

Doc. 300.1.2

Higher Education Institution's Response

Date: Date.

- **Higher Education Institution:**
Cyprus Police Academy

- **Town:** Nicosia

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

In Greek:

Πρόγραμμα Εκπαίδευσης Δοκίμων Πυροσβεστών (3 έτη, 192 ECTS, Ανώτερο Δίπλωμα)

In English:

Training for Fire Service Recruits (3 years, 192 ECTS, Higher Diploma)

- **Language(s) of instruction:** Greek
- **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 300.1.1/1 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. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The evaluation committee did note some concerns regarding the sequencing of courses. Due to a large intake of 259 recruits last year, resources were strained, and the cohort was divided into smaller groups following a different training sequence. This has raised concerns about students' progression, which could benefit from more consistency.p.9</p>	<p>The usual annual intake for the Fire Service is about 50 recruits who attend a consistent training pattern according to Director's Order 3/12. The program has been designed to address the usual intake into the Fire Service. However, due to the recent separation of the Fire Service from the Police, there was urgent and extraordinary need for the recruitment of 259 recruits. Nonetheless, after the recommendation of the Committee, levels for each module were set and the progression of skills were determined in a way that will ensure even more consistency to the sequence of semesters. See APPENDIX I</p>	<p>Choose level of compliance:</p>
<p>Additionally, there is room for improvement in how core skills and abilities are tracked across courses. Developing a comprehensive list linking specific skills (e.g., firefighting, teamwork, report writing) to courses would provide a clearer view of student progress.p.9</p>	<p>Following the recommendation of the Committee, a Core Skills Progress Report system was created (APPENDIX II), whereby a set of Core skills have been specified for the assessment of each recruit, for the whole duration of the three-year training. Each recruit is to be assessed on the relevant skills for each module (and the practical experience with portfolio APPENDIX IIa) by the instructor in charge (of each module) on a numerical scale of 1-10, thereby enabling the monitoring of the progress of each recruit. The progress report is to be attached to the existing Doc280 (interview and progress sheet) filled in for each recruit and accompanying him/her throughout his/her training (APPENDIX III). A second document, Doc 280b (assessment on Discipline) also accompanies the recruit throughout</p>	<p>Choose level of compliance:</p>

	his/her training and then filed in his/her personnel file (APPENDIX IV). Doc 280 is taken into account when assessing the recruits before they are given permanent status but also throughout his/her career in the Fire Service.	
Before the site visit, the ECC was concerned that students lacked theoretical knowledge before starting practical courses. However, the visit confirmed that theory is integrated into practical courses, which is a strength. A more detailed syllabus would clarify this.p.9	Course descriptions have been filled in with more details where appropriate, including a distinction between the teaching periods for lectures and the teaching periods for workshops/laboratories in each module as applied. The relevant amendments have also been made in the corresponding grading of the modules to demonstrate the interlinking of theory and practice. See APPENDICES V & VI .	Choose level of compliance:
The value of electives should be explained to the students and where possible accommodate their preferences.p.9	The need to attend one elective of a general education topic has been added on the general information sheet given to recruits at the beginning of the first semester. At the beginning of the first semester at the C.P.A., recruits are briefed on the whole of their training program (see APPENDIX VII). In addition, before the beginning of the fourth semester, recruits are briefed on issues relating to their studies at the University of Cyprus. The recommendation of the Committee has been noted for special briefing on the issue of the elective module which has also been added to the information sheet given to them at the beginning. APPENDIX VIII .	Choose level of compliance:
Module descriptors could benefit from more detail, including the names of responsible lecturers, course level, and descriptions of any laboratory components.p.10	Following the recommendation of the Committee, Course descriptions were filled in with additional details where appropriate, including names of lecturers, course levels, and a distinction between the teaching periods for lectures and workshops/laboratories in each module as applied. See APPENDIX V .	Choose level of compliance:

