

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: Frederick University
Program of Study: MA in Adult Education**

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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 new program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Kokkos Alexis	Professor	Hellenic Open University
Anastasiadis Panagiotis	Professor	University of Crete, Department of Primary Education
Doyle, Lesley	Dr	University of Glasgow, School of Education
Kenti Marina	Master Student in Educational Management and Evaluation	University of Cyprus, Department of Education

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organisation of Teaching Work**
- **Teaching**
- **Teaching personnel**

See comments at the end of Section 1

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**

See comments at the end of Section 2

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

See comments at the end of Section 3

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

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

See comments at the end of Section 4

5. DISTANCE LEARNING PROGRAMS

See separate report

6. DOCTORAL PROGRAMS OF STUDY

Not applicable

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.

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

There are positive features to this programme. They are:

1. We are impressed by the university's determination to support the field of adult education through the creation of two new programmes at a time when it is under attack yet still greatly needed by many different groups of adults in our society

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.

2. We were particularly impressed by the innovative and/or useful nature of some of the courses for example Development of Learning Environments and Educational Policies in Lifelong Learning
3. Student support is clearly strong
4. The student: staff ratio is good
5. The infrastructure of ODL is strong for example the learning platform and the video conferencing system

However, there are areas of considerable concern and we outline them here:

1. The CVs of the staff, especially the coordinator staff delivering the core courses, are inconsistent and indicate academic expertise and publications in areas other than adult education for example education management and schools.

Recommendation:

That the leader of the programme and other key staff should be research active adult education specialists with recent and relevant publications.

2. The programme is not sufficiently based on the theoretical frameworks underpinning the study of adult education.

Recommendation:

That staff ensure that they are cognisant with the most important literature including at international level and the theoretical frameworks on which adult education draws

3. The references for the adult education core courses need to be better grounded in the literature relevant to the field including more recent journal articles and books from the adult education field

Recommendation:

That the fruits of staff endeavours with the adult education literature facilitates the creation of an extensive adult education reading list, including from leading journals, for students

4. The programme is short compared to other institutions. This limits the range of courses which can be made available

Recommendation:

That the programme be extended to four semesters

5. Whilst the programme does include some courses covering important areas of adult education there are significant gaps

Recommendation:

That staff undertake a scrutiny of the courses offered by other adult education programmes, for example Maynooth in Ireland, Hellenic Open University and University of Glasgow. Courses offered include *Power, politics and society: adult education in context* and *History of adult and community education*

6. There is a mismatch between the course coverage and the list of dissertation topics offered to students

Recommendation:

That the offer of dissertation topics be enriched to reflect the courses and the whole field of adult education

7. There is a concern that some students coming into the programme will not have had previous academic educational experience and so be at a disadvantage to those who have.

Recommendation:

That those students with no previous understanding of education as a discipline undertake a short introductory course as a prerequisite to the programmes

8. International connections of the staff were not apparent

Recommendation:

That staff seek collaboration with international institutions through exchanges and research projects

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a New Program of Study

Institution: Frederick University

Program of Study: MA in Adult Education

Duration of the Program of Study: 3 Semesters

Evaluation Date: 15.09.2016

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

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Kokkos Alexis	Professor	Hellenic Open University
Anastasiadis Panagiotis	Professor	University of Crete, Department of Primary Education
Doyle Lesley	Dr.	University of Glasgow, School

		of Education
Kenti Marina	Master Student in Educational Management and Evaluation	University of Cyprus, Department of Education

Date and Time of the On-Site Visit: ...14th September 2016.....

Duration of the On-Site Visit:11 hours.....

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					n/a
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training			X		
	1.1.3.5	The procedures for the conduct and the format of the examinations and 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.						n/a
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.						n/a
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X

1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.1.3.6: The evidence is that students will not be sufficiently informed on the body of literature they are expected to read.</p> <p>1.1.4.1: Desks and chairs need to be replaced; Not arranged for adult education teaching.</p> <p>1.1.4.2: Insufficient resources for adult education. No full indicative list of relevant books and journals supplied for the programme.</p> <p>1.1.4.5: From student feedback on existing programme this seems to be inconsistent – is this an institutional issue? Or is it specific to the programme the student is on? Guidelines for students on essay and dissertation writing are missing.</p> <p>1.1.5: We think that the system of academic advisors works effectively. We don't have any evidence of a policy though.</p> <p>1.1.6: We feel 1.1.5 and 1.1.6 are connected.</p> <p>1.1.7: The Counselling Centre and Careers Office seem to function well. The Peer Counselling Centre is a good idea.</p> <p>1.1.8: We weren't made aware of any control mechanisms.</p> <p>1.1.9: Mechanisms are in place and seem to be effective.</p> <p>1.1.10: We were not made aware of this.</p> <p>1.1.12: We were made aware of evaluation methods which also involve students but it was not clear how individual students might convey their complaints or have them considered.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study. The majority will be Cypriot, we understand.</p> <p>β) the countries of origin of the majority of students. Greece and Cyprus</p> <p>γ) the maximum planned number of students per class-section. 30 in face to face</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.

1.2.1: The documents do not outline the methods used for each module. Instead, the same vague reference to methods is made in a number of the modules.

1.2.2: No information is provided.

1.2.3: No reference to formative assessment is made. Clarity about assessment and feedback was asked for twice but was not forthcoming.

1.2.4: The assessment system, where it is included in the courses, is effective but a number of courses do not include this information. The criteria for assessment were not apparent.

1.2.5: These were not made clear so it is difficult to say whether they are implemented on existing courses.

