Administration (4 years/ 240 ECTS)**

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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
Martin Broad	Professor	University of Southampton
Georgios Fotopoulos	Professor	University of Peloponnese
Tony Ghaye	Professor	The Hartpury Graduate School, University Centre Hartpury
Marina Christofide	Student	University of Cyprus

INTRODUCTION:

I. 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.

The committee were sent document 200.1 and a number of annexes see below and were provided with a hard copy of a presentation during the day of the visit. The documentation provided was for “Accreditation – New Program of Study” however on the day of the visit the programme had been running for a number of years and the committee were informed this was a re-accreditation.

Annex 1 List of Compulsory Courses and Elective Courses

Annex 2 Course Description

Annex 3 Detailed Bibliographical Notes

Annex 4 Infrastructure

Annex 5 Quality Standards and Indicators#

Annex 6 Forms

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.

Document 200.1 did not indicate that this was a re-accreditation and section 11 ‘feasibility study’ suggested that this programme would have “an initial number of 25 students” and this “would be adequate in making this programme feasible in the first instance”. This was misleading as (a) the programme had been running for around 7-8 years already and (b) current entry levels are around 7 students per annum presently. Although these students take courses with other students to make cohort size reasonable, the more specialized courses have very few students on them.

The institution and programme team were represented and fully engaged with the committee in discussing the programme accreditation process.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

Overall the committee were satisfied that the courses created a coherent programme of study and the teaching materials were adequate. The teaching personnel were dedicated to their subject area, professional and worked with the best interests of the students at heart. Small numbers of students on the programme resulted in a focussed, supportive and accessible learning environment.

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**

Given the subject area the committee were generally satisfied with the purpose, objectives and content of the Programme of study.

The committee felt the structure and content were satisfactory although there was a mismatch between current content and the new vision of the college.

The committee was satisfied with the Quality Assurance mechanism.

The committee was confident that the management of the Programme of Study was satisfactory.

The committee was satisfied with the International Dimension of the Programme and noted a high degree of international students on the programme historically.

The committee noted the engagement of a significant number of industrial partners notes that work is underway to systematically collect data on alumni destinations.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

Overall, the committee noted recent developments with the introduction of a new Intercollege Research Centre to address a known weakness in supporting faculty staff in their research endeavors.

The committee felt there is something of a gap between institutional rhetoric and general staff research activity and outputs but notes the above to help address this which is welcomed by the committee. Much stress is given to research activities and synergies with teaching. However significant steps could be made in linking staff time for research, with financial support, developing research expertise leading to publication in reputable journals & in bid writing to secure external funding.

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

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

The committee were satisfied in all these areas.

5. DISTANCE LEARNING PROGRAMS

This section is not applicable to this programme

6. DOCTORAL PROGRAMS OF STUDY

This section is not applicable to this programme

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.

Overall the committee felt the programme was coherent and presented a valuable learning experience for students. The programme team also appreciated the input of the committee and acknowledged it as being a constructive learning experience for their staff.

The committee particularly noted the engagement of an Industrial Liaison Group to add value to the student experience and that research was being taken seriously as evidenced by the new Intercollege Research Centre and the proactive encouragement of staff to attend various conferences, particularly at the University of Nicosia.

The committee felt the programme could develop a distinctiveness aligned with the stated strategy of Intercollege Larnaca and this may help to improve the demand side of the programme over time.

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.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Intercollege Larnaca

Program of Study: Bachelor of Science, Business Administration

Duration of the Program of Study: 4 years

Evaluation Date: 6th June 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
Martin Broad	Professor	University of Southampton
Georgios Fotopoulos	Professor	University of Peloponnese
Tony Ghaye	Professor	The Hartpury Graduate School, University Centre Hartpury
Marina Christofide	Student	University of Cyprus

Date and Time of the On-Site Visit: 6th June 2017

Duration of the On-Site Visit: 09:30hrs – 16:00hrs

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 improvement of the educational process. The role and function of the staff/student committee, meeting approximately twice each year, was a conduit for students to discuss and influence educational procedures				X	
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.

1.1.2 The total number of students on the whole programme is small (n=33). However small numbers were seen by both staff and students to have advantages with regard to the quality and nature of pedagogic interactions. Course numbers were increased with students from other programmes. Internationally the viability of each year would be questionable.

1.1.3.3 Course outlines were available and found to be up-to-date. However we did not see course web-pages so are unable to comment.

1.1.3.4 Students expressed a need for even more opportunities for practical training with assignments. Procedures were indeed in place, at course level, but students would welcome more help with practical assignments related to real world contexts/challenges.