<p>Some of the students did not seem to be aware of their progression options within the Fire Service after graduation and some emphasis should be given in making them more aware.p.10</p>	<p>To ensure that all students receive information on their progression within the Fire Service, the relevant regulations have been added in the content of the module “Fire Service Legislation and Regulations I Π.Ν.&Κ. 101” in conjunction with the rest of the Fire Service Regulations. The Promotion Regulations of the Fire Service outline the criteria and the procedure for promotion purposes. See APPENDIX V.</p>	
<p>The programme’s intended course sequence is not always followed, particularly after the large intake of recruits last year. This inconsistency may hinder student learning progression and should be addressed to avoid future disruptions.p.11</p>	<p>The usual annual intake for the Fire Service is about 50 recruits who attend a consistent training pattern according to Director’s Order 3/12. The program has been designed to address the usual intake into the Fire Service. However, due to the recent separation of the Fire Service from the Police, there was urgent and extraordinary need for the recruitment of 259 recruits. Nonetheless, after the recommendation of the Committee, levels for each module were set and the progression of skills were determined in a way that will ensure even more consistency to the sequence of semesters. See APPENDIX I</p>	
<p>The programme could improve the system to track student progress in key competencies (e.g., firefighting, teamwork, report writing). A comprehensive framework linking these skills to specific courses would provide clearer oversight of student development.p.11</p>	<p>Following the recommendation of the Committee, a Core Skills Progress Report system was created (APPENDIX II), whereby a set of Core skills have been specified for the assessment of each recruit, for the whole duration of the three-year training. Each recruit is to be assessed on the relevant skills for each module (and the practical experience with portfolio APPENDIX IIa) by the instructor in charge (of each module) on a numerical scale of 1-10, thereby enabling the monitoring of the progress of each recruit. The progress report is to be</p>	

	<p>attached to the existing Doc280 (interview and progress sheet) filled in for each recruit and accompanying him/her throughout his/her training (APPENDIX III). A second document, Doc 280b (assessment on Discipline) also accompanies the recruit throughout his/her training and then filed in his/her personnel file (APPENDIX IV). Doc 280 is taken into account when assessing the recruits before they are given permanent status but also throughout his/her career in the Fire Service.</p>	
<p>Some students find certain courses, especially electives and those taught at the University of Cyprus, less relevant to their future roles. Improved communication between lecturers and students regarding the purpose and long-term value of these courses is recommended to enhance student engagement.p.11</p>	<p>The need to attend one elective of a general education topic has been added on the general information sheet given to recruits at the beginning of the first semester. At the beginning of the first semester at the C.P.A., recruits are briefed on the whole of their training program (see APPENDIX VII). In addition, before the beginning of the fourth semester, recruits are briefed on issues relating to their studies at the University of Cyprus. The recommendation of the Committee has been noted for special briefing on the issue of the elective module which has also been added to the information sheet given to them at the beginning. APPENDIX VIII.</p>	
<p>The level of detail in module descriptions is insufficient. Key information such as lecturer names, course levels, and laboratory components should be included to provide clearer guidance to students and stakeholders.p.11</p>	<p>Following the recommendation of the Committee, Course descriptions were filled in with additional details where appropriate, including names of lecturers, course levels, and a distinction between the teaching periods for lectures and workshops/laboratories in each module as applied. See APPENDIX V.</p>	

2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Teaching occurs at the CPA and various training facilities, but there is limited flexibility in accommodating individual students' needs. p.14</p>	<p>To achieve the set learning outcomes, the C.P.A. promotes active student centred learning, and the use of a combination of training methods according to the module.</p> <p>Emphasis is given to experiential and hands-on training with as much as real life conditions as possible, accommodating different learning styles.</p> <p>Further individual student's needs, when they arise, are accommodated accordingly.</p>	<p>Choose level of compliance:</p>
<p>While an online platform allows for streaming lectures, increasing accessibility, it does not currently support submitting assignments, viewing lecture notes, or facilitating student collaboration, which limits its effectiveness.p.14</p>	<p>The C.P.A. is in the process of acquiring its own learning platform (moodle) and has already published its purchase through public procurement procedures. With the establishment of the C.P.A.'s own platform, the plan is to use it more actively in the training process.</p> <p>The existing learning platform is currently hosted by the Cyprus Paedogological Institute with certain limitations as to the extent of its use (number of users etc).</p>	
<p>The course descriptions given to the EEC include details on periods per week, weeks, and total study periods, except for those offered by the University of Cyprus.p.14</p>	<p>Following the recommendation of the Committee, Course descriptions were filled in with additional details where appropriate, including names of lecturers, course levels, and a distinction between the teaching periods for lectures and workshops/laboratories in each module as applied. See APPENDIX V.</p>	<p>Choose level of compliance:</p>
<p>Additional information on the expected self-study hours would help students better plan their time for each module or course.p.14</p>	<p>Following the recommendation of the Committee, information on extra workload has been added on the general information sheet given to recruits at the beginning of the</p>	

