

**Doc. Number: 300.1.1**

# **Cyprus Agency of Quality Assurance and Accreditation in Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution:.....European University of Cyprus**

**Program of Study: MA in Hellenic Studies**

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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	UNIVERSITY / INSTITUTION
Rebecca Sweetman	Professor	University of St Andrews
Judith Barringer	Professor	University of Edinburgh
Hugh Bowden	Professor	Kings College London
Maria Pantziari	Mrs	University of Cyprus

## 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.

### **Documents studied:**

1. Application for evaluation/accreditation

Thorough detail on teachers and participants was provided. The supporting literature for programmes should be proof read.

### **On-site Visit meetings**

Our meetings comprised a nearly full complement of teaching staff. We had presentations from the Rector of the University and Dean of the School. This gave us a good impression of the corporate identity of the university. Following the presentation of the Director of the programme we began our questions. We were impressed by the open and receptive views of the staff and frank discussion.

We appreciated the way in which the staff interacted with each other, showing good communication between staff and it was clear that the programme would be well supported within the structure of the school.

Colleagues seemed knowledgeable about the structures, aims and needs of the programme.

### **On-site Infrastructure**

We were impressed by the facilities and have confidence in the smooth running of the programme. The library is small but we were assured that a full complement of books on the course bibliographies was being ordered and other resources for the programme, (including access to JStor and other digital databases) would be provided.

Altogether the internal evaluation process was full, thorough and clearly presented.

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

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

Organization of teaching seems effective.

This programme includes an impressive range of teachers displaying a great skill set. We appreciated the underpinning sense of collaboration and aspirations for interdisciplinary.

We believe that these colleagues have already started with excellent communication in terms of setting up the course and we would like to see continued coordination. We recommend that colleagues continue to collaborate to develop interesting and innovative assessment methods with a view to employability.

Based on our meeting with the lecturers, experience and course content we are confident in their teaching abilities.

## 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 structure and content of the degree programme are appropriate to achieving its objectives.

We are satisfied with Quality Assurance of the programme of studies. We were provided with the documentation in this respect and colleagues elaborated on process.

We were impressed with the management of the programme of study and it was clear from our meetings that an excellent system is in place to ensure its delivery.

There are aspirations for international collaboration and we recommend more robust activity in achieving this goal.

We were presented with the claim that this programme would be successful in terms of employability; but the committee notes that these claims are quite aspirational.

We recommend that colleagues ensure that the content of the MA is consistently intellectually advanced with challenging content and assessment, particularly for those who hold undergraduate degrees in the same field.

We recommend that learning outcomes for courses emphasise transferable skills and employability.

We recommend that the university provides evidence-based information regarding employability for this programme.

The committee recognizes the on-going employability issues in this sector and with this in mind we would like to see more transparency in regard to the promotional material regarding employability.

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

#### **- Research Teaching Synergies**

Colleagues on the programme provide courses based on their areas of research and expertise. This was particularly evident from discussions about course content and dissertation topics.

We recommend that colleagues continue to communicate with each other and collaborate with research led teaching.

We recommend that the university supports (finances and time) and encourages on-going research and collaboration.

The committee commended the value of the shell courses which allowed for flexibility in providing courses on contemporary issues or incorporating Visiting Scholars.



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

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

The committee was impressed with the administrative mechanisms.

Infrastructure is excellent with use of blackboard.

We were impressed with the Stockton Student exchange scheme and its role in supporting English Language work.

The mentoring system for students and provision for student support for learning needs is practical.

We note that the programme benefits from institutional commitment to the disciplines included in Hellenic Studies.

The committee was pleased to hear about plans for the Hellenic Networks study laboratory and the Euro Mediterranean Research Centre.

Colleagues noted that they will be providing study trips and fieldwork opportunities on related projects. The committee recommends that colleagues consider how this can be built into a more formal structure.

## **5. DISTANCE LEARNING PROGRAMS**

The associated distance learning programme is impressive and is reported on in detail in a separate document.

## **6. DOCTORAL PROGRAMS OF STUDY**

**N/A**

## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

- 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.

### Good Practice

- Collaborative engagement
- Excellent support from the digital education unit
- Support from the structures of the department of Humanities and School of Humanities, Social and Education sciences
- Commitment of staff to the programme
- Range of topics offered by staff on the programme

### Recommendations

- Learning outcomes of courses and clear connections with employability should be clarified
- Assurance from the University for commitment of financial resources for digital databases and appropriate books and learning materials.
- We expect that the programme literature will be corrected in cases where there are errors.
- Courses are flexible enough to enable variety in assessment methods and we encourage colleagues to take advantage of this in their design of assessment.

