

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:

Βιολογικές Επιστήμες

Name of the Program of Study in English:

.....Bachelor Degree in Biological Sciences.....

Department: ...Department of Biological Sciences.....

Language/s of instruction:GREEK.....

Faculty: ...Faculty of Pure and Applied Sciences.....

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
Gerhard Braus	Professor	Institute for Microbiology and Genetics, Georg August University Göttingen, Germany
Uri Gophna	Professor	School of Molecular Cell Biology and Biotechnology, Tel Aviv University, Israel
Søren Johannes Sørensen	Professor	Department of Biology, University of Copenhagen, Denmark
Katerina Lemoniati	Student Representative	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

The EEC has examined the printed report describing in detail the structure of the program, curriculum, the admission process and typical student enrollment numbers, faculty and teaching staff CVs, and additional general university information (e.g. housing, social services, library)

The EEC was given presentations by the vice-rector, the chairperson of the departmental council as well as the undergraduate course coordinator. The EEC then discussed several aspects of the program with these office-holders. Later in the day the EEC has visited the teaching lab, library and classrooms, several research labs and common facilities and has met with two students in order to discuss the program with them (in the absence of faculty members).

II. The Internal Evaluation procedure

The department has clearly made an effort to provide a candid and detailed self-evaluation, including SWOT analysis that described the multiple strengths but also several current weaknesses that need to be addressed in the near future. It appears that the vast majority of department members have contributed to the report and several members engaged in a frank and constructive discussion with the EEC during the visit.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Teaching is organized in a way that enables faculty to mostly teach courses close to their area of expertise and active research. The teaching load is high but comparable to many similar programs in Europe. The first two semesters many basic courses are provided by other departments, as is often the case (mathematics, physics, chemistry, advanced English). Teaching evaluations are generally very good, perhaps also in part because the faculty to student ratio is excellent. Some courses have to be taught by special teaching staff, since there are disciplines that are not currently represented in the research of the department such as botany and animal physiology.

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 of the program is to provide a broad background in biology, as well as sufficient hands-on laboratory experience that will enable graduates to be employed in laboratory or teaching positions in government or the private sector or to continue academic studies. The program also seeks to develop critical thinking skills related to biology in the students, which is an important skill. The program has several lab courses as well as field trips. The program starts with general supporting disciplines and introductory biology and then followed up by more specialized and practical courses. The final semesters are mostly dedicated to elective courses as well as the undergrad research thesis, which is an important part of this 4 year program. The program undergoes teaching evaluations based on student questionnaires. These are run by the University of Cyprus, and incorporate some course-specific questions. The professors receive detailed feedback from these questionnaires and over 50% of the student participate.

The program is managed primarily by the chairperson of the departmental council as well as the undergraduate course coordinator, and administrative and technical help is adequate given the size of the program. The program has several courses that are provided in English so that international (Erasmus) students can participate in them. There are also students coming from Greece, giving an additional international aspect to this Greek language program.

There is a course "internship in biology" that allows students to perform an internship at an external institution providing direct interaction with the labor market. With the foreseen increase in the number of life science graduates in various positions in local industry and government, the EEC recommends a higher level of interaction with the department including joint events, job fairs and lectures by prominent figures in industry or government.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research and teaching are highly interconnected in the department. Not only do faculty members teach in their areas of active research, but they also have initiatives to bring research samples and other resources to be used in teaching, which is also a creative solution to the limited teaching supplies budget. Professors often have after-hours supplementary demonstrations focusing on their research that are highly appreciated by the students. Additionally, the professors add laboratory sessions to non-laboratory courses, which contributes to effective learning. Overall the professors are highly enthusiastic about combining research and teaching, and this contributes to the high level of synergy.

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

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

The program appeared to have adequate administrative support, and the student welfare services of the university of Cyprus appear to be comprehensive and adequate, except for a sufficient number of residence/dormitory beds. The classrooms are modern, wheelchair accessible, and centrally managed. The teaching lab is small, in a temporary location, and some of its equipment is loaned from research labs, due to shortage of funds. While two new teaching labs have been planned, construction of the building that is to house them has not even started yet. The research labs are very small and there is a shortage of common areas for students and equipment. This limits the ability of hosting of undergraduate research thesis students.

The budget allocated to teaching consumables is rather limited, and additionally professors have no additional support for the consumables and plastics required for performing the undergraduate research. This has been compensated for by the ability of the professors to generate creative solutions and also to obtain competitive research funding to mitigate some of these shortages. That being said, a program that has a welcome emphasis on undergraduate research training should offer appropriate funding for these activities.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

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 program has several considerable strengths. The faculty are a group of highly qualified and highly motivated individuals, with excellent track records in terms of scientific publications and obtaining research grants. The vast majority have been trained in some of the world's top institutions and could have had positions elsewhere in Europe. Therefore, their commitment to science and teaching in Cyprus is impressive. Their wide range of expertise covers most fields in current biology and enables a broad biology program. There is a high level of synergy between research and teaching activities.

