Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Programme of Study

Institution: Larnaca College, Cyprus

Programme of Study: Business Administration plus an optional foundation year

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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 Programme of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a Programme of study.

EXTERNAL EVALUATION COMMITTEE (EEC):

NAME	TITLE	UNIVERSITY / INSTITUTION
Pavlos Dimitratos (Chair)	Professor	U of Glasgow
Yannis Georgellis (Member)	Professor	U of Kent
Panayotis Alexakis (Member)	Professor	National Kapodistrian U of Athens
Evgenios Kleanthous (Member)	Student	U 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 site visit at the Larnaca College premises took place on July 18, 2017. The Committee met with the College Director (Mr P Neophytou), members of the academic and administration staff, and a student from one of the current programmes.
On July 19 2017, we also had a telephone discussion with the Head of Business School and Programme Director (Coordinator) Dr J. Grieves.

The documents provided and examined included the Application for Bachelor's programme, Larnaca College power point materials, a booklet with research papers of academic staff ('Larnaca College Review'), a guide for research for Larnaca, and the financial projection for the suggested programme.

Furthermore, the committee interviewed members of the faculty teaching staff, administrative personnel related to admissions, registrations, library facilities, and IT support. Finally, Larnaca College facilities were visited, namely all facilities used for teaching, library, meeting rooms, and staff offices.

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 Programme of study under evaluation in particular.

The internal evaluation 'Application', which was submitted by Larnaca College and examined by us, was considered complete, satisfactory and illuminating.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

Overall, all these aspects are satisfactory. The educational procedure is effective and includes various learning tools and modules suitable to the learning process (e.g. material and textbooks). Units of assessment involve two aspects in each module (final exam and presentation, mid-term assessment/ project, case studies etc). By and large, the staff seem to have the know-how to effectively deliver the Programme.

The teaching staff and infrastructure of Larnaca College skilfully support the teaching services that are in line with market needs. Staff can effectively deliver the Programme and module level learning outcomes. They are enthusiastic and committed to achieving the Programme's objectives.

2. PROGRAMME OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Programme of Study**
- **Structure and Content of the Programme of studies**
- **Quality Assurance of the Programme of studies**
- **Management of the Programme of Study**
- **International Dimension of the Programme of Study**
- **Connection with the labor market and the society**

The purpose, objectives, and learning outcomes are well-presented and justified. The intended learning outcomes are appropriate, easy to comprehend and cascaded from the mission statement of the Programme and the individual module standards. The structure and content of the programme include only compulsory modules. The quality assurance appears adequate as there are teaching methods and experience drawn from other programmes of Larnaca College. Management of the Programme is capable and the directors are experienced and committed to their roles. The Director of the College is very committed and enthusiastic to the running of the programme. The intended student composition is expected to be also international and is anticipated to remain like that in the future (about 50% domestic to 50% international). It is further anticipated that this Programme may suit the needs of student labour markets in Cyprus and their home countries.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

In general, this is the area whereby significant progress can be made. There are some efforts to currently undertake some research activities and published output, but this output is weak especially as to the quality of publications in academic journals. There is also not enough evidence of synergy between research and teaching. The committee believe that there is a need for staff to engage more in high calibre research activity, which can have beneficial effects on teaching and the reputation of this Programme and Larnaca College.

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

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

There is good infrastructure and processes. The infrastructure linked to this Programme is very suitable in all aspects related to its delivery. Administrative and support staff are committed to the satisfaction of the students. The financial resources appear to be suitable, properly allocated and ensure the longer-term viability of the Programme. The commitment and personal commitment by the College Director are strong factors to its viability.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

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

- The present situation of the programme's good practices and weaknesses were detected during the evaluation procedure by the external evaluation committee. Several suggestions are mentioned below.

We were given clear and informative documentation to carry out the evaluation. We were welcomed to the Larnaca College premises and had the opportunity to meet with the main stakeholders (a telephone call took place with the Programme Director). The Programme will be a new venture and aims to recruit about 15 students in its first year of operation (according to the financial estimates about 7-8 students per year are the 'break even' point for the economic viability). The content of the Programme draws from the experience of the Larnaca College staff (in existing programmes such as accounting, marketing and tourism) and the prior know-how of the programme director. The leadership team and staff of the Programme possess the experience, enthusiasm and commitment to deliver the Bachelor's degree at good-quality standards. The teaching staff intend to implement the Programme using face-to-face delivery and having two units of assessment.

The teaching staff can deliver and support the effective implementation of the programme. The quality assurance of the learning process seems to be satisfactory. The staff and students of Larnaca College that we interviewed appeared to be positive on their involvement and study, which can ensure success of the intended programme. The administrative and support staff are well equipped and driven to further support the program. There is no experience in the College on the (optional) foundation year course for (some of) the international students, and so, dedicated academic and administrative support needs to be given to this foundation year project.

