



Doc. 300.1.2

Date: 05/01/2022

Higher Education Institution's Response

- **Higher Education Institution:**
C.D.A. College

- **Town:** Limassol

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

«Πτυχίο στην Αστυνομική Διοίκηση» (4 Έτη/240 ECTS)

In English:

Police Management (4 years / 240 ECTS, Bachelor)

- **Language(s) of instruction:** English

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Findings

The programme is coherent. It is based on a standing programme since 2011 with several graduates over the years. There are regular meetings with teachers and a well-developed Quality Assurance Framework.

This programme has a formal status and is publicly available. All members of the Faculty are involved in supporting all aspects of the programme; indeed many of the administrative staff have been working at CDA for many years.

The online remote visit enabled members of the panel to hear presentations from all members of the faculty both staff and students and to ask questions about all aspects of the programme.

The programme of study is designed with programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes – evidenced within the teaching materials for each module. All members of the Faculty are designed in the development of the programme and each module is taught by an expert within that discipline. The programme is up to date and due to Covid, has had to undergo some changes, moving to online delivery. Most of the modules are now back for F2F delivery but this is subject to the requirements imposed by Covid regulations. There is a logical sequence of progression of the modules through the course and an impressive variety of subject being delivered at a high level. No overlaps between courses was evident and the teaching team appeared to be well aware of what their colleagues were teaching. The course is taught in English by a variety of methods using different pedagogic approaches to support student learning. During the time lectures were delivered online, these were recorded but delivered live and this facilitated discussion to continue between tutors and students. Library facilities remained available to students during Covid lockdown with special arrangements put in place for collection of books.

The course admits approximately 20 students per year and the panel were informed that the pass and progression rate is normally 100%. The normal graduation time is 4 years.

The committee is very pleased to see that a Research Centre is operating. The Centre was established to provide an independent platform for researchers across the island. Research at CDA College is concentrated in the areas of Humanities and Social Sciences, Pure and Applied Sciences, Marketing, Economics and Management and other emerging global issues. The research team has set as their main objectives the constant presence in academic conferences, seminars, publications in research journals and the development of research. The College has already set a policy with clear research incentives and all faculty staff should be involved and provide evidence of research activity every year. According to the documents submitted, the Centre has participated in and/or organised several seminars and conferences during 2016-21; 4 of them refer to security, risk and social anomie. The activities of the Centre are already included in *The Cyprus Research Facts: The Research Journal of CDA College*. We look forward to this to be reflected in the programme of Police Management in the near future, so that the students can benefit from the initiatives.

The committee is pleased to see that support mechanisms for students and teachers are established. The organization is providing support for special needs of students.

Strengths

1. This is a unique programme in Police Management within Cyprus along the other one of the CDA College in Limassol. We met very enthusiastic and highly committed staff across both the academic and administrative departments. Staff members are actively engaged in the field and are aware of the latest developments in practice. The links with employers seem to be well established and provide good employment opportunities for graduated students. This is a selling point for the program and this should be explicitly articulated in the course materials and publicity materials for CDA students.
2. We are pleased by the college's provision of bespoke handbooks for students. Moreover, there is a regular procedure of ordering new books every semester.
3. The whole team appear committed to providing the best learning experience for the students. It is a small cohort so this is manageable. Pastoral and welfare assistance is in place. Resources are good and tutors and administrative staff are helpful – even continuing their assistance to students after they have left the course and graduated.

Areas of improvement and recommendations

1. It would be helpful if the program introduced a module on Criminal Procedure Law, which is totally missing from the course. Even though the course does not only prepare police officers - since it is designed for students intending to pursue a career in law enforcement agencies in public and private sectors - it would be necessary the teaching of criminal procedure law. Criminal procedure law regulates the methods used to investigate and prosecute a crime, as well as to protect the rights of the defendant.
2. According to the students, they wish they had more practical knowledge with onsite visits to institutions of crime control and contacts with certain target groups and specialists.
3. There are no problems specifically but online lectures would benefit from tutors turning on their cameras so that students can actually see them when they are delivering a lecture.
4. Some of the reading lists are slightly out of date and need amending. An appendix is attached to this document outlining our suggestions.