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<sup>1</sup> 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: European University of Cyprus
Program of Study: MA in Hellenic Studies
Duration of the Program of Study: 18-24 months
Evaluation Date: 6 <sup>th</sup> March 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. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**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	UNIVERSITY / INSTITUTION
Rebecca Sweetman	Professor	University of St Andrews
Judith Barringer	Professor	University of Edinburgh
Hugh Bowden	Professor	Kings College London
Antonis Lionarakis	Professor	Hellenic Open University
Maria Pantziari	Mrs	University of Cyprus

**Date and Time of the On-Site Visit: 5<sup>th</sup> March 2018, 9.30 am**

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

In what follows, we have responded with N/A to questions where the information wasn't available.

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			N/A		
	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.			N/A		
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.			N/A		
1.1.9	Support mechanisms for students with problematic academic performance are effective.			N/A		
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.1.3.3 It was not possible to see the material as the programme has not been established</p> <p>1.1.3.4 The nature of assessment and assignment was not clear from the documentation. However, our face to face discussions shed light on the nature of the assignments. We would urge colleagues to ensure that assessment and assignment processes are presented in detail for each course.</p>						



1.1.4.1 Facilities looked excellent. However, there are concerns about the library resources, specifically provision of text materials as well as on-line resources including JStor and L'Année philologique. In addition, the opening times of the library are very limited.

1.1.10 More mechanisms and more transparent processes for provision of support for students to ensure student performance

**Note, additionally:**

α) the expected number of Cypriot and International Students in the program of study. 50 in the first year.

β) the countries of origin of the majority of students  
Likely Cyprus and Greece

γ) the maximum planned number of students per class-section.  
Maximum number of students is 30. This is appropriate.

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 A critical and multifaceted approach to the teaching of historical events should be reflected in curriculum provision and in course descriptions; this is particularly true of Byzantine and Modern History.

1.2.3 & 1.2.4 these points became clear in our face to face discussion

The committee was impressed with the assessment system, criteria and educational activities.

1.2.7 Teaching material etc being updated: the programme has not yet run so this is not possible to comment on. This is also subject to the full provision of materials as noted above.

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					X

	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.			N/A		
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.</p> <p>1.3.9 We do not know the entire teaching workload of each member of faculty. The committee was particularly impressed with the programme coordinator.</p>						

<b>2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS</b>						
<b>2.1</b>	<b>Purpose and Objectives and learning outcomes of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.			N/A		
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.6 The committee recommends that more explicit connections be made between learning outcomes, transferable skills and employability.</p> <p>P8/9 of the Application for evaluation document be revised to delete reference to the 'ability to design and develop competitive cultural tourism product and services related to the Hellenic world'.</p>						
<b>2.2</b>	<b>Structure and Content of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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					X

	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.					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.			n/a		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.1 We recommend that careful consideration be given to assessment methods and assignments.</p> <p>2.2.9 We recommend that flexible options be put in place for those students with special needs. If there is such flexibility it should be made clear in the literature.</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> <p>0</p>						
<b>2.3</b>	<b>Quality Assurance of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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> <p>The team provided full details regarding the nature of QA and have impressive structures in place.</p>						
<b>2.4</b>	<b>Management of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.				N/A		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.4.8: recognition and transfer of credit was not discussed in detail. However, in the programme structure there appears to be a well-established process.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"><li>- The number of credit units for courses and the number of credits for practical training</li><li>- In which semester does practical training takes place?</li><li>- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification</li></ul>							
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.				N/A		
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.

2.5.4: This appears to be positive but it is difficult to have a direct comparison

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.			N/A		
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.

2.6.2 We were not given access to a feasibility study for the employability. Indeed, given that the job market in Greece and Cyprus is so precarious we have some concern about future employability.

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-					X



	reviewing system, in international conferences, conference minutes, publications etc.					
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.			N/A		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			N/A		
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>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>3.1.6 &amp; 3.1.7 We have no knowledge of the internal funding for staff.</p>						
<b>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</b>						
<b>4.1</b>	<b>Administrative Mechanisms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						

<b>4.2</b>	<b>Infrastructure / Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.1	There are suitable books and reputable journals supporting the program.			N/A		
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.			N/A		
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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.1 There are no books/journals/e-resources at the moment but they are promised.</p> <p>4.2.6 We cannot answer this question as the programme has not run yet.</p> <p>4.2.7 We would like to see more specific details for the training.</p>						
<b>4.3</b>	<b>Financial Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.			N/A		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.			N/A		

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.			N/A		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			N/A		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>We are not privy to this information.</p>						

**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%; text-align: center;">√</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> </table>							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.	
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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.					
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>						

### FINAL REMARKS – SUGGESTIONS

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

The committee is impressed with the overall structure of the programme and notes its carefully considered content and intellectual challenges.

The committee is impressed with the collaborative manner in which teaching and administrative staff have invested in the programme.

The committee would like to emphasise that more consideration should be given to employability and on-going commitment to innovation in forms of assessment.

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

<b>Name:</b>	<b>Signature:</b>
Rebecca Sweetman	
Judith Barringer	
Hugh Bowden	
Maria Pantziari	

Date: .....