	<p>first semester (also published on the website). At the beginning of the first semester, recruits are briefed on their training program, including their extra workload.</p> <p>The recommendation of the committee has been noted for special briefing on the issue of extra workload, something that has been added to the information sheet given to them. APPENDIX VII.</p>	
<p>In documentation of the individual courses/ modules, it can be made clearer how the relation is between theory and practice. Furthermore, based on the discussions during the visit it seems like several of the courses have laboratories or similar activities, this should be clear in the course descriptions.p.15</p>	<p>Following the recommendation of the Committee, Course descriptions were filled in with additional details where appropriate, including names of lecturers, course levels, and a distinction between the teaching periods for lectures and workshops/laboratories in each module as applied. See APPENDIX V.</p>	<p>Choose level of compliance:</p>
<p>The students' general competencies (as digital skill) are supported in the educational activities, but no innovative teaching methods are adopted.p.15</p>	<p>To achieve the set learning outcomes, the C.P.A. promotes active student centred learning, and the use of a combination of training methods according to the module. Emphasis is given to experiential and hands-on training with as much as real life conditions as possible.</p> <p>Furthermore, C.P.A. instructors have been trained in the use of technological tools in their teaching, supporting the more traditional methods of teaching and assessment.</p> <p>Following the recommendation of the Committee, until the C.P.A. has launched its own learning platform, the assessment of module Information Technology for firefighters II ΠΛ.Π. 504 which includes the use of the internet, has been modified to include a project submitted on the C.P.A. Moodle. APPENDIX V.</p>	<p>Choose level of compliance:</p>
<p>There are some inconsistencies in how the students' final grade is arrived at. The courses at University</p>	<p>The ECTS are awarded according to the academic distribution and European organisation of credits.</p>	<p>Choose level of compliance:</p>

<p>of Cyprus are weighted 25% of the total score of the program. Since the credits are only 30 ECTS that would translate to 15,6% of the total 192 ECTS in the program. If the practical experience is 74 ECTS, does not contribute to the final grade then the University of Cyprus contribution would be 25% (as listed). The practical experience is instead evaluated separately as an individual portfolio. Although an essential component of the programme it does not contribute to the final mark. This system needs to be more transparent and clearer to the students.p.15</p>	<p>The total grade of % given by the C.P.A. is distributed according to the importance each module has from an operational Fire Service point of view.</p> <p>A general information sheet is given to recruits at the beginning of the first semester (also published on the website). At the beginning of the first semester, recruits are briefed on their training program, where they are also informed on the grading system and the requirements for their success. APPENDIX VII.</p> <p>In addition, the recommendation of the Committee has been noted, with explicit addition to the information sheet given to the recruits on the first day of their first semester and which is also made available on the website. APPENDIX VII</p>	
<p>There are inconsistencies in grading, with University of Cyprus courses are making up 25% of the final score despite being only 15.6% of the total ECTS. The practical experience, worth 74 16 ECTS, is assessed separately and does not affect the final grade. This system needs clearer communication to students.p.16</p>	<p>The ECTS are distributed according to the academic distribution and European award of credits, whereas the total grade of % is distributed according to the importance each module has from an operational Fire Service point of view.</p> <p>A general information sheet is given to recruits at the beginning of the first semester (also published on the website). At the beginning of the first semester, recruits are briefed on their training program, where they are also informed on the grading system and the requirements for their success. APPENDIX VII</p> <p>In addition, the recommendation of the Committee has been noted, with explicit addition to the information sheet given to the recruits on the first day of their first semester and which is also made</p>	

	available on the website. APPENDIX VII	
All course descriptions, including courses at University of Cyprus, should be clearer and include information about number of periods per week, weeks, and total study periods for the course/module. P.16	Following the recommendation of the Committee, Course descriptions were filled in with additional details where appropriate, including names of lecturers, course levels, and a distinction between the teaching periods for lectures and workshops/laboratories in each module as applied. See APPENDIX V .	
More information should be available on the expected number of hours for self-studies in the course descriptions to allow the students to plan better.p.16	Information on extra workload has been added on the general information sheet given to recruits at the beginning of the first semester (also published on the website). At the beginning of the first semester, recruits are briefed on their training program, including their extra workload. The recommendation of the committee has been noted for special briefing on the issue of extra workload, something that has been added to the information sheet given to them. APPENDIX VII	

