

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

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: University of Nicosia
Program of Study: MSc in Criminology (DL)**

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:

Nicholas Tsagourias, Professor, University of Sheffield

Dr Vincent Egan, Associate Professor, University of Nottingham

Dr Olga Themeli, Associate Professor, University of Crete

Antonios Lionarakis, Professor, Hellenic Open University

Vasiliki Koukoutsika, Student, University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

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

II. The Internal Evaluation procedure

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

I. The External Evaluation procedure

The External Evaluation Committee received the following documents two weeks prior to the site visit and report writing:

- Application for evaluation both in English and in Greek, which was submitted to the Agency by the University of Nicosia Department of Social Sciences;
- Indicative schedule of the site visit;
- List of criteria for the distance learning programs of study, which enumerates the guidelines that must be followed by the program;
- Outline of the External Evaluation Report to be completed by the EEC;
- Sample of the degree to be given to the program's graduates;
- Study Guide of the courses (in Greek), which include general information about the program, an outline of the overall program and modules, expected outcomes, bibliography, assessment methods and teaching, learning and educational methodology. The specific module outlines were for the following courses:
 - CRIMD-501: Criminological Psychology (the study guide for this course was also provided in English)
 - CRIMD-502: Theories of Crime and Criminology
 - CRIMD-503: Research Methods in Criminology
 - CRIMD-504: Criminal Justice
 - CRIMD-505: Victimology
 - CRIMD-506: Sexual and Violent Offenders
 - CRIMD-507: Thesis
 - CRIMD-521: Cybercrime
 - CRIMD-522: Crime Prevention
 - CRIMD-523: Juvenile Delinquency
- Visit schedule for the committee's stay in Cyprus

On-site visit

On the 14th of June, the EEC's site visit took place which began with a meeting with the Head of the Department, the coordinator of the program and members of the Faculty. Short presentations were given to provide information about the Institution and its approach to distance learning programs.

Subsequently, the MSc in Criminology program was presented and more specifically the curriculum, its structure, learning, teaching and educational methodology, resources, assessment methods. There was constructive and productive exchange of ideas. Faculty had the opportunity to respond to the EEC's questions and provided further information and clarifications were needed. Suggestions by the EEC were taken on board.

The EEC had a meeting with the coordinator of the program, teaching and administrative staff who expanded on the teaching, research and administrative mechanisms, resources and requirements.

After the lunch break, the committee met with three students two of whom are currently studying the taught MSc program in Criminology whereas the third has already graduated. All did their program with the University of Nicosia. They expressed their opinions regarding the program and how the knowledge they gained contributed to their professional careers.

To conclude the visit, the EEC had a final meeting with the faculty to share their general views on the program and to listen to their final thoughts.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

- **Organization of Teaching Work**

The teaching work is effective and the organization of the educational program safeguards the quality and the effective implementation of the program's purposes. Furthermore, the learning resources are adequate and modern, the

teaching methodology follows appropriate adult education principles; and the teaching materials are updated regularly.

Additionally, the program promotes and encourages students' involvement, interaction and provides adequate and relevant feedback to students.

- **Teaching**

The methodology is suitable for achieving the program's purpose and is also suitable for adult education. Furthermore, the teaching materials, the assessment methods and the educational activities are also suitable and encourage students' active participation and collaboration

- **Teaching personnel**

The personnel are highly qualified, carry out important research and fulfill the relevant qualifications for teaching in the specific program of study. It must be stressed that the program's coordinator has all the academic qualifications and necessary skills for their role. Additionally, the student-staff ratio is considered quite good.

However, appointment of new staff, in particular Criminologists, will enrich and strengthen the program and its delivery.

Synergies between research and teaching, links with the community and cooperation with visiting professors is an issue that should be given consideration.

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 is a multidisciplinary program designed to respond to the need for further understanding of the theory and practice of criminology. The program is well structured and its layout well-thought, offering modules that contribute to the overall objectives of the program. It also fits well with the internationalisation strategy of the University.

The program's overall purposes and objectives and learning outcomes are appropriate and satisfy the qualification criteria for accreditation. The program has a number of knowledge-based learning objectives and learning outcomes which correspond naturally with the content of the program, the University's quality assurance policies, its teaching and research policies, the Cypriot Agency of Quality Assurance and Accreditation in Higher Education criteria as well as with the educational, learning and training needs of the students. These objectives and outcomes permeate the individual modules and correspond to the teaching methodology and assessment methods which individually correlate with the different aims and outcomes.

