ΔΙ.Π.Α.Ε.
DI.P.A.E.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: University of Cyprus

Program of Study: PhD in English Literature and Comparative Cultural Studies

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AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

1

TABLE OF CONTENTS

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
James Procter	Professor	Newcastle University
Gina Wisker	Professor	University of Brighton
Joe Bray	Professor	University of Sheffield
Demetra Christodoulidou	Student	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.

In advance of the site visit the EEC received the application for evaluation. The documentation included full details of the programme's general profile, structure and content, teaching personnel, course descriptions, welfare mechanisms, and other relevant information.

The site visit included trips to both the old and new campuses where we heard presentations from, and had opportunity for further discussion with, the Dean of Graduate School, the Head of English, and various members of academic teaching/research staff as outlined in the visit schedule. We also had the opportunity to meet independently with a range of current students the PhD programme.

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.

The application was clear and comprehensive and the information provided throughout the application was both detailed and very thorough. The document engages fully with the quality assurance procedures at both an institutional and programme level.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**

The PhD student admission requirements are clearly laid out in the supporting documentation, and our discussions with teaching staff confirmed they are consistently applied. The modest number of PhD students on the programme is manageable within a department of this size. While areas of specialisation will necessarily dictate the distribution of teaching workload, the department might reflect on the desirability of co-supervision across the department, both to spread the workload and to ensure, where appropriate, more colleagues gain experience of doctoral supervision.

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- **Teaching**

The various stages of the PhD programme's delivery are laid out clearly and throughly. The system of comprehensive examination and the role of the research

committee is robust and appears to be working effectively. The research committee ensures that in addition to specialisation, doctoral students are exposed to a range of critical methodologies, fields and positions that augment their individual research topics. Each student is assigned a supervisor and also has access to two members of their committee, and other staff where their specialisms are in alignment with the student's research areas. We recommend additional provision for courses or workshops to accompany the PhD in order to support the writing for publication and teaching development.

- **Teaching personnel**

Teaching staff involved in the PhD programme are active and suitably qualified researchers with a current and ongoing track-record of publication. During the course of the site visit, the EEC proposed the introduction of a supervisor training programme for new or inexperienced teaching staff to ensure consistency of delivery.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

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

The purpose and objectives of the Program of Study are clearly stated and appropriately comprehensive. The learning outcomes are also detailed and appropriate. Especially welcome is the emphasis on wider engagement within the community of scholars (though the potential international dimension here could have been highlighted).

- **Structure and Content of the Program of studies**

The structure of the Program is well thought through. The student is required to complete a series of stages which provide her with indicative markers of progress. In particular, the panel are impressed by the comprehensive examination which focuses students on developing a critical dialogue with key theories and texts for their specific project. It was useful to see an example of this in practice. Discussion with the PhD students confirmed the value of this stage, and the large amount of assistance and support for this that is provided by both the supervisor and the fellow members of the research committee. The thesis proposal stage is also well conceived. Although more opportunities for presenting work in draft within the department setting would be welcome, the PhD student is clearly well prepared by the time she enters the writing-up stage (which might be renamed the research and writing stage).

Information on and provision of support is needed for any extra writing up completion time or for students held back in their work by conditions of hardship and work

demands. Most of the students spoke of the difficulty of balancing full time jobs and their studies. An example of improvement should be that the support for part time students should be enhanced, including both supervisory arrangements and greater access to materials and resources.

- **Quality Assurance of the Program of studies**

The Quality Assurance procedures, as overseen by the Internal Quality Committee, appear robust and appropriate.

Management of the Program of Study

The Program appears well managed. The guidelines issued to students are thorough and the roles and the responsibilities of the supervisor, the student and the research committee are clearly set out. The overseeing role of the departmental Postgraduate Committee, led by the PhD Coordinator, is also established. The system of appointing an Advisor who is not a member of the research committee, in case of difficulties arising, is to be encouraged.

- **International Dimension of the Program of Study**

The Program does have an international dimension, even if this is not brought out as clearly in the supporting documentation as it could be. Their research budget enables PhD students to attend international conferences and workshops, and their enthusiastic accounts suggest that they benefit a great deal from doing so. The collaboration with the Institute of World Literature at Harvard is especially productive. In addition the international research profiles of their supervisors, research committee members and other academic staff in the department are of great use to them in building connections and establishing networks.

