

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report Program of Study

Institution: University of Cyprus

District: Nicosia

Name of the Program of Study in Greek:

.....

Name of the Program of Study in English:

Doctoral in Architecture

Department: Architecture

Language/s of instruction: Greek

Faculty: Engineering

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)



TABLE OF CONTENTS

Instructions.....	3
External Evaluation Committee (EEC).....	4
Introduction.....	5
Findings.....	6
Conclusions and Suggestions of the External Evaluation Committee.....	12
Document Number: 300.1.....	13



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
Iain Borden	Professor	The Bartlett School of Architecture, University College London
Alexander Wright	Professor	University of Bath
Laura Elisabetta Malighetti	Associate Professor	Politecnico di Milano
Elena Christodoulou	Architect	ETEK
Kostantinos Chatzimarkou	University 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.

The EEC had full access to a comprehensive set of documentation (Document 200.1), which was also made available to us before meeting in Cyprus. This documentation included information on the program profile, content, structure, list of courses, teaching, personnel responsibilities and CVs, infrastructure, QA, student welfare, rules, guidelines and other pertinent information. This was detailed and well laid out.

Over 28-29 January 2019, the EEC had two full days of meetings with the Rector, Vice-Rector, Vice-Dean of Faculty, and Head of Department, followed by further meetings with all academic staff (full-time and Special Scientists), administration and technical staff, and a wide range of students from the programs and all years. This included site visits to the new library, and around the whole building in Ledra Street. These site visits were also comprehensive, and included examples of completed PhD theses.

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 documentation, as stated above, was comprehensive, detailed and accessible, and all aspects of the QA procedure were fully explained in the guidelines, in our meetings and by the representative of the Cyprus Agency of Quality Assurance and Accreditation.

All officers, academic staff, administrative and technical staff and doctoral students that we spoke to were fully engaged with the process, and entered into all discussions positively and openly.

Academic staff responsible for the Doctoral program had prepared a very clear and informative presentation for the benefit of the EEC, for which we were extremely grateful, in providing additional information and context. Consequent discussions were carried out in a spirit of considered reflection and critical self-evaluation.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

The EEC notes that with a total number of 30 full-time Doctoral students and 10 current full-time academic staff, the program has a significant presence in the department, and is adequately supported in terms of available supervisory capacity.

Although the existing facilities – computers, student workshops, printing etc – are somewhat limited, these will be greatly improved by the incoming 1.2 million Euro investment in this area, and so are likely to contribute to PhD research opportunities.

For teaching personnel, the EEC notes the planned and agreed increase from 10 to 13 full-time members of staff, which will further increase the supervisory capacity and widen the range of subjects which can be researched. We recognise the high quality of the teaching staff, as evidenced by their detailed CVs in general and by the international experience and qualifications which most of them have gained.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

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

The purpose and objectives and learning outcomes of the program are all excellent.

The same applies to the program structure and content.

All officers, academic staff, administrative and technical staff and students that we spoke to were fully engaged with the QA process, and entered into all discussions positively and openly. Academic staff responsible for the Doctoral program had prepared a very clear and informative presentation for the benefit of the EEC.

The EEC notes the overall high quality of the management of the programs, including all aspects of learning outcomes, timing, academic autonomy, public availability of information, qualifications, evaluations and credit system.

We note that during 2017-18 four students withdrew from the Doctoral program before entering the Comprehensive examination. We acknowledge that this might have been

an unusual occurrence, but it does suggest that a more explicit and fine-grained set of mile-stones throughout the Doctoral program might be useful. This would be in keeping with best practice at other leading universities worldwide.

The EEC notes that the maximum period of 8 years to complete a PhD is longer than the 5-6 years maximum typically allowed by other universities internationally.

The EEC notes the ambition of the program to operate on an international platform. To further aid in this regard, the department might consider making English the main language for both teaching and for submitted theses. This has the potential to widen the range of international students taking the program, and also to increase the international mobility and employability of graduates.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

All of the full-time staff have PhD qualifications and are engaged in active research. This is clearly evident in the wide range of theses topics which Doctoral students undertake.

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

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

Administrative mechanisms for student welfare and student support are appropriate and clearly in place.

Students we spoke to were strongly appreciative of these systems.

As noted above, existing facilities – computers, student workshops, printing etc – are somewhat limited, but these will be greatly improved by the incoming 1.2 million Euro investment in this area.