Response of the Higher Education Institution (HEI)

1. As per the suggestion of the External Evaluation Committee (EEC), CDA College has introduced a new module on Criminal Procedure Law which regulates the methods used to investigate and prosecute crime, as well as, to protect the rights of the defendant. (Appendix 1)
2. As per the students' request and suggestion of the EEC, the College has added more onsite visits to institutions related to the programme of studies so as the students to gain more practical knowledge of crime control. Additionally, CDA College has introduced various police or laws specialists as guest lecturers to talk about their experiences on criminal events and investigations. (Appendix 2)

3. Due to the pandemic Covid 19 the College has introduced online lectures as per the instructions of the CY.Q.A.A. agency. Some of the tutors turned the camera on only in the beginning and at the end of the lecture. As per the EEC suggestion, from now on all the tutors will turn their cameras on during the whole lecture so students can actually see their tutors and have more interactive interface during the lecture.
4. As per the suggestion of EEC, the College has already enriched the library by buying all the suggested books. The College's library is fully equipped and every semester is updating all the library materials with updated editions and scientific journals, new electronic platforms, Databanks, Infotrack, upgraded VPN services for students and academic staff. Additionally, CDA College has four (4) libraries in Nicosia, Limassol, Larnaca and Pafos capitalizing on interlibrary loans. The students can immediately borrow books from one library to the other. (Appendix 3)

The comments of the EEC are very positive and the **1st section Study programme and study programme's design and development** is evaluated as fully Compliant by the EEC.

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

1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

Non-compliant/ Partially Compliant/Compliant

Compliant
Compliant
Compliant
Compliant

2. Student – centred learning, teaching and assessment

(ESG 1.3)

Findings

CDA College encourages students to take an active role in creating the learning process, and the assessment of students reflects this approach. CDA College consistently applies pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification. Students’ assessments correspond to the European Qualifications Framework (EQF).

Students are well oriented into the programme from the outset. There are library orientations and study skill sessions. Resources are good both within the library and with respect to the physical space the students occupy whilst on campus. There are private study areas and a social area. The course caters for a relatively small number of students so this assist with a personal approach to their learning.

For students who may have welfare or other learning needs or problems named members of staff are allocated to assist with these issues.

The programme teaching and assessment is based around agreed objectives and learning outcomes. These are evidenced within all module specifications that were made available to the panel. The pedagogic approach is to use a variety of different teaching methods and learning aids and technology has of course been a big part of this during the pandemic with tutors and students having to move online for a period of time. This appears to have gone as well as it is possible given the situation that all HE institutions have been in. The students were complimentary about how the tutors had supported them during this time and since. It is worth noting that for some students, they have not had the opportunity to come onto campus at all because of this situation. This is unfortunate but teaching has during this time been delivered remotely using live links and all sessions have been recorded so that student can watch again at their leisure.

Students commented that for some session, tutors did not turn their cameras on and they would prefer it if they could see the tutors as it makes it a more human experience. As we have slowly been returning to F2F teaching, some students commented that they had not yet returned to F2F teaching whilst other courses had. It may be that there are issues relating to Covid guidelines that we are not aware of, that are influencing this.

Students felt that the tutors were friendly and helpful and knowledgeable. They commented that the course was perhaps heavy on theoretical material and they would like more practical elements to it. Of course during this pandemic this has proved difficult.

Assessments are varied with a combination of assignment based tasks and end of semester examinations. There are effective plagiarism systems in place. The online platform used is Moodle.

Strengths

1. The evidence provided for teaching is good and there are a great variety of modules delivered to what appears to be a high standard by well-qualified staff who genuinely seem to care about their students. The students appear happy with the course, well taught and well integrated into the programme.
2. Assessment is appropriate, transparent, objective and supports the development of the learner. The criteria for assessment, as well as criteria for marking, are published in advance. Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.

Areas of improvement and recommendations

1. Although practical and theoretical studies are interconnected, students expressed that more practical training would support achievement of planned learning outcomes and meet the needs of the stakeholders.
2. Students' involvement in the research environment should be encouraged.
3. Covid allowing, it would be good for the students to move back to F2F teaching across all programme. Whilst this is not possible tutors should consider turning their cameras on whilst they are teaching so that students can see them.
4. It would also be beneficial if students were encouraged to use more online databases for their research, such as Scopus and Web of Science.

Response of the Higher Education Institution (HEI)

1. As per the suggestion of EEC, the College has further reinforced the practical aspects of the programme. During almost in all modules of the program there are case studies on criminal matters which promote the in depth knowledge of the theories but also enhance the practical application. Furthermore, in order to gain more practical experience and training, the College has enriched the program with more onsite visits to institutions related to the programme of studies so as the students to gain more practical knowledge of crime control and achieve the planned learning objectives. Additionally, CDA College has introduced various crime/law/target groups and police specialists as guest lecturers to talk about their experiences on criminal events and investigations. (Appendix 2)
2. As per the program of study assessment requirements, the students are expected to do assignments in each module where they are involved in research in order to do these projects. Moreover, the final year students are expected to do a final research project/thesis in order to graduate. As per the suggestion of EEC, from now on the best final projects/thesis will be selected and included in the publication of the College Research Journal "The Cyprus Research Facts Journal". This will provide to students more direct involvement in the research environment.
3. If the Covid conditions and pandemic instructions by the Government and CY.Q.A.A agency allow the face to face teaching, then the College will move back to F2F teaching method. Of course as already mentioned earlier, if this is not possible, the tutors will turn their cameras on whilst they are teaching so that students can see and have interactive interface during the lecture.
4. The College has already many online databases, however, as per the EEC suggestion, the College's library has also introduced the suggested additional online databases such as Scopus and Web of Science for the students' research and assignments. (Appendix 3)

