

Doc. Number: 300.1.1

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

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: UCLAN Cyprus
Program of Study: MSc Forensic Psychology**

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INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Tony Beech	Professor	University of Birmingham
Vince Egan	Assoc. Professor	University of Nottingham
Gavin Oxburgh	Assoc. Professor	Newcastle University
Marios Theodorou	Student	University of Cyprus
Maria Kouyoumdjian	Registered Clinical Psychologist	Private Practice

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.

The EEC were sent full details on the programme including module outlines, learning outcomes, staff CVs, staff interests and financial breakdown etc.

Throughout the visit, the EEC met initially with the senior management team and programme team. The EEC then held separate meetings with the programme team, support staff, the undergraduate students.

The EEC were then given a tour of the university including the library, laboratories and the moot courtroom.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

Organization of Teaching Work

This seems to be fairly distributed across staff, although no obvious strong, specific, forensic expertise within the programme team.

Teaching

Although we did not have the opportunity to observe teaching, the undergraduate students that the EEC met with, were very enthusiastic about the teaching staff.

Teaching personnel

As noted above, there is no obvious strong, specific, forensic expertise within the programme team, although it was noted that many staff members had strong interests and aspirations in the forensic area. However, the EEC were advised that new members were currently being recruited. In addition, when going through the interests of staff, much more detail was included during discussions with the programme team and the presentation during the site visit.

Recommendation: Newly appointed staff should have specific forensic expertise and more specific detail on staff expertise should be included in the documentation.

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**

Purpose and Objectives and learning outcomes of the Program of Study

The team felt that the overall programme Learning Outcomes lacked depth and content in places and did not fully represent the learning outcomes from each of the individual modules. However, during a presentation on the site visit, it became apparent to the EEC that additional programme Learning Outcomes were included.

Recommendation: Include additional programme learning outcomes that reflect each area that is taught on individual modules.

Structure and Content of the Program of studies

The structure and content of the programme is satisfactory, however, some aspects should be revisited:

1. One aspect that must be central throughout all modules is legal processes. Indeed, this will be deemed essential if the programme is to be submitted to the BPS for accreditation (refer to the BPS documentation on the accreditation of new programmes);
2. Programme content:
 - a. Core forensic psychology topics would appear to be either missing from the programme or not currently covered in sufficient depth – this could be because no detailed breakdown of weekly lectures was provided, however topics that need to be included are child interviewing, vulnerability (incl. child mental health, learning disabilities/difficulties), and investigative interviewing. Cognitive interviewing (CI) is currently covered, but investigative interviewing is far broader than just the C.I.
 - b. The title for PS4806 – “Violent and Sexual Offenders; Interventions” should be renamed Interventions with Offenders.
 - c. The team found discrepancies from what was provided in the supplied documentation and what will actually be included in the programme. This became apparent following meetings with the programme team during the site visit.
 - d. It was not entirely clear why certain topics were included in certain modules. For example, expert witness testimony was included in PS4805 – Psychology, investigation and the courtroom but not in

PS4803 - Professional practice: Forensic consultancy and supervision.

3. The credits offered on the different modules. There seems to be a disparity in credit weighting. For example PS4700 Advance Methods in Forensic Psychology is equivalent to 20ECTS and as such, is far higher than any other subjects. (e.g., PS4801 – Psychology and the Legal System – 7.5 ECTS) and other modules (e.g., PS4805 – Psychology, Investigation and the Courtroom – 10 ECTS, and 5 ECTS for Mental Health);
4. Many references cited across all modules were considerably out of date.
5. Qualitative teaching should be delivered by a member of staff who has expertise in the topic area.

Recommendation:

1. Ensure legal processes are embedded throughout all modules.
2. Additional topics are covered/amended on the programme (including reflective practice).
3. Reconsider ECTS across some modules (perhaps compare with UK UCLAN credit distribution).
4. References should be up-to-date and relevant.
5. Due to the breadth of some modules (e.g. Forensic Mental Health), it would not be plausible to cover all relevant material. Thus, there should be a strong focus on relevant topics with a focus on evidence-based practice.
6. Module PS4806 – “Violent and Sexual Offenders; Interventions” should be renamed Interventions with Offenders.