The program also includes skills-based objectives and outcomes. These are implicit in the program, in the individual modules and in the teaching methods but they need to be identified and spelled out clearly. Transferable skills are one of the strong educational and selling points of this program due to the multidisciplinary and practice-oriented nature of the program. They are also in sync with the University's policy of linking knowledge, industry and research.

In this way, the connection with the labour market and society will be emphasised and strengthened. One of the main aims of the program is to attract professionals from state institutions and transform itself into a vehicle for contributing and impacting on society and on policy. Students that study the conventional program and come from the profession have praised the benefits and the added value offered by the program. For this reason, its practical dimension and the transferrable skills they will acquire need to be included in the overall aims and outcomes of the program but also efforts should be made to establish formal and informal links with the professions. Internships are a good vehicle, whereas the links with the police can be strengthened further.

The program offers modules that cover the discipline as a whole and reflect the multidisciplinary nature of the program. There are synergies between the modules and the overall objectives and learning outcomes of the program. By completing the program students acquire comprehensive but also specialised knowledge of the discipline and of contemporary developments. In sum, the structure and the content of the program is appropriate, synergetic, logical, consistent and academically coherent. The multidisciplinary nature of the program needs to be reflected better in the research methods as well as in the individual modules where possible.

The program offers three elective modules but whether more choices should be provided is an issue that may need further discussion. As it stands the program is quite heavy as far as the compulsory component is concerned. In the EEC's view the number of compulsory modules can be reduced or more elective modules are introduced depending on existing or appointed staff but this is an issue that can be decided by Faculty. The elective character of the dissertation can be explained by the rationale of the program.

Regarding the ECTS, the EEC was assured that there is correspondence between credits and workload. On the basis of UK programs, the workload may appear too heavy in view of the amount of individual/independent work students are required to do. If there is an opportunity to revisit this issue, the teaching and assessment requirements per module may be reduced or the allocated ECTS increased. This is however a suggestion and does not constitute a criticism. Electronic examination will be beneficial and in sync with the DL nature of the program and is an issue that needs to be given serious consideration.

The quality assurance process, regulations and information are appropriate, well communicated, administered and have been followed.

The program is offered in Greek to respond to the lack of post-graduate provision in criminology in Greek and for Greek-speaking students. However, students should have a good knowledge in English because a lot of the resources are in English. There is the potential for offering the program in English which will enhance its international appeal. This is something contemplated by the Faculty. Exchange programs and links with other Universities and staff is contemplated and in view of the University's relevant policies we are convinced that this will materialise.

The overall management of the program is good and appropriate as far as human, technical and financial resources are concerned. Information about the program is clear and appropriately communicated. As far as staff is concerned, there is a good array of senior and less senior staff which provides

diversity of competences, experiences and skills contributing to the effective administration and management of the program.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The core staff team are all experienced researchers with long experience in the field, and this informs the program's teaching and learning strategy. Many

have worked internationally, and have a correspondingly international reputation. Areas like investigative interviewing and evolutionary psychology have particularly good publication records.

The staff continue to be research active when time and resources allow, and this livens their teaching content to optimise the scientist - practitioner model under which applied psychology operates.

The University provides good access to on-line academic resources and databases of journals, and has the necessary software to enable results to be processed using the most up-to-date methods, both qualitative and quantitative. Ongoing provision of a specific research materials budget should be provided so that they have access to the tools and methods used in evolving psychological assessments involving forensic cohorts.

Staff are well-connected to key forensic academics in other countries, and should be encouraged to continue these associations at conferences, joint research, and knowledge exchange visits. International research of impact may arise from these contacts, further promoting the impact of their course.

The staff are satisfied by the support from the University executive for their research, but should be encouraged to get funding from sources other than internal budgets.

The research methods used are very up-to-date, and encompass the range of techniques required by researchers given the varying levels of psychological explanation.

This is a very strong foundation upon which to build an active and dynamic research culture, and this will be further enhanced by strengthening even more the excellent links they have with the criminal justice system agencies in Cyprus and the Greek-speaking diaspora. One particularly important development might be to establish a formal agreement that duly anonymised Police interviews with suspects are made available to enable real-world research into investigative interviewing techniques, deception, and more refined data-gathering methods.

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

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

The program has a dedicated team providing technical and administrative support. The University provides the technical, financial and administrative resources needed for the efficient running of the program and which ensure its viability. In the EEC's opinion, the infrastructure and support appear first class.

There is a very well organised and active Student Welfare Service with special provision made for DL students and also for students with disabilities.

The EEC was impressed by the support offered to students with disabilities as well as by the number of students with disabilities studying DL programs. The University's policy in this area is to be commended and we believe that the University will continue to invest resources in this area.

The mechanisms for monitoring students' progress and needs are sufficient.