The comments of the EEC are very positive and the **2nd section Student-centred learning, teaching and student assessment** is evaluated as Fully Compliant by the EEC.



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

- 2.1 Process of teaching and learning and student-centred teaching methodology
- 2.2 Practical training
- 2.3 Student assessment

*Non-compliant/
Partially Compliant/Compliant*

Compliant
Compliant
Compliant

3. Teaching staff (ESG 1.5)

Findings

The committee is impressed by the quality of the staff. The research environment will strengthen the staff further. Expanding training opportunities for teaching staff in the future would be helpful.

We know that the College has established itself in the relevant academic networks, but the research environment amongst both staff and students would be enhanced if CDA college was more proactive regarding establishing collaborations with other Universities and looking to undertake research collaboration through writing and research bids with other academics.

The majority of the staff members have a PhD and some are working on its completion, which the committee welcomes.

The teaching staff are very well qualified in their respective fields and are delivering a range of modules which appear to be within their subject specialisms and qualifications. Peer review of teaching is carried out to support teaching skills and to assess performance. Remuneration, performance and evaluation feeds into progression. Research interests that individual members of staff have and are involved with feed into the teaching framework and there is an expectation for staff to publish every year. Twelve staff were available for the online remote visit.

Strengths

1. There is robust system of teaching evaluations in place.
2. Staff are enthusiastic and well qualified.

Areas of improvement and recommendations

1. We have already mentioned that the reading lists for some of the modules requires updating. In some cases more recent editions of books on the required reading list exist. Some suggestions as to other text tutors might find helpful were made during the remote visit. See Appendix.
2. The rationale for calling module CRM 202 'Research Methods for Crime Scientists' was not clear. The course as it stands is not specifically indicative of crime science methods but is more a generic research methods course. This is entirely appropriate and therefore we would suggest that at the appropriate time this module is renamed as simply 'Research Methods.'

Response of the Higher Education Institution (HEI)

1. As per the suggestion of EEC, already replied above in sections 1.4 and 2.4, the College has already enriched the library by buying all the suggested books. Moreover, the College's library has also introduced the additional online databases such as Scopus and Web of Science for the students' research and assignments. (Appendix 3)
2. As per the EEC suggestion, we renamed the module CRM 202 'Research Methods for Crime Scientists' into CRM 202 'Research Methods'. (Appendices 4 & 5)

The comments of the EEC are very positive and the **3rd section Teaching Staff** is evaluated as Fully Compliant by the EEC.



Please select what is appropriate for each of the following *Non-compliant/ Partially Compliant/Compliant*
sub-areas: Sub-area

- | | | |
|-----|--|-----------|
| 3.1 | Teaching staff recruitment and development | Compliant |
| 3.2 | Teaching staff number and status | Compliant |
| 3.3 | Synergies of teaching and research | Compliant |

4. Student admission, progression, recognition and certification (ESG 1.4)

Findings

There is a good support system in place for students.

The admission requirements for the study programme are appropriate both for home and international students.

Strengths

1. The College pays attention to transparency in students' admission, progression and certification.
2. The College also pays particular attention to fraud prevention and plagiarism prevention and to ensure this is articulated to the students in their handbooks and in the course information.

Areas for improvement and recommendations

1. We have no general recommendations.

Response of the Higher Education Institution (HEI)

1. There are no general recommendations by the EEC.

The comments of the EEC are very positive and the **4th section Students admission, progression, recognition and certification** is evaluated as Fully Compliant by the EEC.

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

- | | |
|------------|---|
| 4.1 | Student admission, processes and criteria |
| 4.2 | Student progression |
| 4.3 | Student recognition |
| 4.4 | Student certification |

Non-compliant/ Partially Compliant/Compliant

- | |
|-----------|
| Compliant |
| Compliant |
| Compliant |
| Compliant |

5. Learning resources and student support (ESG 1.6)

Findings

During the virtual visit the committee was content with the infrastructure and facilities. There are specific facilities available for staff to work.

