

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:
...B. A. Sociology
Degree.....
.....

Department: Social and Political
Sciences.....

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

Faculty: Faculty of Social Sciences and
Education.....
.

Program Status (check where applicable):

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

Program Category (check where applicable):

- Conventional ...x.....
- 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
Antoinette Hetzler	Professor	Lunds University
John Solomos	Professor	University of Warwick
Jan Rath	Professor	University of Amsterdam
Emily Kouzaride	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 documents have been received prior to the on site visit. The documents were complete and informative. The on site visit was well structured, comprehensive and allowed time for further questioning as well as conveying in depth knowledge of programs in process. The vice rector gave us a succinct presentation of the history of the university, its goals and the manner in which the university will reach these goals. We were also shown the facilities of the University and found them to be very satisfactory. We would like to mention that the new library as a facility was suitable and designed for the needs of undergraduate and graduate students as well as the near community.

All of the individuals, staff, faculty and students were very gracious, well-informed and showed clear willingness to assist us in our evaluation.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

The organization of teaching sociology is divided into traditional and contemporary theory, quantitative and qualitative methods, and electives. The undergraduate bachelor degree also offers the possibility for internship, and as an elective, writing a thesis. Interviews with students while quite appreciative of their teachers were not satisfied with the courses. A strong criticism was that much of the theory courses were repetitive. Another criticism was that theory was not made relevant to contemporary society, challenges facing society or social change. Also, students did not think that their course work was being taught in a way that made them feel the full potential of studying sociology.

There were also criticism of failure to have practical assignments.

When we interviewed the faculty, they were very satisfied with their courses although they are in a process of change. They also felt that they use a variety of methods in their courses and gave examples of innovation. However, there is a discrepancy between the different perspectives gained from our interviews. One of the students that we interviewed had also experienced sociology taught at another university and pointed out that sociology was taught differently. When pressed, the student felt that teaching here in Cyprus was not oriented towards two-way communication but more in the tradition of a classical form, from teacher to student. Additionally, the student felt that subject teaching should be more practically oriented.

In our opinion, self-reflection about teaching as part of the academic profession is of course, autonomous, but also has to be open to co-ordination and innovation. Given that in a period where the faculty is recruiting new permanent members, it is necessary to also include the special scientists to improve the progression of learning throughout the four year bachelor degree program. This would avoid what students think as 'repetitive' lectures. It is also recommended that innovative change should be communicate to students on a regular basis.

While we acknowledge that research capacities are extremely important in recruiting permanent faculty, we would strongly suggest that recruiting also takes into account the teaching skills necessary to satisfy the needs of the bachelor program.

The experiences of undergraduate students spread rapidly throughout the academic community and in our opinion, the program can be stronger and more appealing to undergraduates if more communicative and participative methods would be an integral part of conveying sociological theory and relevance.

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**

There is an element of vagueness concerning the learning outcomes for the students, the skills they should be mastering, and the connection their learning outcomes give them to the labor market. This was evident in our interviews with the students. When we discussed with the faculty and asked about skills acquired by students in the undergraduate program and when we conveyed our impression that this was not clear for students, they recognized that this can be a challenge.

Because undergraduate students are very aware of the current labor market, they need to be able to explain to future employers not only an analytical competency but also a practical competency that is desired both in the public and the private sector.

Since students recognize some kind of hierarchy in terms of who is desirable on the labor market, we think it important to recognize the skills conveyed during the bachelor program in sociology to relevancy in today's world. We realize that the faculty has attempted to do this through the internship program but believe that more work has to be done with possible future employers to extend the program, perhaps even to make it compulsory, to make it known to students. Also, the faculty should encourage communication between those who have participated in the program with new students. Internationally, it is not usual that internships are connected with remuneration.

For those students aiming for an academic career, they should be made aware that they would have to submit a thesis for admission to an international masters program. In addition, the thesis develops their skills for such a career.

We would also like to mention that there is a problem with quality assurance. Although feedback is given with course evaluations, it seems as if the students do not take it seriously. It is something done to have access to their final grade. If a student writes a longer explanation, it is – according to the students that were interviewed – ignored.

Student representation on various boards is a principle of organization throughout the University that is very commendable.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

Sociology has a strong research teaching team. The permanent faculty is encouraged as well as special scientists, to teach around their area of research. This has its advantages, but perhaps the synergic effect could be even stronger if the faculty could also use research from their colleagues as examples in their own courses. Using on-going research can also be used in traditional theory courses showing how concepts can be developed and how methods can be applicable.

Since the faculty is research intensive, it could be relevant in all the courses to have practical assignment using both theory and method.

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

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

The faculty made us aware that there is a potential problem with financial resources in a period of expansion or even when it is necessary to maintain a high quality of faculty during recruitment periods.

The infrastructure is quite strong. The library is a decided asset to the university.