1.1.4.2 Happy with access to e-resources. However hard copy collection might usefully be improved.

1.1.4.4 There appears to be a mismatch in perceptions of welfare provision between students and staff. Student welfare support was available but students were either reluctant to access the services or did not know they existed. Better communication of these services to students would be advantageous

1.1.4.5 The advantage of small class sizes and staff that have been at the college for considerable number of years and therefore fully conversant with academic mentoring challenges of the sector, lead to this being very satisfactory

1.1.8 Limited evidence provided, although noted that students cannot resit the final exam.

1.1.11 Turnitin was welcomed but the staff's responsibility to upload to Turnitin rather than this being mandatory / automatic by the students

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

Data indicated that this was attractive to the international body with a significant percentage of students being international over the past 4 years

β) the countries of origin of the majority of students.

Data not presented at the visit

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

This is not currently a consideration as numbers are so low on the programme and in the college

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				X	

	standards, including a platform for the electronic support of learning.					
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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.4 Criteria regarding student course performance appears to be embedded in course sub-section called 'Learning Outcomes'. Performance criteria for each assignment, especially the 40% (non-exams) were absent and might usefully be made explicit although it was noted that an external audit of such materials are undertaken annually.</p>						
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.					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				X	

	exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					
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.

1.3.2.2 We feel more can be done to nurture a vibrant and applied research culture within the institution. This might include even more staff support to write in more reputable peer reviewed journals.

1.3.3. Documentation confirmed the number of visiting professors although the comparability of all visiting professors to international standards is questionable. It is unusual for someone without a PhD to be conferred the title of visiting professor as opposed to visiting academic.

1.3.6 Our working assumption that professional qualification equates to one level higher than BA, so this would be acceptable and this is consistent with practice in the UK and internationally.

1.3.9 The committee feel that staff are unable to develop a coherent research strategy with reasonable output with 16 hours of contact per week.

1.3.10 Small numbers on the programme may give concerns of sustainability given Document 200.1 states a size of 25 is required to make the programme feasible in the first instance (implying it would increase from that point onwards). The committee is sympathetic to the challenges in Cyprus post 2015 and the issues affecting demand for programmes.

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			X		

	mission and the strategy of the institution.							
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.1 The committee feel that a rating of 5 is appropriate for 'the purpose and objectives of the program of study are formulated in terms of expected learning outcomes' however the strategy of the college was described as one aligning with the blue economy and therefore developing specialist programmes. A general Bachelor in Business Administration seems to be at odds with a strategy of building on an area of specialism and growing expertise and thus the committee felt a lower grade overall should be identified given there is a disconnect with this being 'consistent with the mission and the strategy of the institution'.</p>								
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.			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.

2.2.5 The committee felt it was difficult to see how electives form a thematic cluster or for students

2.2.8 There was limited evidence of this presently but the college is growing engagement with research as seen through the new intercollege research centre.

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.

N/a

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					X
	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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.3.2.3 The committee recommends that evaluation reports by students must include response rates</p>								
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:							
	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.

2.4.6. The diploma supplement is not provided

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

This does not apply to this programme

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.

Standard programme as offered by similar institutions

2.5.2. see comment above 1.3.3

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.

The programme is a generic business administration programme and as such the content is comparable to other institutions

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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.6.3 The committee particularly noted the Industrial Advisory Group working with the college as an excellent example of engagement with industry for the benefit of all the students.</p>						

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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>3.1.4 Staff may well benefit from receiving greater support and advice with regard to elevating the visibility and impact their publications</p> <p>Overall, there is something of a gap between institutional rhetoric and general staff research activity and outputs. Much stress is given to research activities and synergies with teaching. The Panel welcomed this. However significant steps could be made in linking staff time for research, with financial support, developing research expertise leading to publication in reputable journals & in bid writing to secure external funding. A coherent and joined up strategy for this is suggested by the Panel.</p>						

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.

There are a range of student welfare and support services and activities, for example student counselling and advising, complaints handling and a staff-student committee. However even more could be done to draw student's attention to these services.

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 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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Financial resources are centrally managed and not within the control of the academic unit</p>						

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

FINAL REMARKS – SUGGESTIONS

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

The committee appreciated the dedication of staff who were responsible for this programme and the manner in which they engaged with the committee.

The committee appreciated that the size of the institution and the programme being re-accredited brought with it significant benefits, especially with regard to the pedagogical interactions with the students. However this report does highlight some limitations and constraints moving forward especially in relation to further developing the vibrancy and industry impact of the programme and how teaching is research informed.

Given the wider political and policy context within which this programme is embedded the committee acknowledged and appreciated the constraints articulated by staff. However the committee encourages staff to further develop the distinctiveness of this programme, by playing to institutional strengths, further developing its industry links that inform and positively transform the programme and further developing ways to underpin the programme with appropriate research.

Overall the committee feels that the pedagogy of the programme is robust and the teaching team have the skills necessary to deliver a successful programme. It is therefore recommend to re-accredit the programme.

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

Name:	Signature:
Professor Martin Broad	
Professor Georgios Fotopoulos	
Professor Tony Ghaye	
Marina Christofide	

Date: 9th June 2017