



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

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: The Cyprus Academy of Art
Program of Study: BA in Art, Media and Design**



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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
Andrew Burton	Professor of Fine Art	Newcastle University
Matthew Cornford	Professor of Fine Art	University of Brighton
Theopisti Stylianou-Lambert	Associate Professor	Cyprus University of Technology
Savvas Theodosiou	Student representative	Cyprus University of Technology

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 panel was sent a very substantial body of material in advance of the inspection. This constituted numerous volumes of course descriptors etc. (many hundreds of pages). On the day before the visit the Panel was sent corrections, amendments and significant revisions. These documents were studied.

On the day of the visit the Panel met the College Director (who is also the Head of School), Director of Studies and three of the teaching staff. We were not offered any meetings with current students on the HND.

We visited and inspected the facilities, including technical facilities, library resource, studios including the annex.

The panel was given access to plentiful samples of student work, learning resources, project briefs, course outlines. The Panel requested various additional documents which were, for the most part readily available.

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.

It would have been preferable if the Panel had received the final documents in advance of the visit. The institution did not offer a presentation of any aspect of provision without prompt. This would have been helpful.

A very large body of material was submitted in advance for the Panel's inspection, some of which was subsequently modified. An edited and better organised version would have given a stronger impression of the level of organization of the programme.

Management and teaching staff were helpful and responsive in answering questions, indeed our overall impression on the day was favourable when compared to our initial impressions on having received the submitted material.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- Organization of Teaching Work

Given the quality of the original submission, the level of organisation of the provision was an area the Panel wanted to scrutinise closely. Our findings on the day were much more favourable than we had expected. We found the team to be enthusiastic and competent with regard to their planned delivery of their plans for the new Degree Programme.

- Teaching

We were not able to observe any teaching sessions. There are currently no students on the course so we were not able to access student feedback. However, we were reassured to note that this institution has been delivering educational programmes in Art & Design for over 20 years with very good results in terms of student work.

- Teaching personnel

We met with the teaching personnel for fine art, animation, and history of art. There was not an opportunity to meet with any of the proposed new hires, although we were

able to scrutinise their profiles and CVs. Of these those teaching animation and Fine Art appeared to have the strongest teaching expertise and professional experience.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- Purpose and Objectives and learning outcomes of the Program of Study

The team have a mass of experience in teaching fine art, animation and to a degree other subjects. However, to date this has been limited to HND level. The new programme is ambitious, particularly in terms of its subject coverage. The new programme aims to offer four pathways (Graphic Design, Animation, Photography and Fine Art), developing a range of expertise in students, but also offering specialization. The programme has been designed to prepare students to respond to a range of work opportunities.

- Structure and Content of the Program of studies

One of the strengths of the programme was the way in which it showed progression in the weighting and structure of the modules over the four years of study. We welcome this. However, we wondered whether the spread of pathways was too broad for such a small institution to adequately support. A greater focus on the very evident strengths – fine art and animation should be considered. Art history and theory should be a part of this, though the curriculum could be developed and better supported.

- Quality Assurance of the Program of studies

This is a very small institution and quality assurance is therefore operated very locally and without the level and depth of mechanisms that might be expected in a larger institution. However, we were reassured by the professionalism and commitment of the staff we met. As the institution grows greater and more formal procedures and checks will need to be put in place.

- Management of the Program of Study

This is a very small institution with a short chain of command. Managers also teach (which is also a strength). There are mechanisms for student feedback, though these will need to be developed and formalized as the institution grows and the ways in which student feedback is taken on board requires further thought.

- International Dimension of the Program of Study

The institution does not claim to have an international dimension. However, we were encouraged by outline plans for international artists' residencies. If these happen they will be a distinctive and very positive feature of provision.

