

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: ...Neapolis University Pafos

District:Pafos.....

Name of the Program of Study in Greek: Μεταπτυχιακό στη Θεολογία

Name of the Program of Study in English: Master in Theology

Department:

Language/s of instruction: Greek

Faculty: Social Sciences, Arts and Humanities

Program Status (check where applicable):

- New Program of Study:
- Currently operation Program of Study:
 - Registered but not evaluated
 - Evaluated and accredited by SEKAP
 - Evaluated by the Cy.Q.A.A. and did not get accreditation

Program Category (check where applicable):

- Conventional
- Distance Learning
- Inter-university (Name of collaborating university/ies)

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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 AND RANK	UNIVERSITY / INSTITUTION
Lauri Thurén	Professor	University of Eastern Finland
Daniel Alberto Ayuch	Professor	University of Balamand, Lebanon
Athanasios Despotis	Professor	Universität Bonn, Germany
Michael Vidalis,	Associate Professor	University of the Aegean, Greece
Mrs. Giannakou Andria,	Student member	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.

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.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work: Though the program is not opened yet, the teaching work plan is reasonably structured. The timelines of weekly study in the application are convincing, yet there is no focus on mentoring.

Teaching: Instructors are able to organize their teaching plan and material, give lectures and regularly collaborate with their students on a Moodle platform. However, the Committee has concerns because the methods of teaching are too homogeneous. We suggest that video-conference becomes compulsory for all participants. Similarly, teaching must be enriched with updated material that covers international new trends in the discipline.

Teaching Personnel: The ratio of the number of students to the total number of teaching personnel is excellent. The Committee welcomes the number of qualified female teachers that are engaged in this program but there is a remarkable lack of full-time personnel and the profile of the instructors is not international enough. The system suffers having only one full-time member (previously retired from other institution) occupied in the institution. This makes the whole program vulnerable. Furthermore, the Committee is not certain about the efficiency of the coordination due to the high workload of the personnel elsewhere.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Purpose and Objectives and Learning Outcomes of the Program of Study: The evaluation committee finds that the choice of verbs and the phrases regarding the purpose, objectives and learning outcomes of this program are not specific enough. They should adopt the hierarchical order of cognitive skills in Bloom's Taxonomy and consider the processes of knowledge, application and comprehension. The reflection on these components will encourage students to apply critical thinking during their learning process.

Structure and Content of the Program of Studies: Based on the existing evidence, this study program belongs rather to the Master of Arts type. Accordingly the Committee suggests the name of Master of Arts in Theology. The program contents do not apply for a Master of Theology according to international standards, particularly because of the absence of ancient language prerequisites and because of the reduced timespan of the study track. In order to meet general international standards for theological education, the Committee suggests that the combination of the different theological disciplines should be more balanced. As a concrete suggestion we recommend that two modules from the pastoral and practical fields be merged, and a new module on historical biblical exegesis be introduced.

In addition, considering that Pafos is a historically biblical site, the University, and particularly its the theology programs are expected to have a special interest in this topic. A clarity of distinction between ecclesial and academic orientation in the module contents is suggested, in order to foster a learning process where all stakeholders can take a critical distance from their own tradition.

Quality Assurance of the Program of Studies: The University has its own system of quality assurance, which is well structured and organized. However, students should be more involved in the process.

Management of the Program of Study: The Committee sees a need in narrowing down the scope of the learning outcomes due to the shortness of the time frame given to the program. The information related to this program has not yet be published on the website, yet we are confident that the needed material will be uploaded on the homepage of the institution.

International Dimension of the Program of Study: The evidence does not show international collaboration for this program. The Committee suggests that internationally renowned scholars provide some online lectures. Nevertheless, the program is fully compatible with the standards of the Republic of Cyprus and can improve into a better level it compares with the standards in other leading universities in Europe and USA are higher.

Connection with the Labor Market and Society: The program has strong connections with the labor market and society. The Committee suggests a more substantial focus on the historical biblical factor and its importance for the cultural heritage of Pafos would be of benefit for the local society.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies: The Committee encourages the teaching personnel to publish in international peer reviewed journals with high impact factor. New international research results should be embodied in the content of the study program.

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

The administrative mechanisms and infrastructure are satisfactory. However, we recommend that the University Library be enhanced with international and update theological bibliography. Moreover, a better involvement of the faculty in the allocation of financial resources is expected.