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>While visiting lecturers provide valuable external expertise, the programme's heavy reliance on them presents a clear risk. Reducing dependence on individual visiting lecturers would be beneficial, even though their external connections are advantageous.p.18</p>	<p>The C.P.A. involves its teaching personnel (both police and fire service instructors) in the police and fire service training programs. In the instances that there is need for extra teaching personnel for police or fire service topics, or when there is a specialised topic to be delivered, members of the Police or the Fire Service are also involved to offer their expertise and add value to the training program.</p> <p>For the teaching of specific topics, external lecturers are preferred because of their expertise. An example of distribution of teaching hours and topics for police / fire service instructors for one cohort indicates that: 28% of the instructors involved in the Fire Service Recruits training program are permanent C.P.A. instructors, 37% are police / fire service operational experts. These are not individual visiting lecturers; they do not come as individuals but as members of the police and fire service for the many very specialized topics that need to be delivered. As a result, the percentage of inhouse instructors amounts to 65%.</p> <p>Furthermore, 27% of teaching personnel involved in the program are (academic) lecturers, and 8% are experts from other Governmental Services. APPENDIX IX.</p>	<p>Choose level of compliance:</p>
<p>The direct research activity is however not considered as the core activity of the programme of study. It is recommended that, where possible more emphasis is given on research and in particular helping students understand that research</p>	<p>The module E.E. 508 Scientific Research aims to train fire service recruits in basic research principles and methods in the context of firefighting and is assessed with a Research project in the context of firefighting. Also, module ΠΑ.Π. 504</p>	<p>Choose level of compliance:</p>

<p>can result in improved fire avoidance and more effective suppression and mitigation and more protection for the firefighters themselves.p.18</p>	<p>Information Technology for firefighters II, is assessed with a project involving research on the internet.</p> <p>Following the recommendations of the Committee, the research element has also been included in module Π.Ν.&Κ. 101 Fire Service Legislation and Regulations I, whereby assessment of the module includes an assessed group project in the context of the legal aspects of firefighting. Also, in the context of learning basic principles that are related with operational activities, research has been added as one assessment method in module ΠΥΡ005 Natural - Environmental Disasters and Resilience (University of Cyprus) whereby assessment of the module also now includes a group project, and module ΠΥΡ006 Principles of Mechanical Engineering (University of Cyprus) whereby assessment of the module includes an Individual project.</p> <p>APPENDICES V & VI</p>	
<p>There are limited permanent staff with academic qualifications, although mitigated by external involvement.p.19</p>	<p>Fire officers are trained on a regular basis on their operational duties. In addition, officers and subofficers are trained both in Cyprus and abroad as firefighting Instructors in various firefighting operational modules, at Fire Colleges / Academies (in UK, the Netherlands, Germany, Greece etc) or other recognised agencies (members of Institution of Fire Engineers). Academic qualifications in relevant areas are not a prerequisite within the Cyprus Fire Service, thus the fire service instructors reflect that pattern. For this reason, the C.P.A. has chosen to upgrade the training of the fire service recruits by including visiting lecturers who have the necessary academic credentials to complement the operational expertise.</p>	<p>Choose level of compliance:</p>

	<p>Nonetheless, besides the permanent fire service instructors, a small number of other fire service instructors who teach specific modules, do have relevant academic credentials such as Engineer in fire safety and population protection, Engineering, Architecture etc.</p>	
<p>High dependence on visiting lecturers poses risks.p.19</p>	<p>The C.P.A. involves its teaching personnel (both police and fire service instructors) in the police and fire service training programs. In the instances that there is need for extra teaching personnel for police or fire service topics, or when there is a specialised topic to be delivered, members of the Police or the Fire Service are also involved to offer their expertise and add value to the training program.</p> <p>For the teaching of specific topics, external lecturers are preferred because of their expertise. An example of distribution of teaching hours and topics for police / fire service instructors for one cohort indicates that: 28% of the instructors involved in the Fire Service Recruits training program are permanent C.P.A. instructors, 37% are police / fire service operational experts. These are not individual visiting lecturers; they do not come as individuals but as members of the police and fire service for the many very specialized topics that need to be delivered. As a result, the percentage of inhouse instructors amounts to 65%.</p> <p>Furthermore, 27% of teaching personnel involved in the program are (academic) lecturers, and 8% are experts from other Governmental Services. APPENDIX IX.</p>	<p>Choose level of compliance:</p>
<p>More emphasis on research, particularly in fire safety, would strengthen the programme.p.19</p>	<p>The module E.E. 508 Scientific Research aims to train fire service recruits in basic research principles and methods in the context of</p>	<p>Choose level of compliance:</p>