The committee was very pleased with the interactive online platform developed during the last 2 years of the pandemic. There were flexible options with different modes of delivery and learning as appropriate. There was a well thought out pedagogical strategy to cater for a variety of learning needs. Teaching and learning environment was very positive and interactive and meetings offer the opportunity to share good practices.

The physical library is satisfactory. The library is enriched with new electronic platforms, Databanks, Infotrack, etc services, as well as with e-libraries for students and academic staff. For students, access to online material will be important, including online Journals and e-books. We recommend that resources are invested into making sure that students are aware of open sources in the relevant field of Police management. The committee understood that links to online material are provided in the courses and welcomes this.

There is a well-developed and flexible system for monitoring student problems and offering support.

The student-administrative staff ratio is acceptable (50:1).

Teaching materials, equipment and the provision of study spaces is good and feedback from the students underpins this. Covid related contemporary requirements and changing needs have been dealt with effectively and efficiently and the risks of a move to remote learning have been assessed and dealt with appropriately.

Student feedback on support services, including welfare and pastoral support was good and a psychologist is available to students should the need arise.

Student mobility is also supported appropriately.

Strengths

1. The committee was impressed with the 15:1 student – teaching staff ratio.

Areas for improvement and recommendations

1. The committee recommends that the college reactivate the face to face instruction, as already mentioned above.

Response of the Higher Education Institution (HEI)

1. As already mentioned above, if the Covid conditions and pandemic instructions by the Government and CY.Q.A.A agency allow the face to face instruction, then the College will immediately reactivate the face to face teaching method.

The comments of the EEC are very positive and the **5th section Learning resources and student support** is evaluated as Fully Compliant by the EEC.



Please select what is appropriate for each of the following sub-areas: Sub-area *Non-compliant/ Partially Compliant/Compliant*

5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant



6. Additional for doctoral programmes
(ALL ESG)

N/A



7. Eligibility (Joint programme) (ALL ESG)

N/A

B. Conclusions and final remarks

1. Whilst we approve of the quality of the learning materials, it is important that the course team stay abreast of the latest academic and professional developments in this fast moving field. This applies to keeping reading lists as up to date as possible and in staff engaging with the cutting edge research developments within their respective fields and feeding their research and research interests into their teaching.
2. Students should be encouraged to access the latest academic journals and articles within each module specialism.
3. The course team might like to think about introducing a seminar series whereby students at all levels of the programme can come together to listen to their own tutors giving presentation about research and publications they are involved in and to invited guest speakers from other Universities and criminal justice organisations talking about the work that they are involved in.
4. A further suggestion to engage students might be to introduce a College journal whereby the best assignments for each year of the programme are selected by a panel of tutors for inclusion in an annual college publication. Students could be responsible for editing and managing this and this would also provide valuable exemplars for future students as well as an insight into the peer review process.

5. Appendix: Bibliographic Suggestions of the Committee

1.

Course Title: **Victimology**

Course Code: **CRM 103**

Typo in authors name, should read DOERNER

Replace 2014 edition with the 2017 edition

Daigle text 1st edition should be replaced with the 2nd (2019) edition of this book.

2.

Course Title: **Communication Skills for Police Personnel**

Course Code: **POL 102**

Suggest the addition of Kilgallon, M. & Wright, M. (eds) (2022) Behavioural Skills for Effective Policing, Critical Publishing.

3.

Course Title: **Private Security**

Course Code: **CRM 120**

Suggest the inclusion of Palgrave Macmillan's series in Crime Prevention and Security Management edited by Professor Martin Gill.

4.

Course Title: **Policing and Police Powers**

Course Code: **POL 103**

Required textbook (2005) edition should be replaced by the 2nd (2013) edition.

5.

Course Title: **Research Methods for Crime Scientists**

Course Code: **CRM 202**

Suggest the inclusion of Bryman's Social Research Methods 6th edition (2021) to the reading list for this module.

Suggest this course is renamed when possible to 'Research Methods.'

6.