Also as noted above, although the existing building has some notable shortcomings with regard to size and arrangement, we note that the central urban location is greatly appreciated by academic staff and students alike. The visibility of the department in its present location also has great benefits for the program, department and university as a whole, acting as a positive link between university, city and wider stakeholders.

Financial resources are adequate for the program and its development, and the department is able to allocate these resources independently.

Although the level of fees are consistent with other universities, the lack of internal and external funding for the majority of Doctoral students significantly constrains the attractiveness of the program to students from both Cyprus and worldwide.

5. DISTANCE LEARNING PROGRAMS

Not applicable

6. DOCTORAL PROGRAMS OF STUDY

This is all highly satisfactory.

The current supervisors are clearly satisfactory for their Doctoral students, and the planned and agreed increase from 10 to 13 full-time members of staff will further increase and widen the range of subjects which can be researched.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The EEC found the department and this program to be characterised by a coherent, dedicated and effective teaching team of academic staff and support staff. Across the meetings with all staff and students, there was consistent evidence of a collaborative research environment. The program is well structured and delivered with regard to its stated goals.

In addition to the comments raised above, we would also suggest and comment on the following:

- The EEC would encourage the department to explicitly articulate and promote in a succinct form its distinctive approach to the research of architecture. This would be of particular benefit to the Doctoral program when competing for first rank international applicants.
- The EEC agrees that careful consideration should be given to the long term strategic location of the department in the context of the broader academic, professional and societal environment. This would provide the department with the best prospects for its continued success. A full consultation with all stakeholders would be beneficial.
- The EEC notes that recently a number of Doctoral students have left the program after acquiring a significant number of ECTS credits. Currently there exists within the regulations no provision for an exit awards for students in this position. The EEC strongly suggests that the regulations and/or program specification be revised to allow for an exit award(s) for those students who acquire the requisite number of credits but do not complete the full Doctoral program.

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.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Cyprus
Program of Study: Doctoral in Architecture
Duration of the Program of Study: 4-8 years 240 ECTS
Evaluation Date: 30-31 January 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
Iain Borden	Professor	The Bartlett School of Architecture, University College London
Alexander Wright	Professor	University of Bath
Laura Elisabetta Malighetti	Associate Professor	Politecnico di Milano
Elena Christodoulou	Architect	ETEK
Kostantinos Chatzimarkou	University Student	Cyprus University of Technology

Date and Time of the On-Site Visit: 28-29 January 2019

Duration of the On-Site Visit: Full 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:						
	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	
	1.1.4.2	library				X	
	1.1.4.3	infrastructure				X	
	1.1.4.4	student welfare					X

	1.1.4.5	academic mentoring						X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.							X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.							X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X	
1.1.8	Control mechanisms for student performance are effective.						X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.				X			
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.							X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						X	

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

1.1.4.1 Although the existing facilities – computers, student workshops, printing etc – are somewhat limited, we have rated this as a 4 due to the agreed incoming 1.2 million Euro investment in this area. Appropriate usage of this investment should be sufficient to raise this area to a 5 in future years.

1.1.4.3 Although the existing building has some notable shortcomings with regard to size and arrangement, we note that the central urban location is greatly appreciated by academic staff and students alike. The visibility of the department in its present location also has great benefits for the programs, department and university as whole, acting as a positive link between university, city and wider stakeholders.

1.1.7, 1.1.8 and 1.1.9 We note the during 2017-18 four students withdrew from the Doctoral program before entering the Comprehensive examination. We acknowledge that this might have been an unusual occurrence, but it does suggest that a more explicit and fine-grained set of mile-stones throughout the Doctoral program might be useful. This would be in keeping with best practice at other leading universities worldwide.

Note, additionally:						
<p>α) the expected number of Cypriot and International Students in the program of study. Ten places are announced each year for the Doctoral program, typically from Cyprus and Greece. Not all of these places are filled every year.</p> <p>β) the countries of origin of the majority of students. Cyprus and Greece.</p> <p>γ) the maximum planned number of students per class-section. Not applicable.</p>						
1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
1.3	Teaching Personnel	1	2	3	4	5

