

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report Program of Study

Institution: ...University of Cyprus.....

District:Nicosia.....

Name of the Program of Study in Greek:

.....

Name of the Program of Study in English:

.....PhD in Political Science.....

Department: ...Department of Social and Political Studies.....

Language/s of instruction:Greek.....

Faculty:

Program Status (check where applicable):

- New Program of Study:
- Currently operation Program of Study:
 - Registered but not evaluated
 - Evaluated and accredited by SEKAP X.....
 - Evaluated by the Cy.Q.A.A. and did not get accreditation

Program Category (check where applicable):

- ConventionalX...
- Distance Learning
- Inter-university (Name of collaborating university/ies)



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INSTRUCTIONS:

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

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

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Michael Bruter	Professor	London School of Economics
Dimitris Papadimitriou	Professor	University of Manchester
Annika Björkdahl	Professor	Lund University
Revekka Ioannou	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.

The Department provided the Panel with all the documents that are required diligently and comprehensively, including programmes of study, description of material sent to students, course descriptions, and CVs of the academic staff. Both the University and the Department provided the Panel with detailed descriptions of facilities, programmes, students' figures and other relevant material. The Panel met the rector, vice-rector, Head of Department, Programme directors where applicable, Departmental administrative staff, library director and departmental liaison officer and students (5 undergraduate, 5 Masters and 3 PhD). The visit included onsite visit of the campus, department, and library. Where the Panel asked for further documents (student feedback questionnaire, MA dissertation guidelines, research methods syllabus, etc) this would provided effectively and immediately.

On the whole, the Panel considered the responsiveness of the Department outstanding as well as the liaison role of the Agency representative who ensured perfectly efficient pre-arrival and post-arrival circulation of documents and openness of the on site visit.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

The PhD programme is run professionally and embedded within a good academic governance structure. On the academic side, the supervisors are the almost sole reference point for students, but the administrative support for the programme is professional and helpful. Teaching and learning facilities in terms of university infrastructure are excellent.

The nature of the system is to allow a lot of discretion to individual faculty members and their way to approach teaching and supervision. While this is positive in many ways, it can also create some discrepancies between the experience of individual doctoral students notably in terms of how regular their contact is with their supervisor and the specific support and feedback that they receive from them. In a way, the entire experience of doctoral students seems to depend on that individual supervisor-supervisee relationship.

While this works well in a majority of cases, it is important to note that it does not leave much room for salvaging something where things do not work optimally. The Department may wish to consider the possibility of co-supervision or at least of giving students a dissertation advisor in addition to their supervisor who may be less specialized but able to still offer secondary support. This would be particularly useful, for instance, when the main supervisor is on sabbatical. Students point out that most supervisors stay in Cyprus during sabbaticals and are thus widely available to help, but supervisory arrangements should not depend on such a condition.

Contact point with further academics are limited. The proposal defense in third years to three academics is positive though it may come a little late in the game and there is no further exposure to or confrontation with the views of academics beyond the supervisor till the viva stage.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

In addition to the points made above, it may be good to provide PhD students with more opportunities for international mobility. It is also unclear to what extent fieldwork (notably international) is encouraged or if any support exists for it.

There is no formal coursework for PhD students though there are comprehensive exams. Many students are encouraged or required to take some MA level courses but this is done on an ad hoc basis. While this is understandable, it should be noted that many PhD students – especially those who are not teaching assistants – note that the doctoral experience can be quite solitary and crave contact. The Department may consider making the Methods course compulsory to all first year PhD students and

perhaps asking them to choose a further one or two MA courses within the existing departmental portfolio in their first year.

It may also be worthwhile to offer a more structure seminar series for PhD students, if only once a month, in addition to the excellent annual colloquium to ensure some contact as some PhD students seem to be “disappearing” from the system and the number of meetings with supervisors seem to vary greatly.

The Department’s efforts to develop teaching assistant opportunities are worth praising and should be further developed. It may also be good to ensure that all students – including those not taking part in that scheme – get an opportunity to have contact with younger students. Perhaps the Department could come up with a system of guest lectures by advanced PhD students or organize a series of ad hoc lectures that PhD student would give and where undergraduate and MA students would be invited as an audience.