- Connection with the labor market and the society

The current expertise of the team is to prepare students for further study, often overseas. Preparing students for the labour market is a new dimension. As students approach this stage in the programme they will need to be supported. The team has an awareness of the issues and opportunities involved, and they have embodied much of this knowledge in the curriculum, often in very convincing ways.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

There is very good synergy between high level professional practice in animation and the curriculum. This is also true in painting where the Course Director has background in painting. In general, we were impressed with the quality of the work on display in the Academy and this reflects ways in which the high quality research undertaken by teaching staff, possibly beyond the institution, impacts on student work.

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

This is a very small institution, and most staff undertake multiple roles – including administration and technical support. This is cost effective and has benefits, particularly in efficiency terms.

- Administrative Mechanisms

The College has been running for over twenty years, and this is evidence of administrative competence. The team has been preparing the ground for the new administrative mechanisms that will need to be put in place as the Degree programme begins to run. A good deal of work has been done.

- Infrastructures / Support

We were particularly impressed with the provision for animation, both in terms of resource and teaching. Studio provision is good, particularly the annex, where the team have ambitious and exciting plans. The Gallery space is a terrific asset with great potential. This would also make an excellent ‘front door’ for the institution. The location, in the middle of Limassol is good.

The staff team are enthusiastic, committed and experienced visual artists.

- Financial Resources

These appear to be adequate for the proposed structure and delivery of the Degree Programme.

5. DISTANCE LEARNING PROGRAMS

NOT APPLICABLE

6. DOCTORAL PROGRAMS OF STUDY

NOT APPLICABLE

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.

Strengths:

- a very experienced, enthusiastic, resourceful close-knit team.
- A long history of the successful delivery of art education, albeit only up to HND level.
- Some good physical spaces with great potential, including the gallery space
- Animation
- Quality of work produced by students whilst studying on earlier programmes
- Flexible structures
- Up-to-date equipment of professional standard
- Plans for international artists' residencies

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.

Weaknesses:

- Size of the institution may prove a limiting factor over time. Small institutions may also struggle to provide certain aspects of student support and clearly defined roles. Small institutions are also not well placed to carry out excellent market research.
- Library resource is poor, though the team has a convincing response to this
- Unbalanced quality of provision in some subject areas

Suggestions:

- Retitle the Degree “BA in Visual Arts”
- Improve website for better recruitment
- Focus on strengths
- Greater clarity in assessment criteria

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Cyprus Academy of Art
Program of Study: BA in Art, Media and Design
Duration of the Program of Study: 4 years
Evaluation Date: 8th June 2018

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
Andrew Burton	Professor of Fine Art	Newcastle University
Matthew Cornford	Professor of Fine Art	University of Brighton
Theopisti Stylianou-Lambert	Associate Professor	Cyprus University of Technology
Savvas Theodosiou	Student representative	Cyprus University of Technology

Date and Time of the On-Site Visit: 8th June 2018 09.30hrs

Duration of the On-Site Visit: 6 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				n/a		
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X		
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment			X			
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X		
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
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 staff student ratio is very favourable and should allow for supportive teaching

1.1.3.3. There is no current information on the website for this suggested program.

1.1.3.5. The Committee felt that there needed to be a better shared understanding amongst the teaching team of the way that marks from different year stages and assignments would contribute to the final degree awarded.

1.1.4.1. For a small institution the studios were good, particularly the opportunity to refurbish new studios in the annex. There are good facilities for animation, a variety of equipment for students to experiment with. The equipment seems well supported by staff expertise.

1.1.4.1. The on-site library resources are poor, however we noted that this has been resolved through the practice whereby students may study in the Cyprus University of Technology Library which is close by and well stocked. This would be a satisfactory arrangement.

1.1.4.4. The programme is small and there is evidence that the staff are able to offer strong and effective pastoral and academic support to students

1.1.9. The Panel was encouraged to see that this area, often important in art schools had been given thorough consideration by the programme team.

Note, additionally:

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

5 – 10 per year in year 1. The institution hopes to increase numbers thereafter to a maximum of 20

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

Mostly Cypriot

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

5 – 10 although as students specialize, e.g. in animation, the numbers will be small in each subject specialism.

