

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution:INTERCOLLEGE.....

District:NICOSIA.....

Name of the Program of Study in Greek: ΑΙΣΘΗΤΙΚΗ (4 Έτη / Πτυχίο)

Name of the Program of Study in English: AESTHETICS (4 years / BSc)

Department: Professions of Health (ΣΧΟΛΗ ΕΠΑΓΓΕΛΜΑΤΩΝ ΥΓΕΙΑΣ)

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

Faculty:n/a.....

Program Status (check where applicable):

- New Program of Study:No...
- Currently operation Program of Study:
 - Registered but not evaluated
 - Evaluated and accredited by SEKAP
 - Evaluated by the Cy.Q.A.A. and did not get accreditation(2017)

Program Category (check where applicable):

- Conventional
- ~~Distance Learning~~
- ~~Inter-university (Name of collaborating university/ies)~~

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INSTRUCTIONS:

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

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

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Kalliopi Dodou	Chair / Associate Professor	University of Sunderland, Health Sciences and Wellbeing
Evangelia Protopapa	Member / Professor	University of West Attica, Aesthetics and Cosmetology
Zeeshan Ahmad	Member / Professor	De Montfort University, School of Pharmacy
Fani Nicolaïdou	Member	Cyprus Association of Beauticians
Nektaria Chrysanthou	Member	University of Cyprus, Chemistry department

INTRODUCTION:

I. The External Evaluation procedure

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

The required document (200.1) was provided in the English language to the External Evaluation Committee (EEC) by the CYQAA, well in advance of the scheduled visit. The document contained sufficient detail of the Intercollege's regulations and procedures, and detailed module descriptors for all modules in Years 1, 2, 3 and 4 of studies. Considering that this program is instructed in the Greek language, it was clarified that the College had to translate the 200.1 from Greek to English for the External Evaluation process.

During the on-site visit, the EEC was welcomed by the Executive Director, the Coordinator of the Aesthetics Program and other relevant staff members.

A folder with additional documents (Feasibility study, list of guest speakers, list of social and philanthropic activities, list of main instruments and equipment, list of recommended bibliography, Erasmus+, etc). This program was evaluated in 2017 and did not get accreditation, therefore the structure of the previous program was also supplied for comparison with the revised one.

The Executive Director of the Intercollege gave a presentation about the Aesthetics program; its structure, module distribution per semester, industry links, employment opportunities, professional license and laboratory infrastructure.

The EEC then started elaborating on the programs' modules clarifying the module objectives and content with the Coordinator of the Aesthetics Program.

The EEC subsequently had the opportunity to meet and discuss with a selection of students from the unaccredited Aesthetics program.

After lunch, the EEC had the opportunity to visit the library and then to meet and discuss with the teaching staff and student admin team.

Subsequently, the EEC was shown around the beauty therapy and makeup labs.

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 200.1 was written in English and in sufficient detail. There were some minor translation errors on the document (from Greek to English) which were pointed out by the EEC.

The Executive Director, Coordinator of the Aesthetics Program, and all other relevant staff showed willingness to answer questions, and take on board suggestions and recommendations from the EEC.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- Organization of Teaching Work

The BSc syllabus is distributed across the 4 years of study in thematic modules, with defined teaching periods, weeks and allocated ECTS (European Credit Transfer and Accumulation System).

The overall assessment strategy and assessment methods caused confusion among EEC and teaching staff in relation to the % contribution of the attendance/participation element and how this % differs between modules that have only theory and modules with a mix of theory and laboratory classes.

- Teaching

The EEC didn't have the opportunity to observe a teaching session because the timing of the visit coincided with the student exams.

The EEC met and discussed with students from the unaccredited BSc program. The students were pleased with recent improvements in the quality of teaching and staff involvement. The students unanimously praised the revised curriculum as more comprehensive and updated in the Aesthetics field. They also praised staff for replying promptly to their emails. Students enjoyed their placements at Spas in Cyprus and abroad.

The concerns raised by the students are:

- Students from Greece expressed their concern about their employability prospects after graduation and queried whether their BSc may not be recognized in Greece.
 - The EEC discussed this with the Executive Director of Intercollege. The EEC recognizes that this matter is serious and that it has to be resolved with the Ministry of Education in Greece.
- Students suggested that the Semester B of the 4th year consists only of Management modules that are repetitive from previous semesters. Students expressed their willingness to have Cosmetology included in that semester. The EEC believes that this student comment gives Intercollege a clear message on the direction of this program, to incorporate Cosmetology elements and to bring the BSc to international BSc level standards.
 - The EEC was pleased to see that the revised syllabus of the 4th Semester includes Cosmetology. The incorporation of scientific labs on Chemistry and Cosmetology should be feasible considering Intercollege already has the relevant lab facilities for the Pharmacy degree and also appropriately qualified staff who is capable and willing for the above change.
 - Regarding the current Year 4 students, the EEC would like to suggest that Intercollege puts some Cosmetology classes in place.
- The Intranet is not being used by the staff; students tend to receive lectures from the lecturers via other media eg Viber.
- Feedback to coursework is non-existent, they just get a mark.

Considering the above, the EEC believes that there is scope for a lot of improvements on the Syllabus and teaching modes for the BSc.

The facilities are modern. Since the Intercollege is integrated with Nicosia University, the students benefit from access to excellent facilities (eg library)

The layout of the laboratories was deemed inappropriate by the EEC because:

- There was the same lab space for face treatments, makeup and body aesthetic procedures. According to standard operating procedures, there should be separate spaces.
- There were no windows or ventilation in the labs.
- The equipment was kept in a separate storage room and not in the actual treatment room.

The EEC suggests the equipment and the lab layout are not sufficient yet for BSc level.

The EEC was also shown around the Chemistry and Formulation labs from the Pharmacy degree and would like to suggest that these are also used during the Chemistry and Cosmetology modules of the BSc Aesthetics.

- **Teaching personnel**

There are 20 members in the teaching team for the BSc, including the Coordinator of the Aesthetics Program.

The EEC has been informed that staff who teach at HE institutions must have at least one qualification higher than the one they teach. Based on this law and after reviewing the CVs of Intercollege's teaching staff, the EEC noticed that 5 of the staff are educated only at BSc level and therefore they are not qualified to teach at the same (BSc) level.

- The EEC would like to recommend that this BSc cannot be accredited until the teaching staff has the appropriate qualifications.

The EEC met with the teaching staff to discuss their teaching experience. The observations from the discussion were:

- Staff opinion on module corrections and improvements are not always implemented by the program's management team.
 - The EEC would like to recommend a more efficient communication among the teaching team members.
- Staff is passionate and keen to improve the Chemistry and Cosmetology modules by the addition of lab sessions.

The representative of the Cyprus Association of Beauticians (part of the EEC) was pleased that the staff teaching the Aesthetics elements of the BSc were all registered with the Association.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
The Program's Purpose and objectives were rendered appropriate by the EEC.

- **Structure and Content of the Program of studies**

The EEC worked through the entire module structure with each of the module leaders to clarify learning outcomes and assessment methods.

As mentioned in Section 1 above, the overall assessment strategy and assessment methods caused confusion among EEC and teaching staff in relation to the % contribution of the attendance/participation element and how this % differs between modules that have only theory and modules with a mix of theory and laboratory classes.

Regarding the module content, the EEC gave detailed guidance on required corrections, such as:

- Iontophoresis is the correct term instead of ionisation.
- The eyebrow tinting learning outcome should be moved to Facial Therapy IV from Facial Therapy I.
- The Manicure & Pedicure module should be moved from Year 1 to 2nd semester of Year 2 or above, so as to be after the Dermatology.
- The Thesis module should contain laboratory classes to meet BSc standards for final year dissertations.
- A laboratory class per week should be added to the Electrotherapy module.
- Avoid repetitions among modules.
- There should be clear prerequisites to modules that would allow coherent progression based on the 50% pass mark. Eg
 - The Anatomy and Kinesiology modules should be prerequisites to the Exercise module.
- Etc, etc

The EEC recommends that the Program team checks carefully the modules and makes all corrections that were discussed at the meeting.

- **Quality Assurance of the Program of studies**

The Intercollege has a program review committee, a program evaluation committee and conducts Annual Monitoring Evaluations. The constitution of the committees is stated in the document.

The EEC would have liked to see more evidence of Quality Assurance processes such as peer-review, student feedback, examples of AMERs.

During the discussions, it was explained to the EEC that there are internal moderation processes for exam papers and coursework.

- **Management of the Program of Study**

The BSc is managed by the Executive Director who is responsible for financial aspects and there is a Coordinator of the Aesthetics Program, responsible for the syllabus. There are specific teaching staff leading each module of the BSc.

- **International Dimension of the Program of Study**

The previous BSc had Greek and Cypriot students. Intercollege must ensure that the BSc is recognized by the European Union before recruiting Greek students because the level in Greece is higher than this.

- **Connection with the labor market and the society**

There is no employability data; this would have been useful. The EEC suggests that:

- Intercollege supports its graduates to find a job.
- Keeps in contact with its graduates via an Alumni society.

A list of philanthropic activities was provided to the EEC on the day of the visit.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

There is no Research and Teaching synergy. The EEC advised the Coordinator of the Aesthetics Program to revise the Thesis module to include laboratory work; this could be the basis of research.

