

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution:C.D.A. COLLEGE..... Limassol.....

District:.....Limassol.....

Name of the Program of Study in Greek: ...«Πτυχίο στην Διοίκηση
Επιχειρήσεων», (4 Χρόνια, Συν Προαιρετικό Προπαρασκευαστικό Έτος, Πτυχίο)

Name of the Program of Study in English: B.A. (Hons). Business Administration.
(4 Years, Plus an Optional Foundation Year, Bachelor of Arts) 240 ECTS.

Department: C.D.A. COLLEGE.. Limassol branch.....

Language/s of instruction:English.....

Faculty: C.D.A. COLLEGE Limassol

Program Status (check where applicable):

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

Program Category (check where applicable):

- ConventionalYES...
- Distance Learning ...NO.....
- Inter-university (Name of collaborating university/ies) ...NO...

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INSTRUCTIONS:

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

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

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Kevin Orr (Chair)	Professor	University of St. Andrews
John K. Christiansen	Professor	Copenhagen Business School
Periklis Gogas	Associate Professor	Democritus University of Thrace
George Aristotelous	Student	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

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

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

We undertook this evaluation on the basis of the appropriate norms for the institution type.

We were supplied with the document 200.1 consisting of 630 pages in total before the visit and on the site visit we also received copies of "Faculty Handbook" for CDA College and a "List of textbooks" used for the BA education and further documentation for the BA in Limassol, e.g. teaching personal qualifications and their distribution on teaching modules, examples of course outlines, online platforms used, overview of research activities (like conference participation) and outcomes (publications), the organizational structure, educational quality assurance mechanisms, and formal policies for the development & management of programs and an example of the CDA-published and maintained journal "The Cyprus Research Facts". On-site there were a number of other documents available for inspection (e.g. examples of grading and diploma).

We paid a very productive and informative site visit to Limassol on 23.10.2018. We first met the Head of the institution and subsequently we met with - and interviewed - the Head of departments, and members of the internal evaluation committee, the quality assurance officers, the head of the BA program, the coordinator of the research unit, nearly the whole teaching staff (missing only one due to other duties outside the College), all administrative staff and the two librarians when we visited the Limassol library which holds the academic textbooks and computers to be used by students.

We also met and interviewed three students from three different years of study (first, third and fourth), in the absence of faculty members.

Besides, we noted that every effort was made to help us during the onsite visit and everyone seemed very flexible to accommodate the program to the needs of the assessment committee.

Our overall impression of the submitted material is that it conforms to the assessment requirements stated by the agency and contains the desired documentation and information, and we acknowledge all the efforts that have gone into the production of the material.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

The teaching work appears well organized and coordinated by the BA program coordinator and the heads of involved departments. There is an elaborate organizational structure that encompasses the Limassol localization and the whole C.D.A. College. Roles and responsibilities and processes are detailed as they were both described in the organizational structure and other supporting documents provided to us and also explained to the committee during the interviews.

The teaching is described in course outlines for each course following the required standardized format with instructor name(s), contact information, learning outcomes, the relevant literature and detailed session outline indicating the time, the learning outcomes and related activities.

The teaching personnel involved in the BA program in Limassol consist of 11 instructors having various degrees and professional profiles covering the BA program requirements. Six of the faculty members already hold a PhD degree, one holds a DBA degree, while others are pursuing PhD degrees.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The defined program objective is stated as: "Administration. The program seeks to prepare students for leadership roles in profit and nonprofit organizations and for post baccalaureate studies in business. The business studies bachelor degree requires a minimum of 240 ECTS credits and there are no other in-between titles. "

" Intended learning outcomes:

1. To appreciate the emerging PESTEL environment of multicultural, political, global and domestic economic and financial theories and their application to the challenging business setting.
2. To identify customer needs and understand the application of the business/marketing theories and the marketing mix (product/services, price, distribution, promotion, people, process, and physical evidence).
3. To understand the business ethical situations, the laws regarding corporate governance, and the role of their personal integrity and values, cultural and gender diversity in the organization.
4. To realize the importance of the evolving technology and the Internet, as they influence the roles and techniques of management in the global environment.
5. To obtain well-developed problem solving skills, decision making through the application decision making theories, and adapt and innovate in a new competitive business environment.
6. To possess leadership skills, understand group and individual dynamics, and be able to work in teams so incorporate them in the strategic planning of the business."

Besides these more general objectives, each teaching module/course has a larger or fewer number of learning objectives. During the meetings and interviews with teaching staff it was discussed how these learning objectives are used for the evaluation of students for each course/activity.

The program has the expected elements of a general BA program, with a small local flavor to adapt to the local environment, like European History and History of Cyprus. The program is divided into 210 ECTS for compulsory courses, 18 ECTS for electives and 12 ECTS for assignments.

There is an extensive quality assurance system with procedures and formal obligations in place overseen by The Internal Quality Assurance Committee (IQAC) that includes The Deputy General Director (Academic Affairs & Administration) (Chairman), three Members of the Teaching Staff, two Members with quality assurance knowledge, one Representative of the Student's Union and for Masters two students (one bachelor and one master). There are many different practices used for monitoring and evaluation from classroom observation, use of different evaluation

forms, students' complaints, meetings between staff and students and faculty self-evaluations. We acknowledge that ours is one among several evaluations of the work of the CDA College.