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.

1.2.1 The Panel was impressed with the evident enthusiasm, dedication and expertise of the staff we met. The qualifications of the Head of School are extremely strong

1.2.2. The handouts/brief for each assignment were exemplary.

1.2.3. Based on the current HND teaching, we felt this was a strong aspect of provision.

1.2.4 Further work needs to be done on the course documentation regarding assessment. This should not be problematic as we feel staff understand the issue and are ready to address this.

1.2.5 The level of engagement and enthusiasm of the staff team, and their close work with the students to achieve their ambitions was impressive.

1.2.6. There is clear expertise in technological development in the field, particularly in animation and it was evident that this would benefit the students.

1.2.7. Other than library resources (see note 1.1.4.2) teaching materials are good.

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			X		

	recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.2.1. Whilst specialist expertise in most core areas is good, we felt that there will need to be further expertise in art history,</p> <p>1.3.3. The proposal for an artist/designer etc in residence discussed during the meeting was innovative and will be extremely beneficial both for the students and for the individuals themselves.</p> <p>1.3.8. See note above</p> <p>1.3.11. The Panel was impressed by the quality and commitment of the Programme Coordinator.</p>						

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.			n/a		
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>2.1.3 No corresponding professional and vocational bodies</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			X		

	additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.			X		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			n/a		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			X		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.		X			
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X

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

2.2.3. The module structure was organized in a way that will lead to progressive student learning as they pass through the programme

2.2.5. The program might not include general educational courses but we feel that the introductory courses are satisfactory.

2.2.8. Whilst the Panel was impressed with certain areas of provision, e.g. animation and it is hoped that other areas will be brought up to this standard

2.2.9. The programme is flexible and responsive to the needs and interests of the individual student.

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						
	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>2.3.2.1 The programme team is currently very small. It is hoped that as new hires are made a mechanism will be developed for them to feed in to quality assurance.</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.

2.4.3. There is a small team of core staff invested in the institution who make most management decisions. It is to be hoped that as new hires are made colleagues will be given opportunities to participate in all fields of activity, including academic management.

2.4.5.4. See note above.

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 home country of the institution which awards the higher education qualification

No practical training.

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

2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>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.</p> <p>2.51., 2.5.2 The program hasn't made plans for collaborations with foreign institutions for this program of study and it's not expected to attract visitor professors of recognized academic standing any time soon.</p> <p>2.5.3. There are no current students that participate in exchange programs but there will be an opportunity to do so if the program gets accredited.</p>						
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>						

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.			n/a		
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.			n/a		
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.			n/a		
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.			n/a		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			n/a		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			n/a		
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>3.1.3. – 3.1.8 There is no significant research element in this programme.</p>						
<p>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</p>						
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>We note that the organization proposes to hire additional administrative staff. We consider that the plans they have for these posts are satisfactory (ref Appendix 12b)</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			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.1. See note 1.1.4.2 above</p> <p>4.2.2. The advantage of a small team is the facilitation for internal communication it provides</p> <p>4.2.3 The facilities, particularly the provision of studios - see notes 1.1.4.1 & 1.1.4.3 are good.</p> <p>4.2.5 see note 1.1.4.2</p> <p>4.2.6 see note 1.1.4.2</p> <p>4.2.7. As the programme develops Management will need to take on board the need for staff training and development policy and practice around this.</p>						

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>4.3.2. As the institution grows and hires more senior staff leading academic departments they will need to be given appropriate responsibilities, including as budget – holders.</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.					

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.

The programme has certain strengths and weaknesses as outlined above. We particularly commend on the enthusiasm, commitment and experience of the team.

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

Name:	Signature:
Andrew Burton	
Matthew Cornford	
Theopisti Stylianou-Lambert	
Savvas Theodosiou	

Date: 9 June 2018