1.2.6: For face to face instruction this works.

1.2.7: Currently the resources are inadequate plus there is an inconsistency between the courses. Some references are very short and need to be updated. More recent literature might be included. There are insufficient journal articles. There are lots of Greek references but they need enriching with more English references. The need for more English references highlights the issue of student entry requirements and that students' English is of a sufficient standard to cope with English references.

In the programme, generally, the range of theoretical framework on which adult education draws needs to be widened e. g Bourdieu (the cultural capital), Vygotsky (ZPD), Foucault (power), Marx (social classes), Kolb (experiential learning); Bandura (self-esteem); Argyris (organisational learning), Schon (reflective practitioner), Giroux, Apple, McClaren (critical pedagogy), Gramsci, Brookfield (ideology critique); In addition to Mezirow, other scholars need to be included on transformative learning area e. g Dirkx, Cranton and Taylor.

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.					n/a
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					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.					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: Staff CVs suggest significant inconsistencies and gaps in adult education academic expertise and publications.</p> <p>1.3.9: Some staff seem to have too many responsibilities for and within other programmes.</p> <p>1.3.11: There are inconsistencies between the different versions of CV we were given. In general, the greater part of her the published work is not in adult education but in educational management within school system.</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>2.1.1: The purpose and objectives of the program of study in the majority of cases are related to school and not to adult education. They seem to be consistent with the institution.</p> <p>2.1.2: There are some inconsistencies which need to be addressed – as above.</p> <p>2.1.4: See 2.1.1. above.</p> <p>2.1.6: The content is not linked to adult education as indicated and this is predicated on the insufficient literature base as indicated elsewhere. There is no practical element attached to or integrated within any of the courses.</p> <p>2.1.7: See 2.1.6</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 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			

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

2.2.1: The teaching and learning approaches as indicated elsewhere need to be elaborated.

2.2.3: The programme is insufficiently underpinned by adult education concepts..

2.2.4: The programme includes a number of courses that correspond to the modern

needs of society eg Development of Learning Environments; Educational Policies; New Technologies in Education. Nonetheless, the programme at present doesn't fulfill the requirements for an adult education masters. Students have insufficient information about adult education and theoretical frameworks from which it draws and they are not sufficiently prepared to work on very crucial areas of adult education such as enterprises, unemployment centres, education of third age, minorities, people with special needs.

2.2.5: See above.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution

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

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

2.3.1: We were not made aware of a complete or integral system of evaluation but the other mechanisms in place are to be commended.

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.					n/a
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.			X		

2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.						X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:						n/a
2.4.5.1	The provisions regarding unit credits						
2.4.5.2	The expected learning outcomes						
2.4.5.3	The methodology						
2.4.5.4	Course descriptions						
2.4.5.5	The program's structure						
2.4.5.6	The admission requirements						
2.4.5.7	The format and the procedures for student assessment						
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.						X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.						X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.						X

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

2.4.2: The programme may benefit from a pre-programme introductory course for those new to education. Ideally the programme would be 4 semesters instead of 3 in order to allow more time to select, execute and submit the dissertation as elsewhere, e. g, Cypriot Open University, Hellenic Open University.

2.4.7: Mechanisms are in place but it wasn't possible to assess how effective they are or how the evaluations are translated into improved practice.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training

- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification

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

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

2.5.1: We were not made aware of any plans for, or already instigated, collaborations.

2.5.4: There are elements which do compare but the overall profile of the programme suggests that changes need to be made, as indicated elsewhere too, for example, the literature, the learning outcomes and the teaching methodology.

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

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

Justify the answer you have provided and note the additional comments you may

have on each standard / indicator.

2.6.3: There are reservations here as outlined above regarding the effectiveness of the programme in the field of adult education.

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 -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.					n/a
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.					n/a
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					n/a
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					n/a
3.1.9	Student training in the research process is sufficient.					n/a
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>3.1.1: As mentioned previously the programme needs to be more extensively, integrally and consistently underpinned by the literature in the field.</p> <p>3.1.2: More close attention to later research and references would serve to ensure this is achieved.</p>						

3.1.4: Some members of the staff have sufficient publications but none has a strong presence in adult education.

3.1.8: There is little evidence of recent involvement by leading staff in adult education research.

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.					n/a

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

4.1.3: Not immediately apparent.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.			x		
4.2.2	There is a supportive internal communication platform.					x
4.2.3	The facilities are adequate in number and size.			x		
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					x
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.			x		
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.		x			
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.		x			

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

4.2.1: See above 1.1.4.2.

4.2.5: See above 1.1.4.2

4.2.6: An up to date reading list is required.

4.2.7: Training is available for new technologies but we were not made aware of any training for methods or adult education.

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.					n/a
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					n/a
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.					n/a
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.

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.					n/a
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					n/a

	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.					n/a
5.4	Student performance monitoring mechanisms are satisfactory.					n/a
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					n/a
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					n/a
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					n/a
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					n/a
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					n/a
5.10	The supporting infrastructures are easily accessible.					n/a
5.11	Students are informed and trained with regards to the available educational infrastructure.					n/a
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					n/a
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					n/a
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.					n/a
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.					n/a
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%.					n/a

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.					n/a
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					n/a
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					n/a

6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					n/a
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					n/a
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.					n/a
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.					n/a

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

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

See CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE

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

Name:	Signature:
Kokkos Alexis	
Anastasiadis Panagiotis	
Doyle, Lesley	
Kenti Marina	

Date:15th September 2016.....