The library offers a very wide range of resources and databases, in particular in electronic form, which are suitable for DL teaching and can thus support the program.

Staff are offered training in DL teaching and continuous technical support is provided. Continuous opportunities for training and further development in teaching methods for adult education and in technologies constitute part of the University's policies and would apply to the specific program.

The financial resources are adequate and guarantee the sustainability and development of the program. Fees are in accordance with the University's policy.

5. DISTANCE LEARNING PROGRAMS

The distance learning program is a program which can be realized and run successfully for the Greek-speaking students. The overall idea of the program is designed according to the experience and policy of the University. At the same time, this policy should take in consideration the pedagogical and learning dimension of the program and the particularities of distance learning.

The learning / teaching concept could be improved for the DL provision by also providing synthesis and application of the specialist knowledge. The academic team should provide more targeted supporting material that can help the students to study more effectively. The learning material must be more focused on student-tutor interaction and involvement.

The learning activities should be challenging, interactive and guide the students to develop cognitive skills and critical thinking.

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 is well structured and there are synergies between and among the modules and the overall aims and objectives of the program. The learning outcomes are appropriate. The program satisfies the policies and conditions of the Cyprus Agency for Quality Assurance as well as the University's educational and internationalisation policies.

In addition to learning purposes and outcomes, the program should identify and include within its purposes and outcomes key transferable skills.

The overall aims, objectives and outcomes should also spell out what is distinct about this program; what are its distinct qualities.

The synergies between theory and practice and between academia and profession should be identified and spelled out.

The number of offered courses and their compulsory and/or elective character may need to be reviewed.

The multidisciplinary nature of the program should inform, where appropriate, the modules and in particular the research methods.

Regarding research work and synergies with teaching, the theoretical background of the course is excellent. Some *quid pro quo* between academic staff and professionals working in psychiatric settings might strengthen the forensic mental health aspects of what they do. This can follow the clearly successful and growing links they have with the criminal justice agencies in Cyprus and beyond.

These mental health and police/ prison synergies should be used to develop applied practice research in areas of expertise already established in the staff team, e.g., investigative interviewing, evolutionary aspects of offending, etc.

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.

To optimise expertise in grant and funding acquisition, successful grant-getters should be encouraged to mentor the less successful, to pass on the skills and avoid the corrosive 'competitive' culture which can emerge when external funding is being sought. That said, budgets within the university should build in some regular provision for research equipment, renewable resources (e.g., copyright test forms), software, and conference attendance. The University should also provide administrative support for grant applications and management and make the necessary workload allowances.

A good source of funding and Continuing Professional Development in staff is the provision of legal reports for the court and mental health tribunals, and again, these will enrich staff, provide research links, and enable a degree of financial independence.

These research and relevant agency synergy recommendations will ensure the DL program here is comparable with the best in northern Europe and the USA.

Administrative mechanisms, the infrastructure and financial resources are appropriate and guarantee the efficient running of the program, its sustainability and future development. The support offered to students with disabilities is exemplary. The University offers opportunities for continuous training and education in new technologies and adult education and should be used by staff teaching in this program. Although staffing is adequate to run the program, the University may want to review its academic staffing provision in order to expand and diversify the program.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Nicosia

Program of Study: MSc in Criminology (DL)

Duration of the Program of Study: 1.5 years (3 semesters)

Evaluation Date: 14th-15th June 2018

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non-satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

Nicholas Tsagourias, Professor, University of Sheffield

Dr Vincent Egan, Associate Professor, University of Nottingham

Dr Olga Themeli, Associate Professor, University of Crete

Antonios Lionarakis, Professor, Hellenic Open University

Vasiliki Koukoutsika, Student, University of Cyprus

Date and Time of the On-Site Visit: 14th June 2018, 9am to 4pm

Duration of the On-Site Visit: 7 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES					
1.1	Organization of teaching work				
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. 5				
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. 5				
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. 5					
	1.1.3.2 The disclosure of the program's curricula to the students, and their implementation by the teaching personnel. 4					
	1.1.3.3 The course web-pages, updated with the relevant supplementary material. 4					
	1.1.3.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training. 4					
	1.1.3.5 The procedures for the conduct and the format of the examinations and for student assessment. 4					
	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. 5					
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
	1.1.4.1 Facilities 5					
	1.1.4.2 Library 5					
	1.1.4.3 Infrastructure 5					
	1.1.4.4 Student welfare 5					
	1.1.4.5 Academic mentoring 4					
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied. 4					
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students. 4					
1.1.7	Statutory mechanisms, for the support of students and the					

	communication with the teaching personnel, are effective. 5					
1.1.8	Control mechanisms for student performance are effective. 4					
1.1.9	Support mechanisms for students with problematic academic performance are effective. 4					
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. 4					
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism. 5					
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution. 5					

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

The teaching work is effective and the organization of the educational program safeguards the quality implementation of the program's purpose. Furthermore, the learning resources are suitable and up-to-date. The method follows adult education principles and the teaching materials are updated regularly.