The supporting staff seems adequate for the tasks assigned them.

5. DISTANCE LEARNING PROGRAMS – Not applicable

6. DOCTORAL PROGRAMS OF STUDY – Not applicable

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 present situation of the undergraduate program is in a period of transition, facing a series of challenges. The “good practices” are evident. The faculty is ambitious and very productive. The staff is devoted to their work and very supportive. The students realize that their teachers are accessible and enthusiastic, particularly the younger special scientists.

We did discover some weaknesses, or challenges facing the department. Students choosing the bachelor program do not usually have sociology as their first choice and they are predominantly women applicants. We see this as a challenge to the faculty to increase first choice applicants and to try and make the program more accessible to male applicants. Another weakness is student assessment of their skills in relationship to the labor market. This is a weakness because learning outcomes are not communicated to students in a relevant manner. A third weakness is the use of special scientists. Although this is a temporary situation, these academic positions need to be better integrated into the teaching program.

A further weakness is the lack of a Masters program as a natural step towards admittance to a doctoral program. This is problematic for students that are unsure of their position in the labor market and have nowhere to turn for a Masters degree in sociology, their own discipline.

The need to create a Masters program is accompanied by the need to separate the sociology program from the political science program. The Faculty of Social Sciences and Education groups together two independent social sciences, sociology and political science in one entity, “Social and Political Sciences.” If sociology is to make themselves visible to the larger academic and social community and help students and employers better understand sociological skills, they need an independent unit structure.

In our interviews we were informed that there is a discussion of a Masters program in Peace and Conflict. Our position is that an international Masters program in Sociology would be of importance both for better profiling sociology at the University of Cyprus both nationally and internationally but also offering a better perspective for

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.

future endeavors as well as raising the status for the undergraduate program in Sociology.

Doc. Number: 300.1

Quality Standards and Indicators External Evaluation of a Program of Study

Institution:

Program of Study:

Duration of the Program of Study:

Evaluation Date: ...February 20, 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
Antoinette Hetzler	Professor	Lund University
John Solomos	Professor	University of Warwick
Jan Rath	Professor	University of Amsterdam
Emily Kouzaride	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: ...February 19, 2019.....

Duration of the On-Site Visit:10 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:					
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:					
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.

1.1.2 The number of students in each class does allow for constructive teaching and communication etc. for as far as more traditional teaching methods are concerned (like ex cathedra lecturing). However, the instructors told us that their ambitions to extend teaching activities to locations off campus is thwarted by the large numbers. We regret that as we believe that off campus teaching has added value.

1.1.3.4 The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes for as far as regular assignments are concerned. Unfortunately, students do not enjoy a lot of practical training, except for the

method classes. Internships are optional only and it seems that only a few students, if any, seize that opportunity. The same holds for possible training activities in real life situations which could enable students to apply their freshly acquired knowledge to practical situations.

1.1.3.6 Students are strongly encouraged to complete evaluations forms (by making the access of grades contingent on the completion of evaluation forms), but students told us that they do not attach a lot of value to it. It is recommended to use the outcome of evaluations as sources for course improvement and make any change of the program consequent to it explicit so that students can see the effects of their feedback.

Note, additionally:

- α) the expected number of Cypriot and International Students in the program of study.
- β) the countries of origin of the majority of students.
- γ) the maximum planned number of students per class-section.

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.						
1.3	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:					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 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>Justify the answer you have provided and note the additional comments you may have on each standard / indicator. See our comments under Teaching for more information.</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.					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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>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.</p>						

2.2.3 We have been informed by students that many of the courses contain unnecessary repetition. It should be obvious that there is a natural progression in the courses according to learning goals and repetition of similar material should be held at a minimum. Comments are similar to the above for 2.2.6 – 2.2.8.

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.					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

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

		1	2	3	4	5
2.4	Management of the Program of Study					
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					X
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.						

<p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - 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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>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.</p>						
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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>From our discussion during the on site meetings, we believe it is necessary to further discuss the connection between the labor market and the society. In our opinion both the</p>						

internship program and a firmer labor market orientation in the courses can help this situation.

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,					x

	databases) are updated regularly with the most recent publications.					
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. We would like to point out that resources for increasing the permanent faculty should be available. As it is now, resources allow for sustaining the number of permanent faculty but not for increasing it. See comments on Section 4.						

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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%.											
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>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:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">The maximum number of students per class-section, should not exceed 30 students.</td> <td style="width: 20%;"></td> </tr> <tr> <td>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.</td> <td></td> </tr> <tr> <td>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.</td> <td></td> </tr> </table> <p>Not applicable – No ranking has been done.</p>							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.	
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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.					
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.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>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.</p>						

Not applicable.

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:
Antoinette Hetzler	
John Solomos	
Jan Rath	
Emily Kouzaride	

Date: ...February 20, 2019.....



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