Provisions of advanced methods courses at School level (maybe through the graduate school) could greatly encourage students to go beyond their comfort zone in terms of methodological approaches. The Department notes that there is no obvious demand for such methodological support, but this is perhaps in the nature of things in the sense that their absence means that doctoral students are largely content to use the approaches they already know and may even be unaware of some of the alternatives that could be useful to them.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

NA

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

The Committee found a lot to praise when it comes to administrative services and infrastructure. The Committee could witness that the Departmental administrative team are enthusiastic, efficient, and supportive and a significant asset to the department despite an extensive range of duties. Tuition is reasonably priced which should be praised.

The quality of the infrastructure should also be praised. The library facilities are excellent, the buildings and environment are world class.

However, it would be good to ensure that students also have good access to data as it seems that the library does not have access to databases directly (though some

limited data seems to be held in the economics department). It would be good to clarify and facilitate access to such data for students who wish to use datasets for their PhD.

It would also be positive to provide the PhD students with some shared physical space in the Department to encourage them to spend some time together and feel part of the Departmental Community

However, the Committee found the provisions for welfare and pastoral support at both university and departmental level a little limited, especially given the obvious solitary nature of doctoral work.

At the university level, whilst there technically is a provision for psychological, personal, and emotional support, the vast majority of the students the Committee talked to were unaware of it, and the two students who knew about it and reported trying to use it explained both that they had had to make significant efforts to find out about the support available and had been unable to receive the support that they needed when they contacted them. Almost all of the students whom the Committee talked to knew of friends or colleagues undergoing wellbeing and mental health issues such as depression and severe anxiety, and they overwhelmingly felt that there was no satisfactory help to be found from the university on those matters. Given what we know of students being a particularly vulnerable category when it comes to mental health and well-being issues, this situation, whilst undoubtedly compounded by a cultural context where those experience such issues may often worry about being stigmatised, is worrying and problematic.

While it is clear that the main responsibility for well-being infrastructure is at the university level, the Committee also felt that the departmental provisions in that matter were not very effective. Yet, several students were explicit that they would prefer to have a Departmental point of contact that they would be encouraged to approach when they feel that they are experiencing personal, emotional, or psychological issues rather than something at the university level.

In short, the Committee would strongly encourage the University and Department to be significantly more pro-active in ensuring the personal and psychological well-being of their students and determined in checking that they are doing well, and that they are made aware of the help and support that they can get and made as comfortable as possible to seek it if needed. The Committee believes that this is a pre-requisite to ensure that students' academic environment effectively provides them with the level of support and serenity that they should be entitled to.

This pastoral priority does not detract from the fact that on the vast majority of other aspects, the Committee feels that the Department and University provide excellent infrastructure and administration and technical support to their students, especially given the limited size of the institution and should truly be praised for that. It should also be noted that the students are keen to point out that some specific faculty members are very helpful and responsive to their personal needs but the Committee would like to see at least a minimal standard and more pro-active efforts to ensure that the students are aware of what they can expect and ask, and the many ways in which the Department and School wish to be here for them.



5. DISTANCE LEARNING PROGRAMS

NA

6. DOCTORAL PROGRAMS OF STUDY

See specific sections above

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE

The Committee is generally very satisfied with the efforts made by the Department to ensure a high quality, well structured, and well delivered education to its PhD students. The Committee considers that the Department is very competently managed, that its members are clearly devoted to providing very good education to their students, and that the Department offers a programme that fully meets international standards in terms of design despite its limited size. Additionally, the University offers world class building and library facilities and an excellent campus.