5. DISTANCE LEARNING PROGRAMS

The program provides high-quality online educational experiences to their students. The Committee has a positive opinion regarding the teaching, monitoring and communication processes. The infrastructure for the support of learning is easily accessible, appropriate and adequate. However, the recruiting process of the teaching staff has no further evidence beyond the positions announcement on the homepage of the University.

6. DOCTORAL PROGRAMS OF STUDY: N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The program is a promising attempt to offer high level theological education in the form of distance learning in Greek language. The University of Pafos provides good physical and digital infrastructure for the program, as well as effective practices in distance learning and quality assurance.

However, the Committee is concerned about some essential aspects in the program:

The Resources

- The teaching and mentoring system needs to be strengthened given that only one full time member is engaged in the institution. Everybody else works part time only. This makes the whole program vulnerable. Furthermore, the Committee is not certain about the efficiency of the coordination due to the high workload of the personnel elsewhere.

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 University library ought to be enhanced with international and update theological bibliography.

The Goals and Contents of the Program

- Objectives and learning outcomes need to be properly formulated. The learning outcomes mostly refer to acquiring new knowledge – there is no reference to comprehension and application. This is not a matter of terminology only: The reflection on these components will encourage students to apply critical thinking during their learning process.
- The Committee recommends that this study program shall be called *Master of Arts in Theology*. The content of the program does not fulfil the international standards regarding Master of Theology. In a MTh program, ancient languages are typically a prerequisite, and the study track is much longer.
- In order to meet general international standards for theological education, the Committee suggests that the combination of the different theological disciplines should be more balanced. As a concrete suggestion we recommend that two modules from the pastoral and practical fields be merged, and a new module on historical biblical exegesis be introduced.

The Academic Quality

- There is no clarity in the distinction of the ecclesial and academic orientation in the modules. The Committee has concerns about the ability of the students to take critical distance from their own tradition. Moreover, the international aspect of the program should be enhanced.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Neapolis University Pafos

Program of Study: Master in Theology

Duration of the Program of Study: 18 Months

Evaluation Date: 7–8/3/2019

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. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

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 AND RANK	UNIVERSITY / INSTITUTION
Lauri Thurén	Professor	University of Eastern Finland
Daniel Alberto Ayuch	Professor	University of Balamand, Lebanon
Athanasios Despotis	Professor	Universität Bonn, Germany
Michael Vidalis	Associate Professor	University of the Aegean, Greece
Mrs. Giannakou Andria	Student member	University of Cyprus

Date and Time of the On-Site Visit: 7–8/3/2019

Duration of the On-Site Visit: Two days

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:	N/A				
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	N/A				
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 <u>for</u> student assessment				X	
1.1.3.6	The <u>effective</u> 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:			X		
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.		N/A				
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.		N/A				
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.

1.1.1 Be more specific about the required degrees for admission.

1.1.3.1/4/5/6 We have seen patterns in similar programs.

1.1.3.2 It is a new program.

1.1.4.2 Theological resources should be enriched.

1.1.4.5 No focus on mentoring and lack of personnel.

1.1.6 It is a new program.

1.1.7/12 The bylaws are not online.

1.1.9 Not enough personnel.

α) the expected number of Cypriot and International Students in the program of study. 3+27

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

γ) the maximum planned number of students per class-section. 30						
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			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.1/4 We suggest adopting the standards of online education, i.e. having two assignments per semester. 70% is too much load for the final exam according to the international standards. Assignment forms need development, i.e. providing multiple ways and not only writing essays (but also e.g. posters, video clips).</p> <p>1.2.5 Video conference must be compulsory for all participants.</p> <p>1.2.7 Bibliography should be updated, more international, and covering new trends in the discipline.</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:				X	
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.	N/A				
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.		X			
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.		X			
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	

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

- 1.3.1 The system is vulnerable with only one full-time member occupied in the institution.
- 1.3.7 Most of the courses are offered by part-time personnel.
- 1.3.10 The system is vulnerable.
- 1.3.11 The Committee is not certain about the efficiency of the coordination due to the high workload of the personnel elsewhere.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.		X			
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.		X			
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				X	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.	N/A				
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.	N/A				
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.	N/A				
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.	N/A				

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

2.1.1/2 The phrasing is not specific enough, they do not follow the Bloom taxonomy (differentiation between objectives and learning outcomes).

2.1.4/5/6/7 Objectives and learning outcomes need to be properly formulated. Learning outcomes are too demanding. They mainly refer to knowledge skills without considering the process of comprehension, and application. The Committee encourages the application of critical thinking in this study program.