Quality Assurance of the Program of studies

The team had no concerns relating to this aspect. An external examiner has been appointed and is Mr Dee Anand, Forensic Psychologist, University of Portsmouth. Mr Anand is noted as being Chair of the BPS Division of Forensic Psychology.

Management of the Program of Study

The senior management processes in place are appropriate, however, if UCLAN Cyprus wish to pursue BPS accreditation for the course, a co- director of the programme should be appointed who meets current BPS guidelines for the running of a BPS accredited programme.

International Dimension of the Program of Study

The EEC felt that good links were in place with UCLAN UK and potential international students from the immediate geographical area, and beyond.

Connection with the labor market and the society

At the meeting with staff and senior management during the site visit, the team felt that the professional placements for the optional module (Practical Experience Module) created a potential issue. Cyprus is a very small country with only one prison (with 700 inmates) and limited community mental health resources and thus,

there may be very few placements available for students. This matter was raised with the team who stated that they had already started the process of sourcing placements and getting Memorandums of Understanding and/or Service Level Agreements in place to deal with potential issue. The programme team are meeting with Government officials and communicating with different teams across the country. There is a great need for forensic psychologists with only two currently qualified in the country, so the team do not envisage any problems in sourcing placements.

Recommendation: To ensure students are not disadvantaged, the programme team are encouraged to confirm placement opportunities are available before the start of programme.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

This is an area in progress and will become much easier to consolidate once students are in place. This will require acquisition of appropriate tools, methodologies and cohorts. This work can be optimised by working with UCLAN UK's proven record of quality academic publications.

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

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

The EEC met with student support services, library staff, admissions and IT services – the team also visited the library during a tour of the campus. The following were noted:

1. Library – Resources include all traditional facilities available to UK students and the majority of materials are digital. Staff will also assist with purchasing books etc. They also run specific courses as and when required.
2. IT services – These are linked with the main UCLAN systems and on their network. Also, UCLAN Cyprus have their own network for specific Cyprus requirements.
 - a. The EEC asked if there had ever been any glitches between UK and Cyprus connectivity and were advised that there was one example of an outage which only lasted 10 minutes.. Everything is in English and controlled by the UK. There is also a dedicated connection to the UK. UCLAN Cyprus uses Blackboard which is a standard virtual learning environment. They provide training when needed.
3. Admissions – Every year, since 2012, applications to the university have increased with forensic psychology being very popular. When asked about the admissions process, the EEC were informed that a 2:2 minimum was needed, however, this was different to what is in the supplied documentation (2:1). The admissions section are happy to conduct Skype interviews etc. for overseas students or those who are away.
4. Student support – There was evidence of good practice to manage students with physical disabilities and vulnerabilities. Indeed, evidence was provided to this end. They confirmed that scholarships and fee support were offered where required. In terms of student feedback, they conduct regular surveys with students, although they (students) are not always as responsive as they would like them to be. Each programme has Student Staff Liaison meetings where discussions take place about how programmes are running.

Recommendation: Like all professional courses, it should be clear what the admission acceptance level is (e.g., 2:1).

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

This course is at an early stage of development, which shows a great deal of potential given its openness to good practice. The EEC have made various recommendations in the previous sections, but would like to add the following:

1. Integrate all Forensic information into the handbook, including information on existing collaborations with external agencies.
2. Clarify the pathway for entrance to the course for individuals who do not have a first degree in psychology, as they would need to receive an award with a substantially different title.
3. There needs to be clear guidance provided in the student handbook and on the university website, for students originating from the Turkish-Cypriot community, with regards to the optional module for Clinical Practice.
4. The university's website should be enhanced and improved to include up-to-date information on modules, various routes and methods of assessment to be used.
5. A budget should provide for the purchase and training for standardised, reliable risk assessment tools, such as the HCR 20, WAIS 4, PCLR and RSVP etc

Once all recommendations have been addressed the EEC would be happy with the programme being rolled out.