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

Though the academic job market remains precarious both in Cyprus and overseas, the employability prospects of graduates from this Program are considerable, with a wide variety of potential fields (including media, translation, publishing and creative writing) open to them, as indicated by the feasibility study.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The University of Cyprus is a reseach-led institution and the Department of English clearly places a strong emphasis on its research culture. The majority of teaching staff are researchers of international standing as evidenced by the extensive staff CVs which demonstrate ample participation in international conferences, publications with major European and US journals, and research monographs. Teaching staff bring their research interests directly into course content, often in innovative and engaging ways. Teaching is therefore demonstrably research-led, and the emphasis throughout the degree programme is on producing autonomous, critical thinkers who can position themselves actively within current and historical debates in the field. The doctoral students we met spoke of the enthusiasm and 'passion' of their teachers, and this is clearly a reflection of the fact that teaching staff are bringing cutting-edge research into the classroom.

Doctoral students have the opportunity to support undergraduates with their writing practice development and for some on stipends the opportunity to teach in their research field.

We suggest that students would benefit from Faculty-led courses to support them in developing teaching skills and courses to support writing for publication.

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

- **Administrative Mechanisms**

The administrative mechanisms are well organised in many respects, particularly in terms of the housing office, the social support office, and the careers office. The administration is welcoming to new students, providing ample information on/induction to the life of the University.

- **Infrastructures / Support**

Infrastructure and support is adequate and students are supported by a strong combination of supervisors, the research committee and the central administrative services of the University.

- **Financial Resources**

Financial resources appear broadly adequate to the requirements of the programme. The teaching staff we spoke to noted the aspiration to grow staff numbers (beyond the 3 forthcoming appointments). PhD students noted the desirability of support to allow them to complete the programme within three to

four years. Clearly both of these things would require further financial resources in the future. Support for the development and updating of supervisory skills and writing for publication aspects of would be a useful addition.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

There are sufficient qualified academic advisors and the research committee to support this well-structured program of study. All students and supervisors have access to the postgraduate regulations. There is training provision for research methods, however we suggest it is also necessary for writing for academic publication and teaching of undergraduates. In addition we suggest supervisors would benefit from formal development opportunities for the role.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- 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.

Good Practices:

- Opportunities to teach
- Opportunities to apply for scholarships and stipends
- Conference support

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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.

- Programme offers a strong logic in terms of PhD progression and the staged process works well. The comprehensive exam format is innovative and effective. The Research Committee offers valuable, effective support
- Excellent PhD supervision; supervisors always accessible;
- Students are encouraged to become autonomous learners

Suggestions for improvement:

- Ensure smooth and quick transition to the new campus
- Library could be bigger and on the same campus as the students (PhD)
- PhD students would really like to be properly supported to study full-time, but there is a lack of infrastructure to support this, meaning that the standard length of the PhD is 6\7 years
- Some formal training for PhD supervisors.
- PhD students should be given opportunities to have their writing for academic publication and their teaching work developed and supported.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Cyprus

Program of Study: PhD in English Literature and Comparative Cultural Studies

Duration of the Program of Study: 4-8 years

Evaluation Date: 22 May 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
James Procter	Professor	Newcastle University
Gina Wisker	Professor	University of Brighton
Joe Bray	Professor	University of Sheffield
Demetra Christodoulidou	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: 21 May 2018

Duration of the On-Site Visit: 09.00-17.00hrs

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**	**1**	**2**	**3**	**4**	**5**	
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X	
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					X	
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
	1.1.3.3	The course web-pages, updated with the relevant supplementary material			X		
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities					X

							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.

Please see report above for this section.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.
β) the countries of origin of the majority of students.

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

The EEC was not provided with this information

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.

Please see comments above.

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.			NA		
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.			N/A		
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			N/A		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.			N/A		
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.			N/A		
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.

Please see above for comments

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	Thehighereducationqualificationandtheprogramofstudy,conformtothe provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X	

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

Please see comments above.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			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.

Please see comments above.

2.3	**Quality Assurance of the Program of Study**	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					X
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X
	2.3.2.3 the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X

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

Please see comments above.

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.			N/A		
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.

Please see comments 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 homecountry of the institution which awards the higher education qualification

N/A

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					X

		1	2	3	4	5
	standing.					
2.5.3	Students participate in exchange programs.					X
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X

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

Please see comments above.

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

The programme is commensurate with similar programmes in the UK

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.

Please see comments above.

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

		1	2	3	4	5
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.					X

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

Please see comments above

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.

Please see comments above.

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.

Please see comments above

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					x
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					x
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			x		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					x

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

Please see comments above.

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.					x
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					x

6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					X
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					X
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					X
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.					X
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.					X

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

Please see comments above.

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.

We have not been provided with the information to complete this section

FINAL REMARKS – SUGGESTIONS

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

The PhD programme is well managed and of international quality. Students are well supported by their advisors and committees and the programme lead. They are

engaged on lively, well theorized topics, and have valuable opportunities for developing their international networks.

Some further support for developing necessary skills for both students and supervisors is advised (see above).

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

Name:
James Procter
Joe Bray
Gina Wisker
Demetra Christodoulidou

Date: 22 May 2018

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