1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.					X
1.3.3	The specializations of Visiting Professors adequately support the program of study.					X
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has 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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.1 The EEC notes the planned and agreed increase from 10 to 13 full-time members of staff, which will further increase the supervisory capacity and widen the range of subjects which can be researched. We recognise the high quality of the teaching staff, as evidenced by their detailed CVs in general and by the international experience and qualifications which most of them have gained.</p>						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					n/a
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.6 We note the during 2017-18 four students withdrew from the Doctoral program before entering the Comprehensive examination. We acknowledge that this might have been an unusual occurrence, but it does suggest that a more explicit and fine-grained set of mile-stones throughout the Doctoral program might be useful. This would be in keeping with best practice at other leading universities worldwide.</p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning					X

	approaches and the method of assessing student performance.					
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.5 We note that the internal evaluation rated this as only 3/Satisfactory, but we consider that the research methodologies and other courses taken by Doctoral students are appropriate to a Doctoral program.</p> <p>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.</p> <p>None.</p>						

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 All officers, academic staff, administrative and technical staff and students that we spoke to were fully engaged with the process, and entered into all discussions positively and openly.</p> <p>Academic staff responsible for the Doctoral program had prepared a very clear and informative presentation for the benefit of the EEC, for which we were extremely grateful, in providing additional information and context. Consequent discussions were carried out in a spirit of considered reflection and critical self-evaluation.</p>						
2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X

2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:						
2.4.5.1	The provisions regarding unit credits						X
2.4.5.2	The expected learning outcomes						X
2.4.5.3	The methodology						X
2.4.5.4	Course descriptions						X
2.4.5.5	The program's structure						X
2.4.5.6	The admission requirements						X
2.4.5.7	The format and the procedures for student assessment						X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.						X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.			X			
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.						X

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

2.4.2 The EEC notes that the maximum period of 8 years to complete a PhD is longer than the 5-6 years maximum typically allowed by other universities internationally.

2.4.7 It is not apparent from the documentation that any formal student evaluation is provided for the Doctoral programme. This is not unusual in comparison with other universities worldwide, but might be something which could be considered.

<p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - 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 <p>Not applicable</p>						
2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					X
2.5.2	The program attracts Visiting professors of recognized academic standing.				X	
2.5.3	Students participate in exchange programs.				X	
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.5.2 We would encourage the department to be even more expansive in their selection and deployment of visiting professors worldwide. One possibility is that one or more of these visiting professors could adopt an advisory role for the Doctoral program.</p> <p>2.5.4 The department might consider making English the main language for both teaching and for submitted theses. This has the potential to widen the range of international students taking the program, and also to increase the international mobility and employability of graduates.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p> <p>Internationally, the program clearly operates at an appropriate standard.</p>						
2.6	Connection with the labor market and the society	1	2	3	4	5

2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.6.1 and 2.6.2 In discussions, academic staff voiced some concern that there might be limited employment opportunities for their graduates. This is not a concern shared by the EEC, who note the wide range of academic and non-academic positions which Doctoral graduates now frequently take up.</p>						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

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.						

4.2.3 and 4.2.4 Although the existing facilities – computers, student workshops, printing etc – are somewhat limited, we have rated this as a 4 due to the agreed incoming 1.2 million Euro investment in this area. Appropriate usage of this investment should be sufficient to raise this area to a 5 in future years.

4.2.7 We note that Doctoral students who undertake Teaching Assistant duties are given close supervision and mentoring by full time academic staff, but this could be supplemented by more formal training and induction into teaching procedures, methods and responsibilities.

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.

4.3.1 This rating is based on the planned and agreed increase from 10 to 13 full-time members of staff.

4.3.4 Although the level of fees are consistent with other universities, the lack of internal and external funding for the majority of Doctoral students significantly constrains the attractiveness of the program to students from both Cyprus and worldwide.

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%.											
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>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:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">The maximum number of students per class-section, should not exceed 30 students.</td> <td style="width: 20%;"></td> </tr> <tr> <td style="padding: 5px;">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.</td> <td></td> </tr> <tr> <td style="padding: 5px;">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.</td> <td></td> </tr> </table>							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 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.

6.7 Although the current supervisors are clearly satisfactory for their Doctoral students, the planned and agreed increase from 10 to 13 full-time members of staff will further increase and widen the range of subjects which can be researched.

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 note that academic staff have between 1 and 5 supervisions each, with an average of 3. This is appropriate.

We also note that all supervisors are at the rank of Associate Professor or Assistant Professor, and that none are at the rank of full Professor.

FINAL REMARKS – SUGGESTIONS

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

No other remarks or suggestions

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

Name:	Signature:

Date: