

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: 19 December 2023

- **Higher Education Institution:**
CYPRUS POLICE ACADEMY (CPA)
- **Town:** Nicosia
- **Institution Status:** Institution Status

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 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation visit of the Cyprus Police Academy (CPA) took place on Dec. 13-15, on site. Members of the External Evaluation Committee (EEC) consisted of: Professor Jenny Fleming (Chair), Professor Sebastian Roche and Professor Graham Ellison who are all academics specialising in policing and policing issues at European universities.

The evaluation consisted of interviews with multiple stakeholders (teaching staff, administrative staff, students, operational units, K9 unit), and the study of documentation provided by the CPA.

The acting head of the CPA and senior staff were present, and committed to engaging in a transparent conversation with the EEC. The Committee was provided with extensive written documentation by the CPA and also had the opportunity to view rooms and facilities on the CPA campus.

A detailed presentation of the structure of decision making processes regarding the Ministry of Justice and the CPA took place, allowing for a good understanding of the administrative and chain of command in which the CPA operates. The structure of the CPA across four schools as well as its administrative organisation was described. The partner organisation, University of Cyprus, was also present during the evaluation.

The EEC visited the premises of the CPA (teaching classes, training premises, library, IT room, search rooms, cafeteria, K9 unit, Emergency Response Unit).

B. External Evaluation Committee (EEC)

Name	Position	University
Jenny FLEMING	Professor of Criminology	University of Southampton
Sebastian ROCHE	Professor of Political Science	University Grenoble-Alpes, FR
Graham ELLISON	Professor of Criminology	Queen's University, Belfast
Elina Paraskeva	Student representative	Open University of Cyprus
Alexis Valiantis	Infrastructure expert	etek
Katerina Evaggelou	Student's welfare expert	University of Cyprus

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses		Yes / No	
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	No
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities	No	
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes
1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes	

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

- There are no drawings submitted for the buildings except for Bldg Γ which is not updated with all three floors.
- Note 1.1.1.2 – There is a general plan but does not contain all the required information.
- Note 1.1.2. – There is no Operating Licence available. It is noted that the school buildings have not been permitted by the regular procedure i.e. issuance of planning permit and then issuance of building permit. Instead and because the school is a governmental

organisation under the ministry of justice, as with all governmental organisations, the buildings have been permitted by a Planning Consent by the Dept. of Town Planning and therefore the local municipality of Aglantzia (which is the competent authority to issue the operating licence) does not have any jurisdiction over the school. CYQAA must decide whether to accept the non-existence of such operating licence.

- Notes 1.1.3.1 to 1.1.3.3
 - Bldg A is OK
 - Bldg B does not score satisfactory for Earthquake performance. The school must provide proposed solution.
 - Bldg Γ is OK
 - Bldg Δ is OK
 - Bldg MMAΔ A2 does not score satisfactory for Earthquake performance. The school must provide proposed solution.

1. Building Facilities

1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Poor
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Poor
1.2.3	Number of laboratories and their respective areas and capacity	Poor
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Poor
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Poor
1.2.6	Number of parking spaces designated for students	Poor
1.2.7	Number of parking spaces designated for teaching staff	Poor
1.2.8	Number of parking spaces designated for people with disabilities	Poor

NOTES

There are no drawings available. There are some drawings available for Building Γ which however are incomplete. The school must provide all the above drawings and documentation according to the requirements of CYQAA.

CLOSING REMARKS

1. CYQAA must decide whether to accept the nonexistence of an operating licence or a Certificate of Final Approval for the reasons mentioned above.
2. The school must propose means of rectification or provide clarifications for Bldg B and Bldg MMAΔ A2 which do not score satisfactory for earthquake performance due to the existence of short columns which are vulnerable to earthquake. It is noted that the School's Civil Engineers have issued a successful Inspection Certificate E.O.E. 104 for both buildings with the note that the school must fix the problem of the short columns.
3. The school must provide drawings for all buildings in a clear and organised manner showing all required information according to 1.2 here above.

The civil engineer evaluator proposes to CYQAA to grant the school with an extension of time to take care of all the above requirements.

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Not applicable
2.5	Counselling services	Satisfactory
2.6	Career office	Not applicable
2.7	Service linking the institution with business	Not applicable
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

The staff that supports the Student Welfare Services appears to be adequate for the number of trainees in the Cyprus Police Academy.

1. Special access for students with disabilities:

Due to the nature of the profession, CPA recruits trainees with mild disabilities, provided that they meet the entry requirements. These requirements include, a written examination, physical fitness tests and a certification by a government medical officer, to be of good health, sound in mind and body and physically and mentally fit to perform his/her duties on recruitment. The above are established based on the Police (General) Regulations.

However, as stated, in cases where students of CPA need support (i.e. after an injury), arrangements are made in order to help them overcome the problem and continue their training. For example, they can either suspend their training until they recover or help them continue their training by temporarily transfer the classroom on the ground floor of the Police Academy where appropriate facilities exist. Specifically, there is a ramp enabling access to the classroom, toilets for the disabled, and parking spaces for disabled persons.

2. Recreation areas:

The CPA provides many facilities for indoor and outdoor recreation areas including a room with pool table, ping pong table and a small gym. Outdoor recreation areas include a garden with kiosks and a football field. Trainees can use these facilities for free, using their police identity card.

Additionally, there is a canteen with a dining room.

3. Policy and statutes for academic student support:

The Support Office provide guidance and support services to trainees on a range of matters including academic issues, personal issues and general welfare.

Within the framework of the support provided to training and education at the CPA there is an electronic platform, offering the possibility for synchronous and asynchronous training sessions and facilitating student support through communication with their instructors and access to extra training material, to support the quality of the training provided.

Moreover, trainees can write a report to the School Commander or the Program Coordinator explaining the difficulties they face (e.g. learning difficulties, stress, mental issues) in order to get the academic or personal facilities.

4. Policy and statutes for financial student support:

There is no financial student support for trainees, as they receive a salary from the first day of recruitment.

Additionally, at the police Constables' Graduation Ceremony the following awards are granted:

- 1. The Recruit who achieves the highest score in the final evaluation of the Basic Training, receives the 1st prize (President of the Republic Prize for Distinguished Police Officers), including an amount of 1700 euro.**
- 2. The Recruit who takes the second highest score in the final evaluation of the Basic Training, receives the 2nd prize (President of the Republic Prize for Distinguished Police Officers), including an amount of 800 euro.**

5. Counseling services:

In cases where the Student Welfare Office cannot provide guidance to trainees with psychological issues they cooperate with the relevant Office of the Police regarding mental health and psychological wellbeing issues.

As stated, the Psychologist organises seminars, workshops and events to help students identify and develop their personal skills throughout the year.

6. Career office:

Not Applicable.

7. Service linking the institution with business

Not Applicable.

8. Mobility office:

The CPA organises conferences, seminars and training programmes for members of police organisations in other countries, while its members participate in international conferences, training courses and working groups where they are given the opportunity to acquire new knowledge and exchange experiences.

Additionally, in terms of the Erasmus+ programme and its bilateral agreements, the CPA hosts, from time to time, students from abroad, as well as members of other police organisations for training purposes. Moreover, it accepts students from various universities in Cyprus and abroad for the purposes of Practical Training in the field of Policing.

Moreover, the trainees can participate in a one week exchange program abroad. As stated, trainees went for a week to Germany at their last year.

9. Student clubs/organisations/associations:

Trainees can participate in associations such as the Cyprus Police Sports Association, the Cyprus Police Torch Run (Special Olympics), the International Police Association (IPA), the Welfare Fund, and the Police Association.

The CPA encourages students to participate in activities according to their interests, in order to socialize and gain experience. The last day of each semester is established as ‘Social Contribution Day’ where students organize charity events.

10. Other services:

Through the services of its experienced staff, Student Welfare Office coordinates the provision of the following services to trainees:

- **Student Card for recruits, Police Identification Card, Driving Permit, training certificates**
- **Clothing and other equipment**
- **Health and safety at the CPA and support in health matters**
- **Events**
- **Deals with any issues of administrative nature that may influence their training and career in the police.**

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory

3.4	Technical support	Satisfactory
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Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

The EEC viewed the library which is used by police trainees and consider it to be relatively well stocked with books covering a range of topics such as criminology, criminal law, police procedure. There were also a useful number of volumes in the English language pertaining to recent research on the police and international policing systems. The budget is generous and could be used more proactively to ensure students have access to current knowledge and evolving systems of policing. One issue concerns the building itself which is rather small and somewhat cramped which potentially limits the ability of students to use the area as a study space. The librarian appeared to be helpful and had a good knowledge of what the library stock related to. Bar the issue of space we consider the library to be satisfactory.

The EEC did not have any sighting of technological or technical support. We have entered satisfactory in the absence of a N/A option.

The EEC was shown two computer rooms for use by trainee recruits. Both rooms had an acceptable number of PCs for use by recruits and the equipment appeared to be functional. It should be noted however, that the PCs themselves appeared to be relatively old (given the rapid advances in such technology) and were not of the newer 'all in one' variety. Nevertheless, they all had internet connectivity and appeared functional for their intended purpose.

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- **The report may also address other issues which the EEC finds relevant.**

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
1. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	4
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	2
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	3
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	5
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC was provided with two large volumes of written documentation which included that relating to the overall mission of the institution as well as mechanisms for quality assurance and internal review of individual modules. By and large the EEC viewed this documentation favourably and feel that the CPA is satisfactory across many

areas. Nevertheless, some more attention needs to be directed towards the setting of short, medium and long-term goals and robust mechanisms for assessing their realisation in practice. While the CPA currently lists its goals and objectives it is not clear by what criteria they are being assessed and if necessary, revised.

1.2 Connecting with society

1 - 5

1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	3
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	3
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	3
1.2.4	The Institution has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any)

From the documentation reviewed by the EEC we regard the CPA as being broadly satisfactory in how it connects and engages with wider society. Nevertheless, the EEC felt that more could perhaps be done to feed back from the public (society) into the issues taught at the CPA. For example, public satisfaction surveys conducted with the Cyprus police generally could feed back into training and engage with some of the issues that appear to be of public concern. At present it is not clear that such a dialectical process is occurring and there is a slight sense that training is rather siloed and conducted in the absence of any community / wider society inputs.

1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	3
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	N/A
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	3
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	3

1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	N/A
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

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The EEC was impressed by the quality of recruit that the CPA was able to attract (both in terms of entrance criteria but also in discussion with students). We were also impressed by the large number of teaching staff who possess higher / advanced educational qualifications which were obtained from European and United States institutions. Nevertheless, there are perhaps two aspects that the CPA should perhaps focus on or at least consider. It is not entirely clear to the EEC that an academic development plan exists and how tutors can progress within their particular role and perhaps this should be discussed as part of an annual appraisal process. The second, concerns the role of research and we do not feel the current logistics of the training curriculum and staffing levels within the CPA are conducive to staff conducting research within their normal job role. While some staff are undertaking research and publishing it is clear that they are doing this outside of their normal teaching duties.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The EEC was impressed by the dedication and commitment of teaching staff in the CPA. We feel that the CPA also takes reasonable steps to monitor satisfaction with its training curriculum and take steps to modify if necessary. There are some areas where improvement might be sought: For example, the recruitment, appointment and promotion process for teaching staff at the CPA is not subject to open competition. The EEC had little understanding of the transparency and the quality of the processes and indeed, who is part of the decision-making process in this context. The process could be further improved by publicly advertising these roles and the qualities set for candidates to be selected as part of an open competition framework.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The dedication and commitment of teaching staff to the recruit curriculum; a highly collegial work environment; student satisfaction with the programme of training offered to them; reasonable steps to provide student welfare.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The practice of not employing non-police accredited external staff with professional merit and experience should be reconsidered. A mechanism to ensure professional development within the CPA should be devised with individual career aspirations addressed by way of a more formalised academic plan.

Please select what is appropriate for each of the following sub-areas:

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Partially Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
2.1.4.1	The teaching and learning	5
2.1.4.2	Research	3
2.1.4.3	The connection with society	3
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	4

2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	3
2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	N/A
2.1.8	Graduates receive documentation explaining the qualification gained.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC was content that many areas of educational provision within the CPA were of satisfactory or higher standard. The CPA meets and in some cases exceeds quality assurance expectations in some areas (programme and module review; responding to student views of the programme, publishing quality assurance criteria) but as noted in 1.2 [above] there are some areas where improvement is required e.g. including society / community views into the overall training programme and attempting to tailor training in ways that meets societal and community expectations. This can be done via a more consistent approach to the use of survey and other quantitative / qualitative measures of community / society satisfaction.

2. Quality assurance

2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the	5

	learning opportunities available to the students as well as graduate employment information.	
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	4
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.10.1	Building facilities	3
2.2.10.2	Library	4
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	3
2.2.10.4	Technological infrastructure	3
2.2.10.5	Support structures for students with special needs and learning difficulties	N/A
2.2.10.6	Academic Support	5
2.2.10.7	Student Welfare Services	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC felt that the mechanisms for ensuring the quality of the programme of study offered by the CPA were generally of a good standard and equivalent to those adopted in the EEC's home universities. The EEC was provided with detailed written information about the quality assurance mechanisms in place for each module as well as the programme as a whole. As far as we could tell the CPA is receptive to student feedback and will amend / change aspects of the curriculum or assessment to take account of this. The students that the EEC spoke with were generally very positive about their experience as a trainee police officer and by the accessibility of staff. The EEC did have some issues around the design of the building which looks and feels dated (although well maintained) and other aspects of infrastructural support, but in the main those aspects that relate to training and education are generally positive.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The programme of study is regularly monitored and sufficiently reviewed in order to meet its objectives and quality assurance obligations.

Overall, the buildings and physical facilities were deemed clean and well maintained. While there are good lecture spaces, communal rooms and spacious areas for teaching and learning there is a deficit of resources elsewhere. The library is reasonably well stocked but despite an apparently good annual budget - books are provided when requested rather than there being a concerted effort to keep the books/journals and other reading matter up to date.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The documentation provided demonstrates that students are well appraised of academic expectations (e.g. student workload) and allows for effective student progression through for example, the effectiveness of procedures for assessment and review. Students are involved with their training regularly with the CPA through student consultation and peer review. The EEC were shown the new Mentoring Space. This was fit for purpose and an asset to the relevant administrative staff and students.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

While we appreciate that it is not possible for students to use their own equipment for security reasons - the technology used in these rooms could do with some updating.

The CPA is in some urgent need of a purpose built gym to provide physical exercise, training and ongoing fitness facilities for staff and students.

A firearm range on site is required

Please select what is appropriate for each of the following sub-areas:

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	4
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	4
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	4
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	N/A
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	N/A
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	N/A
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5

3.8 The administrative structure is in line with the legislation in force and the Institution's declared mission.

4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC believes that the CPA maintains satisfactory quality assurance control over its curriculum for trainee recruits to the police service. A review of documentary evidence together with meetings with staff & students indicates that there are no main failings in either the quality or the monitoring of the existing curriculum. Many of the indicators of quality assurance that are in existence in other educational institutions including those of student feedback are in place.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

It is the view of the EEC that mechanisms for quality assurance monitoring of the programme for training police recruits are in place. Documentary evidence was extensive and illustrates that are well appraised of academic expectations (e.g. student workload) and allows for effective student progression through for example, the effectiveness of procedures for assessment and review.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

Students are involved with their training regularly with the CPA through student consultation and peer review.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC was broadly satisfied that existing structures for quality assurance are working well.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
3. Administration	Compliant

Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant
- 4 or 5: Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	4
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC is satisfied that the curriculum offered by the CPA is both well designed for police recruits and provides relevant opportunities for review. Students that met with the EEC were satisfied with the programme of study offered and did not make any major suggestions for change other than they would appreciate more practical experience in attending court.

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	N/A
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	4
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC met with a group of students and also conducted a walkaround of the relevant buildings. The buildings e.g. classrooms, library, the apartment used for training etc., were well maintained if a little dated. The library seemed rather on the small side, however and it was rather surprising to see that there was no purpose built gymnasium for physical education given that this occupies such a central role in police recruitment. The EEC does not have any major concerns about the quality of teaching at the CPA.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

From our observations we were able to determine that the provision of learning resources by the CPA to students was adequate.

The programme of study is regularly monitored and sufficiently reviewed in order to meet its objectives and quality assurance obligations.

Many of the buildings are well maintained and functional, if a little dated.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

Students are involved with their training regularly with the CPA through student consultation and peer review.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- 1. There are good lecture spaces, communal rooms and spacious areas for teaching and learning there is a deficit of resources elsewhere.**
- 2. The buildings comprising the academy estate are generally clean and well maintained. Nevertheless, this cannot disguise the fact that the academy building itself is rather dated and antiquated. Some classrooms for example are small and few of the rooms are designed to facilitate student centred learning and interactive practice. For example, where students sit at circular tables which encourages them to work in groups and participate in learning activities.**

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	4
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	4
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC is satisfied that the CPA curriculum for new recruits is taught by experienced teachers / lecturers, many of whom hold higher degrees from reputable academic institutions both in Cyprus and elsewhere. Perhaps more could be done to interlink the practical curriculum with those theoretical aspects at the University of Cyprus but this is probably an ongoing endeavour that will mature in time. We understand that in the last recruitment round the intake of students doubled and this may potentially impact on access to physical / technical training resources (e.g. laboratory work for forensics etc.,) but this did not appear to be an issue currently. Nevertheless, if recruitment continues to increase then some planning consideration should be given to the resources made available for the physical / technical aspects of the curriculum.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

We were not provided with this information.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The EEC finds that human resources are adequate to support the study programme under normal conditions. However, the current circumstances put an important strain on administrative human resources with a rise in the number of students from 100 in 2020 to 416 in 2023.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The EEC considers the qualifications of staff for technical training and those theoretical aspects of the curriculum to be satisfactory in relation to the programme offered.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

In the absence of an adjustment in the number of administrative staff who currently seem to be doing two or more jobs, there will be a significant impact on teaching staff, and eventually on the student experience

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	2
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	2
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	2
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	2
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	1
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	1
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	1
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	1
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	N/A
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	N/A

6.11 The programmes of study implement the Institution's recorded research policy.

1

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The structure of the current curriculum does not appear to facilitate independent research in association with other teaching and administrative duties. For this to happen then there would need to be some provision for either reduced teaching loads or for staff to take sabbatical periods of leave. However, this is an issue for the CPA going forward and while we would not wish to be critical of any move towards a more research oriented culture, we would suggest that the implications of this are thought through for existing teaching and administrative workloads. In addition, the fusing of technical and theoretical components of police research often works best if an outside higher educational institution is involved and again this would have to be subject to discussion about the scope of what can be achieved within the current organisational framework.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The EEC is satisfied that the CPA programme is aligned with institutional strategy, well designed and provides a solid foundation for police trainees to undertake professional policing duties in the Republic of Cyprus. As such, we feel that the practical and to a lesser extent, theoretical components of the training curriculum are generally well supported. What is less obvious however, is the degree to which members of the academic staff can devote any significant amount of time to research given their existing teaching and administrative workloads. Furthermore, any significant move towards a more research oriented culture will also depend on the support of a partner institution such as a university.