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 pre-conditions 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.	N/A				
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.

2.2.6/7 The Committee unanimously recommends that this study program shall be called Master of Arts in Theology. The content of the program does not fulfil the international standards for an MTh. Ancient languages are not a prerequisite and the study track is short.

Pafos is a historically biblical site and therefore the University is expected to have a special interest in this topic. We suggest that two modules from the pastoral or practical fields be merged and a new module on historical biblical exegesis be introduced.

2.2.8 There is no clarity in the distinction of the ecclesial and academic orientation in the modules. The Committee has concerns about the ability of stakeholders to take critical distance from their own tradition.

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.

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>2.3.2.3 Students should be more involved in the process of 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:	N/A				
2.4.5.1	The provisions regarding unit credits					
2.4.5.2	The expected learning outcomes					
2.4.5.3	The methodology					
2.4.5.4	Course descriptions					
2.4.5.5	The program's structure					
2.4.5.6	The admission requirements					
2.4.5.7	The format and the procedures for student assessment					
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
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Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4.2 Learning outcomes need to be narrowed down because of the shortness of the given time frame.

2.4.5 The program has not started yet. The information for this program has not been published yet. However, we are confident that the respective material will be uploaded on the homepage of the institution.

In the case of practical training, note: N/A

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

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

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

2.5.1/2. No international collaboration is mentioned for this program. The Committee suggests that internationally renowned scholars provide some online lectures.

2.5.4 Regarding to Cyprus, the program is fully compatible but the standards in other leading universities in Europe and USA are higher.

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

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.			X		

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

2.6.3 A more substantial focus on the historical biblical factor and its importance for the cultural heritage of Pafos would be of benefit for the local society.

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.	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>3.1.1 Research should be more contemporary.</p> <p>3.1.2 In some fields, bibliography can be improved.</p> <p>3.1.4 The Committee encourages the teaching personnel to publish in international peer reviewed journals with high impact factor.</p> <p>3.1.7 Respective policies for this program are not available.</p> <p>3.1.8 Given that the program has not started yet, we do not know.</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.

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.

4.2.1 It is strongly recommended that the University Library be enhanced with international and update theological bibliography.

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 A better involvement of the faculty in the allocation of financial resources is expected.</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.				X	
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.			X		
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.				X	
5.4	Student performance monitoring mechanisms are satisfactory.			X		
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.				X	
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					X
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.				X	
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.			X		
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.				X	

5.10	The supporting infrastructures are easily accessible.					X
5.11	Students are informed and trained with regards to the available educational infrastructure.				X	
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					X
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.				X	
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.				X	
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.				X	
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%.				X	

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

5.2. No evidence beyond the publication on the homepage of the university.

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.	YES
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.	YES
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.	YES

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

Conclusions and Suggestions

The program is a promising attempt to offer high level theological education in the form of distance learning in Greek language. The University of Pafos provides good physical and digital infrastructure for the program, as well as effective practices in distance learning and quality assurance.

However, the Committee is concerned about some essential aspects in the program:

The Resources

- The teaching and mentoring system needs to be strengthened given that only one full time member is engaged in the institution. Everybody else works part time only. This makes the whole program vulnerable. Furthermore, the Committee is not certain about the efficiency of the coordination due to the high workload of the personnel elsewhere.
- The University library ought to be enhanced with international and up-date theological bibliography.

The Goals and Contents of the Program

- Objectives and learning outcomes need to be properly formulated. The learning outcomes mostly refer to acquiring new knowledge – there is no reference to comprehension and application. This is not a matter of terminology only: The reflection on these components will encourage students to apply critical thinking during their learning process.
- The Committee recommends that this study program shall be called *Master of Arts in Theology*. The content of the program does not fulfil the international standards regarding Master of Theology. In a MTh program, ancient languages are typically a prerequisite, and the study track is much longer.
- In order to meet general international standards for theological education, the Committee suggests that the combination of the different theological disciplines should be more balanced. As a concrete suggestion we recommend that two modules from the pastoral and practical fields be merged, and a new module on historical biblical exegesis be introduced.

The Academic Quality

- There is no clarity in the distinction of the ecclesial and academic orientation in the modules. The Committee has concerns about the ability of the students to take critical distance from their own tradition. Moreover, the international aspect of the program should be enhanced.

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

Name:	Signature:

Date: 8/3/2019