In short, the Committee believe that the Programme that is intended to be run has positive aspects, but also thought that areas for improvement include:

1. Research output and quality of journal articles need to significantly improve. To this end, time and provision of resources and incentives for research to resident staff would need to be enhanced (and have to be included clearly in the work allocation model). This would increase the research-led teaching dimension of the programme and the research profile of the whole institution.

2. Larnaca College should aim to gradually replace the teaching staff that work in various companies/ organisations simultaneously with their teaching roles with permanent full time resident staff. In this way, the academic staff's research and publications could be strengthened. At the same time, various market practitioners can be invited into the educational process (e.g. workshops, case study presentations etc), which may be useful in the long-term with regard to recruiting programme graduates in the labour market.

3. A revision in two particular aspects/ modules of the programme is advised (International Business/ Marketing and Financial Analysis) as analysed below.

4. The foundation year has to adequately be supported by administration staff overseen by an experienced academic (the current Academic Director has this experience and know-how).

5. The programme of study currently includes only compulsory modules. Although this is acceptable, we believe that introduction of elective modules may add to the diversity of options for the student in the medium-term. This would also enhance the quality in the years to come.

6. The programme should ensure student representation from both the Cyprus/Greece markets and other countries (India, Egypt etc.). This will add diversity to the programme and reduce the overreliance on specific markets.

7. Students engagement and participation should be fostered and encouraged in the future (i.e. student 'voice' and representation in future programme redesign).

8. The institution is currently of small size and this accommodates a student-driven and personalised approach. The Larnaca College Director is heavily involved in all aspects of the College's procedures and operations. As the programme commences and the College grows, it is necessary to strengthen processes and procedures that ensure suitable research led-teaching and student satisfaction. To this end, administration and support staff can also enhance their management development skills in the future.

9. A possible collaboration with an established educational provider (university) from the UK (or elsewhere) appears to be a prudent idea and may also provide necessary expertise and systems needed to move Larnaca College higher up in its quality of services provided.

10. To augment the international profile of Larnaca College and the programme, a research conference on a dedicated business-related issue can be organised in the future.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Programme of Study

Institution: Larnaca College

Program of Study: Business Administration (240 ECTS, Bachelor) plus an optional foundation year

Duration of the Program of Study: Normal duration is 4 years full time

Evaluation Date: 18 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 Programme 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
Pavlos Dimitratos (Chair)	**Professor**	**U of Glasgow**
Yannis Georgellis (Member)	**Professor**	**U of Kent**
Panayotis Alexakis (Member)	**Professor**	**National Kapodistrian U of Athens**
Evgenios Kleanthous (Member)	**Student**	**U of Cyprus**

Date and Time of the On-Site Visit: 18 July 2017, Larnaca College, Larnaca

Duration of the On-Site Visit: Whole day

	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 Programme 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 - N/A					
	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 Programme of study applies an effective policy for the prevention and detection of plagiarism.				X
1.1.12		The Programme 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.

The college is of small size and this provides flexibility and personalised services to students, on the one hand, but may lack the benefits of the economies of scale of a larger institution, on the other.
Overall, the student admission process, supervision and mentoring takes place in a consistent and well-executed manner.
The delivery of the programme relies on the Moodle educational platform and support for this seems adequate.
The educational procedures are clearly set. The evaluation for each module is based on two assignments, and this is being implemented in a consistent way.
As to the N/A score in 1.1.3.4, there is no practical training per se or dissertation that bears *full* credit in any module (this is not a disadvantage of the educational process).

Note, additionally:

α) the expected number of Cypriot and International Students in the programme of study. 50% - 50%
β) the countries of origin of the majority of students.
Cyprus, Greece, India, Egypt

γ) the maximum planned number of students per class-section.
45

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.

Overall there is a comprehensive teaching methodology and mechanisms. Although the College is of small size, there appears to have been given appropriate consideration to the overall teaching and learning design and delivery of the proposed programme.

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 Programme 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 Programme 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 Programme of study. - N/A				
1.3.5	In every Programme 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 Programme of study in which he/she teaches.				X
1.3.7	In the Programme 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 Programme 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 Programme of study within a five-year span.			X	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the Programme of study.				X

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

The Programme is currently supported and delivered by primarily resident staff.

There is adequate support when needed by non-resident staff, who are quite specialised and knowledgeable in their particular areas of expertise.

Although the Committee acknowledge the efforts by some members of staff to engage in research and collaboration in international projects (e.g. sustainable and environmental tourism), the publication record of the faculty was rather weak as judged by international standards (e.g. ABS, impact factor scores).

As the research activity of the faculty are rather poor, and given that in the future the programme's quality will be also judged by the high-quality publications of the teaching staff, the programme coordinator is asked to provide incentives in terms of time and remuneration so as for staff to intensify its research efforts on the specialised areas. All these efforts will increase the research-led teaching aspect of the Programme.

The academic programme director has the appropriate background, experience and ambition to provide leadership and run the Programme.