Course Title **Final Project – Thesis I and II**

Course Codes **CRM 404 and 405**

In addition to the textbook used, INSTRUCTIONS to the students **How to write a diploma thesis** would be very helpful

easy Ptyxiakes, πτυχιακές-εργασίες.gr, Πως να γράψω μια πτυχιακή/διπλωματική εργασία;
<https://www.ptysiakes-ergasies.gr/?p=70>; https://www.ptysiakes-ergasies.gr/?page_id=6

Panteion University of Social & Political Sciences, Πάντειον Παν/μιο Κοινωνικών κ Πολιτικών Επιστημών
<https://library.panteion.gr/%cf%85%cf%80%ce%b7%cf%81%ce%b5%cf%83%ce%af%ce%b5%cf%82/%cf%83%cf%85%ce%b3%ce%b3%cf%81%ce%b1%cf%86%ce%ae-%ce%b5%cf%81%ce%b3%ce%b1%cf%83%ce%b9%cf%8e%ce%bd/>

University of Pireaus, Παν/μιο Πειραιώς, <http://es.uop.gr/esmet/images/domi-ptixiakis.pdf> University of Athens, Παν/μιο Αθηνών, Οδηγός Συγγραφής Πτυχιακής Εργασίας, users.uoa.gr › Final_Year_Research_Report_Publication_Manual_UoA.

University of Crete, Παν/μιο Κρήτης, Οδηγός Συγγραφής Διπλωματικών Εργασιών και Διδακτορικών, www.psychology.uoc.gr › odigos_syggrafis_diplomatikon_ergasion_teliko

Response of the Higher Education Institution (HEI)

1. The course team always stay well-informed of the latest academic and professional developments in the field of police management and criminal areas. The reading lists are kept up-to-date regularly in staff engaging with the cutting edge research developments within their respective fields and feeding their research and research interests into their teaching. For that reasons, as we mentioned above, in sections 1.4 and 2.4, the College has already enriched the library by buying all the suggested books. Moreover, the College's library has also introduced the additional online databases such as Scopus and Web of Science for the students' research and assignments. (Appendix 3)
2. Students are always encouraged to access the latest academic journals and articles within each module of the programme, that is why the library provides written guidelines to students of how to search for books or electronic databases to do their assignments or research projects. (Appendix 3)

3. As already mentioned before, the College have enriched the programme with seminars whereby students at all levels of the programme can listen to their tutors and other guest speakers from other institutions and criminal justice organizations talking about their experiences and work in the actual criminal justice environment and investigations either from police and lawyers. Additionally, the College has introduced on the program more onsite visits to institutions related to the programme of studies so as the students to gain more practical knowledge of crime control, to learn about the actual real life experiences on criminal events and investigations. (Appendix 2)
4. In order to further engage the students in research, as already mentioned above in 2.2, from now on the best assignments from each year and the final projects/thesis will be selected by a panel of tutors and included in the publication of the College Annual Research Journal "The Cyprus Research Facts Journal". This will provide to students more direct involvement in the research environment. Moreover, students will be responsible for editing and managing their work and this would also provide valuable paradigms for future students as well as an understanding into the peer review process.
5. The reading lists are kept up-to-date regularly at the end of each semester. The College has already enriched the library by buying all the suggested books. Moreover, the College's library has also introduced the additional online databases such as Scopus and Web of Science for the students' research and assignments. (Appendix 3)

Finally, the EEC evaluated the programme in all the sections very positively (Fully Compliant) and the College has already taken the appropriate actions and implemented all the suggestions mentioned by the EEC. In the above program, there is full compliance to the EEC's suggestions and the College applies high quality criteria and is constantly upgraded in accordance with the regulations of the Agency for Quality Assurance and Certification of Higher Education (CY.Q.A.A). As can be seen from our response, we have already taken immediate action and adopt the EEC's suggestions and recommendations.

The College firmly believes that the program "BA Police Management" has a lot to offer to the Higher Education and to the vital sector of police/criminal management. We once again point out the very positive evaluation of the program by the EEC which was fully compliant in all sections and the implementation of all the suggestions raised by the EEC, we look forward to your positive response.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Pantelis Ioannou	General Director of C.D.A. College, Chairman of IQC	
Dr. Andreas Tofaris	Director of Research Centre «Aristotelis» Member of IQC	
Dr. Pavlos Panayi	Head of ICT Department Member of IQC	
Mr. Efstathios Michael	General Director of C.D.A. College Pafos Member of IQC	
Mrs. Athena Koliandri	Director of International Affairs Member of IQC	
Mrs. Katerina Kyriakidou	Director of C.D.A. College Nicosia Member of IQC	