Besides, as mentioned in Section 1, Intercollege has appropriate science lab facilities for research activities that should be used for this BSc.

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

- **Administrative Mechanisms**

The EEC met with the administrative staff to discuss their individual roles and also issues that were raised from the discussion with the students.

Regarding the issue with the Intranet, the EEC was confused and surprised that staff was blaming the students and vice versa (*ie* students blaming staff)

Based on the lack of response to EEC's questions, the EEC is not convinced whether the admin staff understand their roles.

- **Infrastructures / Support**

The library was well organised and had a very good selection of books and online resources for the program. The EEC discussed with the librarian who explained that library resources are kept up to date.

The EEC reviewed the list of References for this BSc and noticed mistakes with the Referencing style and system.

- The EEC would like to recommend that the Harvard and Vancouver referencing styles are adopted by the teaching and program management team on all written documents. The correctness of the referencing system should also be assessed on students' coursework.

Please see evaluation of laboratories on Section 1.

- **Financial Resources Admin**

A breakdown of the budget (profit and loss) was provided to the EEC and it appears that investment has been made towards lab infrastructure, IT and software licences.

Based on our comments in Section 1, financial investment is required in the Aesthetic labs.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

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

Good practices

- Modern buildings.
- Various philanthropic activities.

Weaknesses

- The Greek graduates from this BSc will not be recognized in Greece.
- The module content requires corrections as explained in Section 2.
- Progression to following year is allowed even if the student has failed the module.

Suggestions for improvement

- All modules should indicate the correct “Prerequisite” and “Required” as evidence of the coherence of the syllabus
- The EEC would like to commend on the Intercollege’s efforts to reach and sustain high standards for this BSc.
- The EEC hope that the BSc continues to keep improving and adapting to the market demands.
- Weaknesses (as stated above and in previous sections) should be rectified.

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.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution:INTERCOLLEGE.....
Program of Study: ...AESTHETICS
Duration of the Program of Study: ...4 years.....
Evaluation Date:...Wednesday 16th January 2019

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

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

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

1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

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

Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Kalliopi Dodou	Chair / Associate Professor	University of Sunderland, Health Sciences and Wellbeing
Evangelia Protopapa	Member / Professor	University of West Attica, Aesthetics and Cosmetology
Zeeshan Ahmad	Member / Professor	De Montfort University, School of Pharmacy
Fani Nicolaïdou	Member	Cyprus Association of Beauticians
Nektaria Chrysanthou	Member	University of Cyprus, Chemistry department

Date and Time of the On-Site Visit: **Wednesday 16th January 2019**

Duration of the On-Site Visit:**full 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:					
	1.1.4.1	facilities				X
	1.1.4.2	library				X

	1.1.4.3	infrastructure						X
	1.1.4.4	student welfare						X
	1.1.4.5	academic mentoring						X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.							X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.							X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.							X
1.1.8	Control mechanisms for student performance are effective.							X
1.1.9	Support mechanisms for students with problematic academic performance are effective.							X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.							X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.							X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.							X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</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.							X

1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				X	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:				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					X

	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 Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.2.2: the EEC went through all CVs of the teaching staff of the BSc and noticed that there are no examples of publications within the discipline. 1.3.3: No evidence of Visiting Professors</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.						
2.2	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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.3: Please see the EEC's comments on Section 2.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p>						
2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X
	2.3.2.3 the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X

2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes					X
2.4.5.3	The methodology					X
2.4.5.4	Course descriptions					X
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements					X
2.4.5.7	The format and the procedures for student assessment					X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.	X				
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X

2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</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 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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.5.2: No evidence of Visiting Professors</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>						
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.

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

3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.		X			
3.1.9	Student training in the research process is sufficient.				X	

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

There is no evidence of research activity.

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

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			x		
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			X		

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

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					x
4.2.2	There is a supportive internal communication platform.			X		
4.2.3	The facilities are adequate in number and size.			X		
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			X		
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					x

4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			X		
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					x
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					x
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				x	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					x
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					x
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					

5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					

5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:</p>						
The maximum number of students per class-section, should not exceed 30 students.						
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.						
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.						

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies’ supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the					

	continuous and effective feedback provided to the students and it complies with the European and international standards.				
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>					

FINAL REMARKS – SUGGESTIONS

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

This is a 4 year BSc program on Aesthetics. The EEC believes that this BSc requires further improvements.

Please see a detailed list of the EEC's suggestions on the previous Sections of this report.

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

Name:	Signature:
Dr Kalliopi Dodou	
Prof Evangelia Protopapa	
Prof Zeeshan Ahmad	
Ms Fani Nicolaïdou	
Miss Nektaria Chrysanthou	

Date: ...Saturday19th January 2019.....