There is a clear leadership and management structure for the program and this sits within a wider school structure. We were provided with detailed documentation of the organizational structure, roles and responsibilities and the remits of the various committees including finance, administration, disciplinary, student affairs.

The idea of interaction with the local business world and society is part of the ethos of the college. Through identification and interaction with local businesses and managers the program is able to adapt to specific needs and emergent issues. The college interacts with the local society and demonstrates social responsibility through charity events that include the administration, the teaching staff and also students. The college board benefits from the participation of three external business representatives.

The CDA College, according to the data and discussions we had during the onsite visit, seems to have a mix of local and international students with an approximately 50/50 ratio. We met students from three different international regions (Russia, Serbia and Nigeria) and we discussed their motivations for choosing the College. There is a dedicated officer for promoting the program internationally who travels to different regions to meet prospective students. Moreover this member of the administrative staff helps international students with both academic or other affairs, such as accommodation, application to issue visas for Cyprus, etc. There are also relations through the ERASMUS program. Instructors are working on being involved in international research collaborations, attending international research conferences, and are keen to use these research insights in their teaching.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies

There is an increased focus on motivating and facilitating the research activity of the teaching staff that includes the creation of the “Aristotle” research center, a research committee, a research fund of €100.000 and the option for instructors to apply for extra research time by reducing teaching load. There is a journal that is published and maintained by the CDA College the “Cyprus Research Facts” publishing both Greek and English research papers. A recent edition, for example, included articles on global marketing and the contribution of cartoon analysis in history teaching which are subsequently used in teaching. There is growing participation in international conferences and faculty members are actively targeting international peer-reviewed journals. It is important for the College to encourage and support this activity.

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

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

We found a dedicated administrative staff which were actively participating in student life and the social aspects of the college life. Administration is supported by systems and procedures well described. The administrative staff seems adequate for the task at hand. Many members of the administrative staff are very dedicated to their own professional developments, e.g. having earned MBA degrees.

There is IT support available, computer labs and a library that can issue books for one-week loans. Interlibrary loans between the other three branches of the CDA College are also possible. There are also subscriptions to academic journals and their publishers data bases.

The college came through the Cyprus financial crisis by significantly reducing the tuition fees (approximately 25%). After the economy recovered from the crisis the tuition fees are now back to the pre-crisis level. There are three other colleges in Cyprus with significantly higher tuition fees. The college seems responsive to market needs and catering new programs adapted to new sectors, e.g. police and fire department management. We note that ours is not a financial evaluation.

5. DISTANCE LEARNING PROGRAMS

NA

6. DOCTORAL PROGRAMS OF STUDY

NA

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

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

The BA in Business Administration at the CDA College in Limassol is well established and seems to be continuing to recruit successfully with a high international participation. There are elaborate management and quality assurance structures and processes in place. Both instructors and the administrative staff are keen to make themselves available to the students and adapt to their needs both in academic affairs and others (accommodation, visa documents, etc.). There appears to be a high level of loyalty from administration and instructors to both the program and the college. The instructors are committed to using differentiated teaching strategies to adapt to the individual needs of students. It is important to continue the professional development of the teaching staff, e.g. in relationships to subject specializations, appropriate doctorates and research development. These issues are acknowledged by the college in their self-evaluation.

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

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: ...C.D.A. College Limassol.....

Program of Study: ... B.A. (Hons). Business Administration. (4 Years, Plus an Optional Foundation Year, Bachelor of Arts) 240 ECTS

Duration of the Program of Study: ...4 years.....

Evaluation Date:...25-10-2018.....

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

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

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

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

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

Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Kevin Orr (Chairman)	Professor	University of St. Andrews
John K. Christiansen	Professor	Copenhagen Business School
Periklis Gogas	Associate Professor	Democritus University of Thrace
George Aristotelous	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: ...23-10-2018.....

Duration of the On-Site Visit:8 hours.....

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					X
1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X

	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						X
	1.1.4.1	facilities					X
	1.1.4.2	library					X
	1.1.4.3	infrastructure					X
	1.1.4.4	student welfare					X
	1.1.4.5	academic mentoring					X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X
1.1.8	Control mechanisms for student performance are effective.						X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.						X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.							

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

50% - 50%

β) the countries of origin of the majority of students. 50% from Cyprus and the rest from more than 17 different countries.

γ) the maximum planned number of students per class-section. 20 (twenty)

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X

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

		1	2	3	4	5
1.3	Teaching Personnel					
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X		
1.3.2.2	Publications within the discipline.			X		
1.3.3	The specializations of Visiting Professors adequately support the program of study.					X
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					X
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the					X

	unimpeded implementation of the program of study within a five-year span.					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X

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

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X

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

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

		1	2	3	4	5
2.3	Quality Assurance of the Program of Study					
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					X
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X
	2.3.2.3 the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					X
	2.4.5.1	The provisions regarding unit credits				X
	2.4.5.2	The expected learning outcomes				X
	2.4.5.3	The methodology				X
	2.4.5.4	Course descriptions				X
	2.4.5.5	The program's structure				X
	2.4.5.6	The admission requirements				X
	2.4.5.7	The format and the procedures for student assessment				
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

In the case of practical training, note:

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

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

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

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					X
2.6.3	Benefits, for the society, deriving from the program are significant.					X

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

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						

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

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

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					X
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X

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

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
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5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					

5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

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

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

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

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

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

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

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

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

Name:	Signature:

Date: ...25-10-2018.....