Date: 05/01/2022

Appendix 1 Criminal Procedure Law

Course Title	Criminal Procedure Law				
Course Code	CRM 324				
Course Type	Compulsory				
Level	Bachelor of Arts				
Year / Semester of Study	3 rd Year E Semester				
Lecturer's Name	Estelia Savvidou				
ECTS	6	Lectures / week	3	Labs / week	
Course's Aim and Objective	This course provides students with a comprehensive description of the rules of procedure to the practice of law. The aim of this course is to introduce students to the necessary skills for applying the principles of criminal procedure and the rules of practices as applied by the courts.				
Learning Outcomes	<ul style="list-style-type: none"> • Demonstrate a thorough knowledge of the legal, procedural and evidential rules of the criminal justice system in Cyprus. • Develop the skills necessary for applying the rules in a practical context. • Understand and be able to articulate the limitations imposed upon the police by the legal system. 				
Prerequisites	None				
Course Syllabus	Weeks	Content of the Course			
	1	Introduction to Criminal Litigation			
	2	Investigation of Offences and Proceedings I <ul style="list-style-type: none"> • Investigating offences • Order to produce documents • Application of Judge's rules 			
	3	Investigation of Offences and Proceedings II <ul style="list-style-type: none"> • Arrest and Search 			
	4	Proceedings in Prosecutions			
	5	Examination of Witnesses			
	6	General Provisions as to plea and procedure in all trials			
	7	Mid-term Examination			
	8	Special Provisions & Preliminary Inquiry			
	9	Execution and Recovery of Penalties			
	10	Appeals, Reserved Questions of Law			
	11	Supplementary Provisions I			

	12	Supplementary Provisions II
	13	Youth Justice
	14	Revision for the Final Examination
Methodology	Lectures, presentations, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations	
Bibliography	<p><u>Required Textbook</u></p> <p>Title: Εισαγωγή στο Κεφ. 155 Author(s): Κώστας Ηλία Σατολιάς Publisher: Νομικές Εκδόσεις Hippasus Year: 2017 ISBN-13: 978-9963-2493-0-5</p>	
Evaluation	50% coursework and 50% final examination. Passing mark: 50%	
Language	English	

Appendix 2 Onsite Visiting Institutions and Visiting Specialists

POLICE MANAGEMENT (4 Years, Plus an Optional Foundation Year, Bachelor of Arts)

Onsite Visiting Institutions

1. Central Government Prisons
2. Police Headquarters
3. Police Academy
4. Justice Courts
5. Rehabilitation Centre

Visiting Specialist - Lecturers

A/A	Name and Surname	Courses
1.	Rita Theodorou Superman <i>Member of the House of Representatives of Cyprus International Expert on Human Trafficking</i>	CRM420 Organized Crime
2.	Andreas Anastasiades <i>Head of Cybercrime Unit Cyprus Police</i>	CRM 313 Internet and Crime
3.	Maria Evangelou <i>Sergeant of Drug Law Enforcement Service Cyprus Police</i>	CRM 235 Addictions and Crime
4.	Charis Lapertas <i>Inspector of Crime Intelligence Bureau Cyprus Police</i>	POL 421 Police Intelligence CRM315 Criminal Profiling
5.	Marina Christodoulidou <i>Constable of Sub-Directorate of Communication, Public Relations and Social Responsibility Cyprus Police</i>	POL 102 Communication Skills for Police Personnel CRM 314 Crime, Media & Culture
6.	Markos Tapakoudes <i>Constable of Criminalistics Service Department Cyprus Police</i>	CRM 205 Criminal Investigation

Appendix 3 Library - Teaching materials (books, manuals, journals, databases, and teaching notes)

CDA College has already enriched the library by buying all the books suggested by the EEC. The College has fully equipped and enriched the library with updated editions and scientific journals, new electronic platforms, Databanks, Infotrack, upgraded VPN services for students and academic staff. Additionally, CDA College has four (4) libraries in Nicosia, Limassol, Larnaca and Pafos capitalizing on interlibrary loans. The students can immediately borrow books from one library to the other.

Bibliographic Suggestions of the External Evaluation Committee

1.

Course Title: **Victimology**

Course Code: **CRM 103**

Typo in authors name, should read DOERNER

Replace 2014 edition with the 2017 edition

Daigle text 1st edition should be replaced with the 2nd (2019) edition of this book.

2.

Course Title: **Communication Skills for Police Personnel**

Course Code: **POL 102**

Suggest the addition of Kilgallon, M. & Wright, M. (eds) (2022) Behavioural Skills for Effective Policing, Critical Publishing.

3.

Course Title: **Private Security**

Course Code: **CRM 120**

Suggest the inclusion of Palgrave Macmillan's series in Crime Prevention and Security Management edited by Professor Martin Gill.

4.

Course Title: **Policing and Police Powers**

Course Code: **POL 103**

Required textbook (2005) edition should be replaced by the 2nd (2013) edition.

5.

Course Title: **Research Methods for Crime Scientists**

Course Code: **CRM 202**

Suggest the inclusion of Bryman's Social Research Methods 6th edition (2021) to the reading list for this module.

Suggest this course is renamed when possible to 'Research Methods.'

6.