Additionally, the program promotes and encourages student involvement, interaction and feedback.

Note, additionally:

α) The expected number of Cypriot and International Students in the program of study.

10-15 Cypriot and 20-30 Greek students per year

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

Cyprus and Greece

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

30 students

Additionally:

- α) the expected number of Cypriot and International Students in the program of study.
- β) the countries of origin of the majority of students.
- γ) the maximum planned number of students per class-section.

1.2	Teaching					
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. 4					
1.2.2	The methodology of each course is suitable for adults. 5					
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly. 5					
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students. 5					
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented. 5					
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. 5					
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. 5					

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

The methodology is suitable for achieving the program's purpose and is also suitable for adult education.

Furthermore, the teaching materials, the assessment system and the educational

activities are also suitable, and encourage student participation and collaboration.

1.3	Teaching Personnel					
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. 5					
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. 5					
1.3.2.2	Publications within the discipline. 5					
1.3.3	The specializations of Visiting Professors adequately support the program of study. 4					
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. 4					
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel. 3					
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. 5					
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. 5					
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. 5					
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society. 5					
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. N/A					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study. 5					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The personnel are highly qualified, carry out serious research and fulfill the relevant qualifications for teaching in the specific program of study. It must be stressed that the program's coordinator has all the academic qualifications and necessary skills. Additionally, the student-staff ratio is quite good.</p> <p>However, the program should strengthen the staff team with at least two Criminologists in order to empower the main subject of studies.</p> <p>The synergies between research and teaching, the connection with the community and the cooperation with visiting professors could also be improved.</p>						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS					
2.1	Purpose and Objectives and learning outcomes of the Program of Study				
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. 4				
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. 4				
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. 4				
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. 4				
	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel. 5				
	The learning process is properly designed to achieve the expected learning outcomes. 5				
	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program. 5				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See section above and relevant conclusions</p>					
2.2	Structure and Content of the Program of Study				
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. 5					
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. 4					
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. 5					
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent. 5					
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses. N/A					
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students. 5					
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes. 5					
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology. 5					
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided. 5					

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

See section 2 above and relevant conclusions

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.

None

	Quality Assurance of the Program of Study					
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures. 5					
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. 5					
2.3.2.2	the members of the administrative personnel. 5					
2.3.2.3	the students.5					
	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study. 5					
	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors. 5					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See sections 2 and 4 above and recommendations</p>						
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. 5					
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe. 5					
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. 5					
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. 5						
2.4.5	Information relating to the program of study are posted publicly and include:						
1	The provisions regarding unit credits 5						
2	The expected learning outcomes 5						
3	The methodology 5						
4	Course descriptions 5						
5	The program's structure 5						
6	The admission requirements 5						
7	The format and the procedures for student assessment 5						
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards. N/A						
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured. 5						
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. 5						
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See section 2 and relevant conclusions</p> <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 home country of the institution which awards the higher education qualification 							

2.5	International Dimension of the Program of Study						
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. 5						
2.5.2	The program attracts Visiting professors of recognized academic standing. 4						
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. 4						
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See section 2 and recommendations</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>Broadly equivalent</p>							
2.6	Connection with the labor market and the society						
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective. 3						
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory. 4						
2.6.3	Benefits, for the society, deriving from the program are significant. 5						
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See section 2 and recommendations</p>							

3. RESEARCH WORK AND SYNERGIES WITH TEACHING					
3.1	Research - Teaching Synergies				
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research. 5				
3.1.2	New research results are embodied in the content of the program of study. 5				
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students. 5				
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. 5				
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. 4				
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory. 4				
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory. 4				
3.1.9	Student training in the research process is sufficient. 4				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See section 3 and recommendations</p>					
MINISTRATION 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. 5					
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient. 5					
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria. 4					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See section 4 and recommendations</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program. 5					
4.2.2	There is a supportive internal communication platform. 5					
4.2.3	The facilities are adequate in number and size. 5					
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate. 5					
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students. 5					
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications. 5					
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. 4					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See section 4 and recommendations</p>						
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. 4					
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments. 4					
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. 4					
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions. 4					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See section 4 and recommendations</p>						

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

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

	internationally. 3					
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					
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					
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%. 5					

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

See section 5 and recommendations

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:

5.1 Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.