Finally, the EEC would like to thank the Agency of Quality Assurance and Accreditation in Higher Education (Cyprus) for inviting the team and the excellent organisation before and during the site visit on the 20th June 2017. We would like to commend the programme team on the following:

- The breadth and enthusiasm of the staff;
- Level of student support and administration;
- Support from the university;
- Quality of facilities;
- Initiative in setting up a programme in an area which has an identifiable professional need; and
- The links between the programme and professional licensure.

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Doc. Number: 300.1

Quality Standards and Indicators
External Evaluation of a Program of Study

Institution: UCLAN Cyprus

Program of Study: MSc Forensic Psychology

Duration of the Program of Study: 1 year full-time, 2 years part-time

Evaluation Date: 20th June 2017

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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Tony Beech	Professor	University of Birmingham
Vince Egan	Assoc. Professor	University of Nottingham
Gavin Oxburgh	Assoc. Professor	Newcastle University
Marios Theodorou	Student	University of Cyprus
Maria Kouyoumdjian	Registered Clinical Psychologist	Private Practice

Date and Time of the On-Site Visit: 20th June 2017

Duration of the On-Site Visit: One day

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	Organization of teaching work						
		1	2	3	4	5	
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.						X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.						X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
1.1.3.1	The implementation of a specific academic calendar and its timely publication.						X
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel						X
1.1.3.3	The course web-pages, updated with the relevant supplementary material						X
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training						X
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment						X
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.						X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						X
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.							
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X	
1.1.8	Control mechanisms for student performance are effective.							X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.							X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.1.6 = N/A due to course not started yet</p> <p>all other answers are self-explanatory – see also additional report from EEC</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study.</p> <p>β) the countries of origin of the majority of students.</p> <p>γ) the maximum planned number of students per class-section.</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.					
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.					
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.1 - 1.2.5 – The EEC did not have access to the weekly lectures or module guides so cannot answer these questions. See also additional report from EEC</p>						
1.3	Teaching Personnel	1	2	3	4	5

1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.			X		
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:			X		
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.		X			
1.3.2.2	Publications within the discipline.				X	
1.3.3	The specializations of Visiting Professors adequately support the program of study.				X	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					X
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					X
1.3.11	The program's <u>Coordinator</u> has the qualifications and			X		

	experience to efficiently coordinate the program of study.				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See also additional report from EEC. In terms of 1.3.4, the EEC are unable to answer this question and for 1.3.11, the EEC felt that although she has the necessary professional qualifications, forensic psychology does not appear to be her main specialism. As noted in the additional report, a co-director would be complimentary.</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.			X		
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.			X		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.			X		
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			X		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
2.1.2. There was no map available						
2.1.3. Staff need to ensure that supervisors for clinical work will have to conform to legal requirements in Cyprus in order to be applicable for licensure.						

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.

See also additional report from EEC

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				X	
	2.3.2.1 the members of the academic personnel				X	
	2.3.2.2 the members of the administrative personnel				X	
	2.3.2.3 the students.				X	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				X	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See also additional report from EEC</p>						
2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:				X	
	2.4.5.1 The provisions regarding unit credits			X		
	2.4.5.2 The expected learning outcomes			X		
	2.4.5.3 The methodology				X	

	2.4.5.4	Course descriptions				X	
	2.4.5.5	The program's structure				X	
	2.4.5.6	The admission requirements					X
	2.4.5.7	The format and the procedures for student assessment				X	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.						X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.						X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X	

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

See also additional report from EEC

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

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

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

See also additional report from EEC

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.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					X
2.6.3	Benefits, for the society, deriving from the program are significant.					X

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

See also additional report from EEC

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.				X	
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			X		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference					X

	minutes, publications etc.					
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.					
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.					
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				X	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Need psychometric tools</p> <p>3.1.5 & 3.1.6 – unable to answer</p> <p>See also additional report from EEC</p>						
<p>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</p>						

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			X		
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					X
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.					X
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					X
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					X
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					X
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator. See also additional report from EEC						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources					X

	of the program of study, allow for the development of the program and of the academic / teaching personnel.					
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					

5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

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

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

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is	

compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

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

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

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

See additional report from EEC

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

Name:	Signature:
Tony Beech	
Vince Egan	
Gavin Oxburgh	
Marios Theodorou	
Maria Kouyoumdjian	

Date: 21st June 2017