The program provides several courses in English, enabling visiting students. The program has a high level of students enrolled, second only to medicine in terms of quality of applicants. Many of the students continue to graduate degrees. There is also an enviable student to faculty ratio and professors get to know their students. Combining these two latter factors should generate highly qualified graduates and the EEC comments that we would have loved to have such graduates as M.Sc. students in our labs.

The program has the potential to facilitate future entrepreneurial activities in the life sciences in Cyprus.

Currently the program is also facing several challenges. The major one being the fact that the long-promised life science building is yet to be built. This implies that new faculty cannot be hired and that existing faculty are highly limited in their ability to expand their research and support undergrad research. That the existing faculty remain in the university, despite having to wait so long for the promised facilities is remarkable and is evidence for their commitment to life and science in Cyprus. However, such commitment should not be taken for granted, and lack of sufficient progress could compromise the program and its ability to retain its current high quality faculty, let alone recruit new professors. The inability to recruit new faculty also implies that some courses will have to be given by special teaching staff for the near future, at least. While the start of construction has clearly been affected by factors beyond the university direct control, the EEC feels that the management should first of all do its utmost to make sure that the consortium is now ready to proceed with the construction so that once it starts it does not suffer from additional delays. Furthermore, since realistically there will a waiting period of at least 4 years some measures should be taken to provide

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.

temporary solutions. These may include temporary reallocation of additional space in newly completed wings in nearby buildings for less frequently used equipment to free up space, for example.

An issue that is not as severe, but yet requires attention is the inefficient way that elective courses are provided. Currently the minimum number of students required per elective course is 10, which may be excessive for a program that averages 30-35 students per year. This limits the choices for students and prevents faculty from providing specialized training in areas that they focus their research on. It also limits the ability of students to plan their curriculum in advance, since they cannot be sure which courses will be given next year. Unlike the infrastructure situation, here the issue can be well-addressed in the near future. A few suggestions:

1. The university should reduce the minimum number of students per elective course to 5-7, that is proportional to the number of students in this program.
2. It is advisable to have a pre-registration step in 3rd year for the elective courses primarily taken in the 4th year. This pre-registration by the students will allow better planning and prediction, which will benefit professors and students alike.
3. The department should consider establishing inter-departmental courses with the department of medicine, and potentially other departments. These courses should be open to students of both departments that have sufficient background. Teaching could also be shared by faculty from the relevant departments. This will increase choice for students of both faculties and potentially also increase the interaction between units, which should be encouraged in a relatively small university. An additional benefit of such an approach will be the access to laboratory facilities that will enable advanced/focused lab courses in fields such as microbiology, cell biology or immunology that interest students from both departments.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Cyprus
Program of Study: Bachelor Degree in Biological Sciences
Duration of the Program of Study: 4 years
Evaluation Date: 7th March 2019 (whole day)

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
Gerhard Braus	Professor	Institute for Microbiology and Genetics, Georg August University Göttingen, Germany
Uri Gophna	Professor	School of Molecular Cell Biology and Biotechnology, Tel Aviv University, Israel
Søren Johannes Sørensen	Professor	Department of Biology, University of Copenhagen, Denmark
Katerina Lemoniati	Student Representative	Cyprus University of Technology

Date and Time of the On-Site Visit: ...7th of March 2019.....

Duration of the On-Site Visit:One whole day.....

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the 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					
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					X

		improvement of the educational process.					
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	
<p>There are several items the EEC cannot accurately judge (such as regular updates to Greek language web-pages etc...)</p> <p>The EEC scores reflect written material and a discussion with student representatives of the program.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study.</p> <p>β) the countries of origin of the majority of students.</p>							

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

35 students per year

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
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
The department cannot fill faculty positions due to the delay in construction of the life science building.							

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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.					
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
The shortcomings in terms of teaching labs, funding and infrastructure have been described 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.					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

		1	2	3	4	5
2.3	Quality Assurance of the Program of Study					
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					
	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.					
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					
The QA is based on the undergrad committee and student evaluations.						

		1	2	3	4	5
2.4	Management of the Program of Study					
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					X

	ensure that the majority of credit units is awarded by 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.					
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	
Lack of advanced lab courses.						
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.					
2.6.3	Benefits, for the society, deriving from the program are significant.					X
More interaction with the public and private sectors beyond the internship could be envisioned.						

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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
See above, internal funding is low.						

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
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.					
The EEC could not evaluate to what extent the workshops and support provided by the university teaching center to the department are relevant to its needs and the degree of participation from the department.						
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.					
Had students paid a small admission fee for registration there would have been fewer last minute cancelations just before the academic year starts, and a better predictability of the number of students, which currently is an issue.						

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and					

	internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

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

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<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

See our detailed suggestions on how to address current weaknesses in the sections above.

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

Name:	Signature:
Gerhard Braus	
Uri Gophna	
Søren Johannes Sørensen	
Katerina Lemoniati	

Date: 8th March 2019



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