The processes of the teaching by the teaching personnel is very demanding and vital for their performance. The students do have to answer an anonymous questionnaire but the questions in order to be effective must be realistic and open. Closed questions are good in order to have a picture of the situation, but not enough if we want a realistic picture of their performance. The comments from the students’ part must be encouraged because usually this is the only way to express their thoughts and feelings for their studies.

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.

A training program for the academic and teaching personnel is more than necessary. This is an important support for the pedagogical procedures of the program and its implementation. In this case, experience does not always include skills for teaching at a distance. For this reason, the academic and teaching personnel must be very well prepared in order to have special skills and be ready for the particular conditions of

the program. That is the reason for the necessary training program of the academic and teaching personnel. For example, in a teleconferencing environment the tutor needs to be more flexible and ready to communicate and answer questions, or to guide a conversation, or stimulate the students for interaction.

5.3 Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.

There must be a mechanism for the support of the teachers for best training, interaction, guidance and involvement. This training must be systematic and ready to give practical solutions and guidance to all teaching personnel. This is a precondition in order to have quality processes of teaching.

5.4 Student performance monitoring mechanisms are satisfactory.

The monitoring mechanisms must be flexible and give solutions to all the necessary infrastructure of the program. The monitoring mechanisms must include supporting the students and NOT just monitor them.

5.5 Adequate mentoring by the teaching personnel, is provided to students, through established procedures.

The mentoring of this kind must be established for the support of the students in all parts of their studies. How they learn, how they can interact, how they can be more effective, how they can face different types of difficulties in their learning procedure. Therefore, the mentoring must be more appropriate and focused on the students' interaction and necessities.

5.6 The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.

The interaction and communication must be organized in order to give students all kinds of opportunity and support.

5.7 Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.

This refers to the mechanism of assessment and the opportunity to create a full and flexible mechanism of assessment and support backup.

5.8 Teaching materials (books, manuals, scientific journals, databases) comply with

the requirements provided by the long distance education methodology and are updated regularly.

The distance learning program is a program which can be realized and run successfully for the Greek-speaking students. The overall idea of the program is designed according to the experience and policy of the University. At the same time, this policy should take in consideration the pedagogical and learning dimension of the program and the particularities of distance learning.

The learning / teaching concept could be improved for the DL provision by also providing synthesis and application of the specialist knowledge. The academic team should provide more targeted supporting material that can help the students to study more effectively. The learning material must be more focused on student-tutor interaction and involvement.

The learning activities should be challenging, interactive and guide the students to develop cognitive skills and critical thinking.

5.9 The program of study has the appropriate and adequate infrastructure for the support of learning.

This is limited in the particular program and a serious consideration of the learning support must be considered.

5.10 The supporting infrastructures are easily accessible.

This is realistic and can be applied.

5.11 Students are informed and trained with regards to the available educational infrastructure.

Students are informed but not trained to use and participate in the educational infrastructure.

5.12 The procedures for systematic control and improvement of the supportive services are regular and effective.

No. The possibilities to control and improve the supportive services are limited. It seems that much more efforts must be done by the program in order to have flexible supportive services.

5.13 Infrastructure for distance education is comparable to university infrastructure in

the European Union and internationally.

Somehow the infrastructure for distance education is comparable with some European institutions. This does not mean that the standards of the infrastructure meet the quality standards of the program in the European Union.

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.

Yes, the program has all the necessary support for library services.

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.

Yes, the students and the teaching personnel have access to the data for the implementation of the program.

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.	√

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.	√
<p>The program's student numbers, work requirement, and organisation is satisfactory, provided the numbers do not increase, in which case there would be a need for proportionate increases in staffing.</p>	

The following criterion applies additionally for doctoral programs of study. N/A

6.	DOCTORAL PROGRAMS OF STUDY					
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>N/A</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> <p>N/A</p>						

FINAL REMARKS – SUGGESTIONS

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

This is an excellent point from which to further enhance the learning and professional content and impact of your program.

As well as the above, we propose:

- Develop staff skills in distance learning pedagogy;

- Give good detailed feedback on assignments;
- Provide clear signposting to learning support and educational materials that provide study skills for persons who may have been out of academia for some years;
- Have a summer school where students meet for a face-to-face debate and hear visiting tutors as well as their own regular tutors regarding specialist research content;
- Identification of transferable skills;
- Better links with related professions;
- Increase the number of criminologists.

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

Name:	Signature:
Prof Tsagourias	NTsagourias
Dr Egan	VEgan
Dr Themeli	OThemeli
Prof Lionarakis	ALionarakis
Mrs Koukoutsika	VKoukoutsika

Date: 15th June 2018