Course Title **Final Project – Thesis I and II**

Course Codes **CRM 404 and 405**

In addition to the textbook used, INSTRUCTIONS to the students **How to write a diploma thesis** would be very helpful such as:

- easy Ptyxiakes, πτυχιακές-εργασίες.gr, Πως να γράψω μια πτυχιακή/διπλωματική εργασία;
<https://www.ptysiakes-ergasies.gr/?p=70>; https://www.ptysiakes-ergasies.gr/?page_id=6

Panteion University of Social & Political Sciences, Πάντειον Παν/μιο Κοινωνικών κ Πολιτικών Επιστημών
<https://library.panteion.gr/%cf%85%cf%80%ce%b7%cf%81%ce%b5%cf%83%ce%af%ce%b5%cf%82/%cf%83%cf%85%ce%b3%ce%b3%cf%81%ce%b1%cf%86%ce%ae-%ce%b5%cf%81%ce%b3%ce%b1%cf%83%ce%b9%cf%8e%ce%bd/>

University of Pireaus, Παν/μιο Πειραιώς, <http://es.uop.gr/esmet/images/domi-ptixiakis.pdf> University of Athens, Παν/μιο Αθηνών, Οδηγός Συγγραφής Πτυχιακής Εργασίας, users.uoa.gr › Final_Year_Research_Report_Publication_Manual_UoA.

University of Crete, Παν/μιο Κρήτης, Οδηγός Συγγραφής Διπλωματικών Εργασιών και Διδακτορικών, www.psychology.uoc.gr › odigos_syggrafis_diplomatikon_ergasion_teliko

Moreover, the library is regularly upgraded with new editions of textbooks, magazines and e-databases. The new e-libraries EBSCO and Emerald has also many textbooks and scientific journals on all educational areas.

Here below are detailed numbers of books in our libraries.

- In total, in all libraries, we have thirteen thousand (13,000) books.
- In Limassol we have about 3,700 books which 550 of them are used for the Police Management programme.
- The number of books in the Nicosia library is: 3,317
- In Nicosia we have about 3,800 books which 600 of them are used for the Police Management programme.
- There are 650 books on the MBA Business sector.
- Most of the text books editions are from 2008 – 2020.
- Journals-Articles: 72, EBooks: 26, Databases: 25, General Information websites: 15, e-Libraries: 8.
- The total number of books in the other 3 libraries of the College (Limassol, Larnaca and Pafos) is 6,143.
- The College is a member of electronic libraries and databases.
- College has an interlibrary loan service with the University of Cyprus, Cyprus University of Technology and several Data Banks.
- The library is using DEWEY a worldwide known library classification system for organizing the library collections,
- OpenAbekt a cloud base system for cataloguing, loading and searching of books.
- There are 6 Computers with Internet connection and searching software
- Easy access to books, periodicals, scientific journals and other reference material
- SearchBank databases through its Internet facilities, stock of videos,
- Subscribed to the Travel and Tourism Online Platform: UNTWO e-Library <https://www.e-unwto.org/>
- Subscribed to the IFRS Foundation (International Financial Reporting Standards) so as to be-updated on the latest Accounting manuals and books.
- Connected with internet so that students will have free access.
- The library is regularly upgraded with new editions of textbooks, magazines and e-databases.
- CDA Library is also using e-libraries such EBSCO and Emerald and also students have VPN services through these e-learning platforms.
- “Moodle” the e-platform of CDA College has all the tutors teaching notes updated and available to all the students.
- Moodle is also the electronic platform for the online lectures
- Additional online databases: Scopus and Web of Science for the students’ research and assignments

Appendix 4 CRM 202 Research Methods

Course Title	Research Methods			
Course Code	CRM 202			
Course Type	Compulsory			
Level	Bachelor of Arts			
Year / Semester of Study	2 ND Year C Semester			
Lecturer's Name	Dr. Iosif Kafkalas			
ECTS	6	Lectures / week	3	Labs / week
Course's Aim and Objective	<p>This course is designed to introduce students to the language and methods of social science research as applied to the information needs of criminal justice practitioners and policy-makers. The primary objective of this course is to provide students with sufficient skills to understand, interpret and critically evaluate research studies and findings in the field of criminal justice. Students should also be able to understand the basic elements of research design, conceptualization and measurement of theoretical ideas, as well as sampling, data gathering, and interpretation of findings. As secondary objective, this course seeks to prepare students to conduct their own basic research and to provide a basis for understanding more advanced topics and recognize when research methods are properly and improperly applied.</p>			
Learning Outcomes	<ul style="list-style-type: none"> • Identify the ethical issues in criminal justice research; • Categorize the scientific approach to criminological research and social research philosophies; • Compare inductive and deductive reasoning in social science research, and explain the role of theory in each type of reasoning; • Choose probability and non-probability sampling methods; • Assess various sources of official crime data and evaluate their usefulness; • Validate the basics of various research designs and explain their advantages and disadvantages of each; • Manage to read a criminal justice research article with particular attention paid to the data and methodology section; and • Appraise the processes of operationalization and conceptualization of measures. 			
Prerequisites	None			
Course Syllabus	Weeks	Content of the Course		
	1	Course introduction/ Syllabus Review Purpose and Goals of Criminal Justice Research		
	2	Basics of the Scientific Method Quantitative VS Qualitative Methods		
	3	Issues and Traditions in Criminal Justice Research Literature Review and Readings of Journal Articles Case study→ Stanford Prison Experiment		