It will be helpful to ensure the interconnection between the practical and theoretical aspects of student learning across the curriculum is more developed. For example, the relation between fundamental rights and crowd management could be informed by up to date social scientific research in policing studies.

The University of Cyprus is clearly seeking to extend students' understanding of research and there was some discussion about using research in the Policing and Society or Police and Human Rights course as part of one assessment.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The programme provides what it is designed to do i.e. provide recruits with the basics of a career in police work.

The assessment procedures across modules at the Academy and at the University were consistent, transparent and fairly applied to all students as far as the EEC could ascertain. The student appeals procedures are clearly outlined and made available to students.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

In the absence of a discernible research culture the CPA does not currently fully promote synergies between teaching and research.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Partially Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	N/A
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	N/A
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	2
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Institution's external audit and the transparent management of its finances are ensured.	N/A
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Generally the EEC is happy to report that the CPA provides a well thought out programme for the training of police recruits. This appears to be conducted efficiently with motivated staff and eager students (based on our discussion). The CPA's mission statement needs to be clarified somewhat and more emphasis should be paid to the setting of short, medium and long-term goals and how these can be evidenced and realised. The Committee had no access to information about the Institution's financial resources and how they were spent.

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

From our meetings with academic staff, administrators and students we acknowledge that the CPA provides a training regime for recruits which is of a comparatively high standard. We did not come across any obvious areas which demanded a fundamental rethink in policy and there were only a few aspects where some attention may be required. For example, in clarifying the mission statement of the organisation and linking it more clearly to measurable goals and objectives. But overall our view is that the CPA does what it sets out to do i.e. train police recruits.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

The dedication, energy and commitment of the teaching staff and the enthusiasm of trainee recruits was noted.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

There is nothing that requires fundamental change here other than to note the comment about the CPA's mission [as above].

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Compliant

E. Conclusions and Final Remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

We would like to thank the CYQAA for the opportunity to review the CPA and to the staff and students of the academy itself who made us feel welcome.

During our two-day visit we had the opportunity to meet and discuss members of the academic, administrative and support staff and were also provided with extensive documentary material and in this respect we would like to thank the programme director for making this available to us in such an accessible format.


Our overall perspective of the CPA is that it is providing a satisfactory and in some cases very good programme of training to police recruits in Cyprus. What was particularly noticeable was the energy and commitment of academic staff and we were also impressed by the enthusiasm of those student trainees that we met. In this sense we believe that the CPA is doing what it sets out to do: providing the background training and knowledge to allow trainees to become police officers.

As with any review exercise there are of course going to be areas that are deemed very good and others that perhaps require a little more effort. In this respect there are four general areas that we feel could be improved. We have alluded to these in this report but feel it is perhaps useful to mention them again here:

1. There needs to be a closer tying of the CPA's mission statement to aims and objectives that can be measured over the short, medium and longer term.
2. The training programme itself might be more usefully infused with society / community views about policing and police work. To this end, the CPA might either take account of local satisfaction surveys or if these are not conducted then it should commission its own.
3. There is the issue of research and the degree to which training can be informed by research led practice. However, we fully recognise that this is perhaps not doable currently given the teaching and administrative commitments of CPA staff.
4. We feel that there are some issues with the campus estate (its age) and the lack of specific provision for physical education which seems rather anomalous given the centrality of fitness to the recruitment and training programme.

We are happy to note that we did not come across any particular aspect of the training programme offered by the CPA that gave us any major cause for concern. To this end we are happy to conclude that in our view the CPA provides an educationally appropriate programme for the training of police recruits in Cyprus.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof Jenny Fleming (Chair)	<i>Jenny Fleming</i>
Prof Sebastian Roche	
Prof Graham Ellison	Graham Ellison
FullName	<input type="text"/>
FullName	<input type="text"/>
FullName	<input type="text"/>

Date: 19 December 2023