	2. PROGRAMME OF STUDY AND HIGHER EDUCATION QUALIFICATIONS					
2.1	**Purpose and Objectives and learning outcomes of the Programme of Study**	1	2	3	4	5
2.1.1	The purpose and objectives of the Programme 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 Programme and the learning outcomes are utilized as a guide for the design of the Programme of study.				X	
2.1.3	The higher education qualification and the Programme 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 Programme 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,					X

	corresponds to the purpose and objectives and the learning outcomes of the program.					

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

This is a suitably well-designed and well-structured Programme. Both objectives and intended learning outcomes are clear and well-articulated. The Committee are content about the purpose and objectives of the programme.

2.2	Structure and Content of the Programme 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 Programme 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 Programme 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 Programme 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.

The course description could be enriched with the latest research publications on each specialised areas. There is flexibility as to the needs of students attending.

Related to BUS602, MKT702, MKT801: There are significant overlaps between these three 'international'-related modules. We suggest the programme coordinator ensures that this is eliminated, preferably with removing one of the MKT702 & MKT801 modules. Instead we propose that either a 'Total Quality Management' or 'Innovation Management' module is introduced; both modules are taught in modern Business Administration programmes.

Related to module FIN304: Aspects and elements of 'Financial Analysis' such as Financial Planning, Working Capital Management and Corporate Finance can be included.

Right now, all modules that students take are compulsory. As the programme grows in the future, there can be optional courses (i.e. electives) offered in other related business areas.

As to the Foundation year, we note that this is a new endeavour for the College and the programme. Given that this is important to the success of the programme (essential for some international students who lack the English language competence), we strongly believe that a dedicated administrator needs to oversee the management of this programme (in collaboration with the 'academic' Programme director).

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.

This appears to be a very small percentage.

2.3	Quality Assurance of the Programme 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 Programme 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.

There seems to be a transparent quality assurance process. Therefore, necessary tools and procedures appear to have been in place and implemented appropriately.

2.4	**Management of the Programme of Study**	**1**	**2**	**3**	**4**	**5**
2.4.1	Effective management of the Programme 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 Programme 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					x

		1	2	3	4	5
	the European and international standards.					
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.

The management of the Programme of study is effective. The programme director is experienced (very good related knowledge and experience in the UK) and has clear objectives on the intended quality and goals of the programme. The College owner is also heavily involved in the design and preparation of the programme. Overall, the intended programme seems that it will be run effectively to achieve high standards.

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

N/A

2.5	**International Dimension of the Programme 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 Programme 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 Programme 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.

The Programme is currently working on formal collaboration with foreign organisations for student and staff exchange– right now these efforts are still in their nascent stages of development.

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

The Programme compares quite favourably with corresponding Programs elsewhere, yet there are significant steps to be taken as indicated above.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the Programme 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 Programme are significant.				x	

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

The Programme with its various modules is well connected to the requirements of the labour market. The programme can capitalise on the existing College links in the hospitality and police sectors as mentioned during our interview with the owner of the College.

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		x			

No.	Standard / Indicator				
	Programme of study.				
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the Programme 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 Programme 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.

Larnaca College currently runs two-year Diploma programmes and the suggested programme should reflect the transition of the college to a more academically research intensive organisation.
Staff should be given more research time, space and incentives to publish in high-quality journals so as to further enhance the quality of the Programme.
It is of paramount importance that the staff also enhance their research competencies and skills in areas related to their teaching.
Related to financing for research, this can be augmented either through external research funding in the longer run or in-house finance in the shorter run.
As the programme develops, also student participation in the design and experiential learning of the programme has to be enhanced and improved.

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.

The administrative and support staff are well-trained and motivated to provide personalised and efficient delivery of the Programme. The administrators should increase in size in terms of numbers as the programme launches and grows in the future.

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.

The infrastructure and support of the Programme both in quantity and quality currently seem to be satisfactory and adequate to support its effective day-to-day operation.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the Programme of study, allow for the development of the Programme 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.

There is a well-articulated business plan that warrants the financial sustainability of the Programme. The tuition fees are lower compared to respective programmes and according to the financial projections can attract a good number of students and add to the competitiveness of the programme.

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 Programme 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 Programme 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 Programme 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 Programme 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 Programme and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

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

The Programme's proposal overall is of satisfactory standing. The Larnaca College existing programmes (although mainly in Diplomas currently), and existing know-how and standards can effectively enhance the pedagogical experience of students. Some areas of improvement were mentioned and identified above (See 'Conclusions and Suggestions of the External; Evaluation Committee). Research quality and research-led teaching is the weakest point upon which improvements need to be implemented.

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

Name:	Signature:
Pavlos Dimitratos (Chair)	Professor
Yannis Georgellis (Member)	Professor
Panayotis Alexakis (Member)	Professor
Evgenios Kleanthous (Member)	Student

Date: 19 July 2017

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