	4	Ethics in Criminal Justice Research General Ethical Principles Evaluating Ethical Principles
	5	Validity, Reliability and the UCR Classical Experiments Quasi Experimental and Other Research Designs
	6	Threats to Internal and External Validity Basic Principles of Sampling Types of Samples
	7	Introduction to Survey Research Conducting Survey Research and Evaluating Surveys
	8	Introduction to Scaling and Levels of Measurement Types of Scales and Uses of Scales
	9	Basics of Qualitative Research and Participant Observation Data Collection in Participant Observation
	10	Selecting a Setting, Recording and Analyzing Data Field Notes
	11	Types of Qualitative Interviews Conducting Qualitative Interviews
	12	Focus Groups Content Analysis
	13 -14	Types of Evaluation Research Performance Indicators in Evaluation Research Types of Evaluation Research Designs
Methodology	Lectures, presentations, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Preparation for mid-term and final examinations	
Bibliography	<p><u>Required Textbook</u></p> <p>Title: Social Research Methods Author(s): Tom Clark, Liam Foster, Luke Sloan, and Alan Bryman Edition: 6th Year: 2021 ISBN: 9780198796053</p> <p><u>Suggested Further Reading</u></p> <p>Title: Research Methods for Criminal Justice and Criminology Author(s): Michael G Maxfield and Earl R Babbie Publisher: Cengage Learning Edition: 8th ed. Year: 2017 ISBN-13: 978-1337091824</p> <p>Title: Introduction to Criminal Justice Research Methods: An Applied Approach Author(s): Charles C. Thomas, Vito, G.F.,Kunselman,J. & Tewksbury, R. Publisher: Springfield Edition: 2nd ed. Year: 2008</p> <p>Additional required reading will be distributed in class</p>	
Evaluation	50% coursework and 50% final examination. Passing mark: 50%	
Language	English	

Appendix 5 Structure of the Programme

POLICE MANAGEMENT (4 Years, Bachelor of Arts/240 ECTS)

Year One			
1 st Semester A		2 nd Semester B	
CRM 101	Introduction to Criminology	CRM 121	Criminal Law
CRM 102	Introduction to Criminal Justice	CRM 120	Private Security
CRM 103	Victimology	SOC 101	Principles of Sociology
POL 101	Introduction to Police Studies	POL103	Policing and Police Powers
POL102	Communication Skills for Police Personnel	MTH 121	Statistics I

Year Two			
3 rd Semester C		4 th Semester D	
CRM 145	Hate Crimes	CRM 205	Criminal Investigation
CRM 203	Correctional Systems	CRM 235	Addictions and Crime
CRM 201	Juvenile Delinquency	CRM 210	Ethics in Criminal Justice
MTH 102	Statistics II	POL 210	Police Psychology
CRM 202	Research Methods	MGT 323	Introduction to Management

Year Three			
5 th Semester E		6 th Semester F	
CRM 313	Internet and Crime	CRM 320	Interviewing Methods
CRM 306	Global Security	CRM 302	Crime Prevention
CRM315	Criminal Profiling	POL 410	Police Organization and Administration
CRM 314	Crime, Media and Culture	CRM 324	Crime Procedure Law
ENG 302	Advanced English	RUS 101 / GRE 101	Russian / Greek Language

Year Four			
7 th Semester G		8 th Semester H	
CRM 461	Terrorism	POL 411	Police Corruption
CRM 420	Organized Crime	BUS 302	Business Ethics
BUS 415	Human Resource Management		Free Elective
CRM 422	Analyzing Homicide	POL 421	Police Intelligence
CRM 404	Final Project – Thesis I	CRM 405	Final Project – Thesis II

Free Electives	
PA 301	Introduction to Public Administration
CAS 107	Casino Surveillance and Security
BUS 301	Organizational Behaviour
BUS 418	Public Relations