	<p>firefighting and is assessed with a Research project in the context of firefighting. Also, module ΠΛ.Π. 504 Information Technology for firefighters II, is assessed with a project involving research on the internet.</p> <p>Following the recommendations of the Committee, the research element has also been included in module Π.Ν.&Κ. 101 Fire Service Legislation and Regulations I, whereby assessment of the module includes an assessed group project in the context of the legal aspects of firefighting. Also, in the context of learning basic principles that are related with operational activities, research has been added as one assessment method in module ΠΥΡ005 Natural - Environmental Disasters and Resilience (University of Cyprus) whereby assessment of the module also now includes a group project, and module ΠΥΡ006 Principles of Mechanical Engineering (University of Cyprus) whereby assessment of the module includes an Individual project.</p> <p>APPENDICES V & VI</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There is an ideal path/sequence for the students to follow Semester A to Semester E in sequence but not always kept except that Semester A is always first. As discussed earlier this deviation should be avoided.p21</p>	<p>The usual annual intake for the Fire Service is about 50 recruits who attend a consistent training pattern according to Director's Order 3/12. The program has been designed to address the usual intake into the Fire Service.</p> <p>However, due to the recent separation of the Fire Service from the Police, there was urgent and extraordinary need for the recruitment of 259 recruits. Nonetheless, after the recommendation of the Committee, levels for each module were set and the progression of skills were determined in a way that will ensure even more consistency to the sequence of semesters. See APPENDIX I</p>	<p>Choose level of compliance:</p>
<p>Some of the courses build on each other, which is clear from the course title and that there are requirements on previous courses, e.g. the course 503 Firefighting procedure III requires the courses 103 and 203. But it would be beneficial to, as suggested in Section 1, that the CPA would define some specific skills and abilities (e.g. firefighting, rescue, group work, writing reports) that are important considered important to fulfill the learning outcomes of the entire program. It would be valuable to clearly show how the different courses related to these skills and abilities and how there is a progression in these during the program.p.22</p>	<p>A Core Skills Progress Report system has been created, whereby a set of Core skills have been specified for the duration of the training. Each recruit is to be assessed on the relevant skills of each module by the instructor in charge, enabling the monitoring of the progress of each recruit in the development of each skill. The progress reports are to be attached to Doc280 which is the interview and progress sheet filled in for each recruit and accompanying him/her throughout his/her training. Doc 280 is taken into account when assessing the recruits before they are given permanent status. See APPENDIX for the Core Skills Progress Report system.</p>	<p>Choose level of compliance:</p>
<p>It would be beneficial if the CPA would define some specific core skills and abilities that are important considered important to fulfill the</p>	<p>Following the recommendation of the Committee, a Core Skills Progress Report system was created (APPENDIX II), whereby a set of</p>	<p>Choose level of compliance:</p>