The students are proud of their University and their Department, they are bright and well-educated, and satisfaction scores are high. The PhD students feel reasonably integrated in the Department and praise the dedication of the faculty. Moreover, the Committee noted the importance of recent efforts to improve diversity and representation (including gender) through recent recruitment, increasing internationalization, and individual efforts to improve and diversify teaching assessment and delivery. Nevertheless, the Committee has made a number of suggestions in this report and would like to particularly encourage the Department to consider the following recommendations:

- 1) Consider introduce something a little closer to a doctoral training, which may include the students taking a choice of MA courses in their first year (and methods training unless they have already had an equivalent course in their MA), and a regular doctoral seminar thereafter (even if only once a year) as opposed to annual colloquium.
- 2) Consider providing additional supervisory arrangements (co-supervisor, dissertation advisor who would not be a second supervisor but an additional point of contact) to ensure doctoral students do not solely depend on a single individual especially when their supervisor is on sabbatical or if they leave to move to a different department.
- 3) Work on improving pastoral emotional, psychological, and personal support and ensure that students are aware of what is on offer and feel comfortable using it
- 4) Ensuring the provision of technical access to data, specialized methodological training where possible, and opportunities to partake in international exchanges and fieldwork.

Those provisions would add to a very strong offering, which would also benefit from a small but important increase in intake size.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: ...University of Cyprus.....
Program of Study: ...Political Science (PhD)...
Duration of the Program of Study: ...3-8 years.....
Evaluation Date:...January 2019.....

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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
Michael Bruter	Professor	London School of Economics
Dimitris Papadimitriou	Professor	University of Manchester
Annika Björkdahl	Professor	Lund University
Revekka Ioannou	Student	Cyprus University of Technology

Date and Time of the On-Site Visit:January 2019....

Duration of the On-Site Visit:5 days.....

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

1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
1.1.4.1	facilities					X
1.1.4.2	library					X
1.1.4.3	infrastructure					X
1.1.4.4	student welfare			X		
1.1.4.5	academic mentoring			X		
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.			X		
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.			X		
1.1.8	Control mechanisms for student performance are effective.				X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.				X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.			X		
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.				X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			X		
Students expectations could be clarified further						
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.					
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					
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.					
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.					
Consider increasing contact hours through MA courses and research seminar.						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				X	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
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.					
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.					
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					X
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					X
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
<p>The permanent faculty is engaged, enthusiastic and well qualified exceeding the academic requirements for permanent staff. Number of PhD supervisees vary significantly across faculty members.</p>						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					
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.					
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.					
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.					
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.					
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					

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.					
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.					
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.					
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					
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.					
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					
Not applicable						
2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					

2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for									
	2.3.2.1	the members of the academic personnel								
	2.3.2.2	the members of the administrative personnel								
	2.3.2.3	the students.								
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.									
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.									
Not applicable										
2.4	Management of the Program of Study					1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.								X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.							X		
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.									X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.									X
2.4.5	Information relating to the program of study are posted publicly and include:									
	2.4.5.1	The provisions regarding unit credits								
	2.4.5.2	The expected learning outcomes								
	2.4.5.3	The methodology								
	2.4.5.4	Course descriptions								
	2.4.5.5	The program's structure								
	2.4.5.6	The admission requirements								
	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
The programme perform according to international standards.						
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
More internationalization would be positive						
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.						

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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		
<p>More training and a research seminar would be positive.</p>						

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		
<p>There is a student welfare service, but students are not aware of it, have difficulties finding it and unsure how to use it. More information and communication about this service seem to be needed. Students are not aware of where to go in case something goes wrong and they experience a serious problem. Those routes need to be clarified to them.</p>						
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	

Library provisions are excellent but access to empirical databases for students is not entirely clear. There are opportunities for teaching personnel to participate in pedagogical seminars, but the incentives to do so seem limited. The teaching part of our profession is not upgraded and not seriously considered or given equal attention in the appointment of new staff and in promotion procedures						
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	
The Committee praises the Department's choice to vire some of the MA income to support the PhD programme. This is wise and sensible.						

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					

5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.						
5.4	Student performance monitoring mechanisms are satisfactory.						
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.						
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.						
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.						
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.						
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.						
5.10	The supporting infrastructures are easily accessible.						
5.11	Students are informed and trained with regards to the available educational infrastructure.						
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.						
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.						
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.						
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.						
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.						

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
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.				X	
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.				X	
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.				X	
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					X
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.				X	
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					X

	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.				X	
Supervisee numbers vary significantly across faculty members.						

FINAL REMARKS – SUGGESTIONS

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

See conclusions

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

Name:	Signature:
Michael Bruter	
Dimitris Papadimitriou	
Annika Björkdahl	
Revekka Ioannou	

Date:



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