<p>learning outcomes of the entire program. It should then be documented how different courses or learning activities and how there is a progression in these during the program.p.23</p>	<p>Core skills have been specified for the assessment of each recruit, for the whole duration of the three-year training. Each recruit is to be assessed on the relevant skills for each module (and the practical experience with portfolio APPENDIX IIa) by the instructor in charge (of each module) on a numerical scale of 1-10, thereby enabling the monitoring of the progress of each recruit. The progress report is to be attached to the existing Doc280 (interview and progress sheet) filled in for each recruit and accompanying him/her throughout his/her training (APPENDIX III). A second document, Doc 280b (assessment on Discipline) also accompanies the recruit throughout his/her training and then filed in his/her personnel file (APPENDIX IV). Doc 280 is taken into account when assessing the recruits before they are given permanent status but also throughout his/her career in the Fire Service.</p>	
<p>The identified optimal sequence of learning and training should be followed.p.23</p>	<p>The usual annual intake for the Fire Service is about 50 recruits who attend a consistent training pattern according to Director's Order 3/12. The program has been designed to address the usual intake into the Fire Service. However, due to the recent separation of the Fire Service from the Police, there was urgent and extraordinary need for the recruitment of 259 recruits. Nonetheless, after the recommendation of the Committee, levels for each module were set and the progression of skills were determined in a way that will ensure even more consistency to the sequence of semesters. See APPENDIX I</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Classrooms at the CPA require modernisation, and the training facility uses temporary structures. While not a critical issue now, it is important that the planned construction of a new training centre and academy is completed.p.26</p>	<p>The Cyprus Police, on the 14th November 2024 confirmed (via a relevant letter to the Ministry of Justice and Public Order), its interest in setting up new facilities at a new location that will accommodate recruits, both for police and fire service, from all districts. This will go forward considering the priorities of the Cyprus Republic. As soon as the C.P.A. has approval for the project, building needs will be drawn, and VR rooms included in the plan. APPENDIX X</p>	<p>Choose level of compliance:</p>
<p>There is no indoor lab facility to study small-scale fire experiments or demonstrations. This would be an improvement along with modernised classrooms.p.26</p>	<p>The Cyprus Police, on the 14th November 2024 confirmed (via a relevant letter to the Ministry of Justice and Public Order), its interest in setting up new facilities at a new location that will accommodate recruits, both for police and fire service, from all districts. This will go forward considering the priorities of the Cyprus Republic. As soon as the C.P.A. has approval for the project, building needs will be drawn, and VR rooms included in the plan. APPENDIX X</p>	<p>Choose level of compliance:</p>
<p>There is also a development of modern technologies for training, such a technology is the use of Virtual Reality (VR), a technology that can be used to simulate incidents or events that are not possible to train on in the current training facilities. This would provide the opportunity for additional training, particularly in scenarios not catered by the physical training facilities currently available.p.26</p>	<p>The Cyprus Police, on the 14th November 2024 confirmed (via a relevant letter to the Ministry of Justice and Public Order), its interest in setting up new facilities at a new location that will accommodate recruits, both for police and fire service, from all districts. This will go forward considering the priorities of the Cyprus Republic. As soon as the C.P.A. has approval for the project, building needs will be drawn, and</p>	<p>Choose level of compliance:</p>

	VR rooms included in the plan. APPENDIX X	
The current facilities are sufficient for the needs of the program, but it is considered important that the current plans to construct a new training centre and academy for the police and fire service is realized. An indoor lab facility to study small-scale fire experiments or demonstrations should be considered when designing the new facilities.p.27	The Cyprus Police, on the 14 th November 2024 confirmed (via a relevant letter to the Ministry of Justice and Public Order), its interest in setting up new facilities at a new location that will accommodate recruits, both for police and fire service, from all districts. This will go forward considering the priorities of the Cyprus Republic. As soon as the C.P.A. has approval for the project, building needs will be drawn, and VR rooms included in the plan. APPENDIX X	Choose level of compliance:
: Innovative technology like VR or AR could be an addition to the current teaching methods. It could be used to simulate complex incidents or events that are not reasonable to train on in the physical training facilities.p.27	The Cyprus Police, on the 14 th November 2024 confirmed (via a relevant letter to the Ministry of Justice and Public Order), its interest in setting up new facilities at a new location that will accommodate recruits, both for police and fire service, from all districts. This will go forward considering the priorities of the Cyprus Republic. As soon as the C.P.A. has approval for the project, building needs will be drawn, and VR rooms included in the plan. APPENDIX X	Choose level of compliance:

6. Additional for doctoral programmes
 (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
 (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The sequencing of courses was disrupted by the large intake of students, resulting in variations in how the course material was delivered. This inconsistency could affect student progression and should be addressed to maintain coherence in learning outcomes.p.30</p>	<p>The usual annual intake for the Fire Service is about 50 recruits who attend a consistent training pattern according to Director's Order 3/12. The program has been designed to address the usual intake into the Fire Service.</p> <p>However, due to the recent separation of the Fire Service from the Police, there was urgent and extraordinary need for the recruitment of 259 recruits. Nonetheless, after the recommendation of the Committee, levels for each module were set and the progression of skills were determined in a way that will ensure even more consistency to the sequence of semesters. See APPENDIX I</p>	<p>Choose level of compliance:</p>
<p>The programme would benefit from a more formalized system to track student progression in key competencies. A detailed framework linking specific skills to course outcomes would help provide clearer oversight of student development during the programme.p.30</p>	<p>Following the recommendation of the Committee, a Core Skills Progress Report system was created (APPENDIX II), whereby a set of Core skills have been specified for the assessment of each recruit, for the whole duration of the three-year training. Each recruit is to be assessed on the relevant skills for each module (and the practical experience with portfolio APPENDIX IIa) by the instructor in charge (of each module) on a numerical scale of 1-10, thereby enabling the monitoring of the progress of each recruit. The progress report is to be attached to the existing Doc280 (interview and progress sheet) filled in for each recruit and accompanying him/her throughout his/her training (APPENDIX III). A second document, Doc 280b (assessment on Discipline) also accompanies the recruit throughout his/her training and then filed in</p>	<p>Choose level of compliance:</p>

	his/her personnel file (APPENDIX IV). Doc 280 is taken into account when assessing the recruits before they are given permanent status but also throughout his/her career in the Fire Service.	
The physical infrastructure, including classroom environments, could be modernised, and the training facilities, currently based in temporary structures, would benefit from the completion of the planned new training centre. Additionally, the use of modern technologies, such as Virtual Reality (VR) or Augmented Reality (AR), could enhance training by simulating complex scenarios that cannot be replicated in the training facilities.p.30	The Cyprus Police, on the 14 th November 2024 confirmed (via a relevant letter to the Ministry of Justice and Public Order), its interest in setting up new facilities at a new location that will accommodate recruits, both for police and fire service, from all districts. This will go forward considering the priorities of the Cyprus Republic. As soon as the C.P.A. has approval for the project, building needs will be drawn, and VR rooms included in the plan. APPENDIX X	Choose level of compliance:
There is an imbalance in how the academic components and practical training are weighted in final student assessments. This should be clarified.p.30	Following the recommendation of the Committee, Course descriptions were filled in with additional details where appropriate, including names of lecturers, course levels, and a distinction between the teaching periods for lectures and workshops/laboratories in each module as applied. See APPENDIX V .	Choose level of compliance:
With improvements in infrastructure, consistency in course delivery, and further integration of core skills tracking, the programme can continue to evolve and meet the demands of modern firefighting.p.31	The Cyprus Police, on the 14 th November 2024 confirmed (via a relevant letter to the Ministry of Justice and Public Order), its interest in setting up new facilities at a new location that will accommodate recruits, both for police and fire service, from all districts. This will go forward considering the priorities of the Cyprus Republic. As soon as the C.P.A. has approval for the project, building needs will be drawn, and VR rooms included in the plan. APPENDIX X The usual annual intake for the Fire Service is about 50 recruits who attend a consistent training pattern	Choose level of compliance:

	<p>according to Director's Order 3/12. The program has been designed to address the usual intake into the Fire Service.</p> <p>However, due to the recent separation of the Fire Service from the Police, there was urgent and extraordinary need for the recruitment of 259 recruits. Nonetheless, after the recommendation of the Committee, levels for each module were set and the progression of skills were determined in a way that will ensure even more consistency to the sequence of semesters. See APPENDIX I</p> <p>Following the recommendation of the Committee, a Core Skills Progress Report system was created (APPENDIX II), whereby a set of Core skills have been specified for the assessment of each recruit, for the whole duration of the three-year training. Each recruit is to be assessed on the relevant skills for each module (and the practical experience with portfolio APPENDIX IIa) by the instructor in charge (of each module) on a numerical scale of 1-10, thereby enabling the monitoring of the progress of each recruit. The progress report is to be attached to the existing Doc280 (interview and progress sheet) filled in for each recruit and accompanying him/her throughout his/her training (APPENDIX III). A second document, Doc 280b (assessment on Discipline) also accompanies the recruit throughout his/her training and then filed in his/her personnel file (APPENDIX IV). Doc 280 is taken into account when assessing the recruits before they are given permanent status but also throughout his/her career in the Fire Service.</p>	
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C. Higher Education Institution academic representatives

Name	Position	Signature
Panayiotis Kountoureshis Superintendent A'	Cyprus Police Academy Director	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: Click to enter date 18/12/2024

