

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

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution:**

**European University Cyprus.....**

**Program of Study: ...Dental Surgery  
(BDS).....**

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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:**

<b>NAME</b>	<b>TITLE</b>	<b>UNIVERSITY / INSTITUTION</b>
Nikolaos Donos	Prof	QMUL, Barts & The London School of Medicine and Dentistry
Afrodite Kakampoura	Prof	National & Kapodistrian University of Athens
Grigorios Polyzois	Prof	National & Kapodistrian University of Athens
Ioannis Hadjisoteriou	Dr.	Pancyprian Dental Association
Andreas Matthaiou	Mr.	Medical Student, 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.

## **FINDINGS:**

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

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

The evaluation committee recognized the challenges of creating a “new” Department of Dentistry and commented the significant effort placed by the team to provide a comprehensive curriculum and efforts to recruit appropriate staff members to provide high level of education. Specifically, the committee felt that the Director/Dental Dean is of international reputation and with significant and transferable administrative and organizational experience which will be an important asset for a newly established programme of studies and creation of a brand name.

The evaluation committee identified a number of items where clarification is required. From the obtained documentation, it appears that there are a total of 14 Faculty members with Dental qualification. Of those, 3 are FT and 11 are part time (PT). The remaining staff belongs to the existing medical faculty which appears to be well established and experienced to support the first years of study. The committee suggests the following to be clarified:

1. The requirements and academic qualifications for the different levels of Dental Faculty staff members should be clarified, i.e. at which levels PhD will be required and when the clinical specialization in one of the disciplines of dentistry would be adequate. Therefore, specific guidelines on how recruitment will take place according to academic and professional qualifications and relevant tasks should be provided.
2. The University must clarify and provide appropriate and relevant evidence of the existing working relationship with all the personnel members that are named in the application. More specifically, if there are existing contracts which reflect current employment status or pre-contractual confidential agreements or merely expressions of interest.
3. The committee suggests that an administrative flow chart of the department of Dentistry within the School of Medicine including line management pathway and accountability should be provided.
4. A flow chart of the Units/Divisions within the Department of Dentistry with line management and accountability should be provided.
5. A flow chart of Hospital/Clinical organizational chart which will include levels from Clinical Director to nursing personnel and clinical instructors for each discipline should be provided.
6. An operational flow chart of any outreach clinical activities, including observation, should be provided (when teaching personnel is required).
7. Specifically, the ratio on student/supervisory staff (direct supervision) for all educational levels including development of skills on a pre-clinical and clinical level should be provided.

8. Within the provided documentation, the committee suggests that at the specific section of “teacher” the named individuals should reflect familiarity to the subject/discipline (for example pp. 76 and pp. 33). This appears to be an issue to be addressed in most of the subjects.
9. The committee suggests that the University should provide financial guarantee/commitment that the required staff (including administrative and nursing personnel) required to support the totality of the educational, clinical services and research activities of the Department of Dentistry at all levels (basic science, preclinical & clinical) as requested by the Director of Department of Dentistry/BDS Programme co-ordinator/ Dental Dean.
10. An indicative job plan structure for Faculty members at different levels of seniority should be provided which will ensure personal development for their teaching and research profile of staff members which will ultimately will also facilitate the recruitment and retaining staff members.

## 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 committee commented the comprehensive nature of the curriculum and the novel elements that are to be integrated according to the model provided by the medical school of the same university.

Specific general comments that require to be addressed are the following:

1. The committee felt that the ADEE 2009 document of major and supportive competencies has not been adapted for the specific purposes of the department to be created (pp 7-13). It is suggested that adjustments are required for the purposes/requirements of the specific department of dentistry according to the existing (or to be recruited) staff members and the proposed plan of studies. It is important that this is reflected to the learning outcomes of each module/course (according to the “reformed” competencies).
2. The committee felt that the prerequisites for all courses were not defined.
3. Specifically for fluency for Greek language, the University must specify by when it should be concluded and how will it be assessed.
4. For each module/course, it should be defined which part is considered pre-clinical skills, clinical skills, knowledge or attitude.
5. A weekly schedule demonstrating the academic and clinical activities per academic year should be provided.
6. During the 1<sup>st</sup> and 2<sup>nd</sup> semester, the curriculum appears to be overloaded where Dent 101, 102, 105 contain the totality of biomedical sciences (biology, anatomy, immunology, physiology etc..). Whilst the committee commented and appreciates the novel teaching elements (from cell to function), the amount of information and subjects taught is significant and its feasibility should be reviewed. The committee suggests that the curriculum is adjusted according to ADEE August 2016 (SIGT-02 “Biomedical Sciences in Dentistry: developing a contemporary care curriculum”) and to be equally spread to the first 3 academic years. Same applies to courses Dent 105 and Dent 106.
7. Some general comments for the clinical education/service are associated to the overall amount of clinical hours for all modules/disciplines which is considered sub-optimal for the first Department of Dentistry in Cyprus which inevitably will be setting national standards. As an indicative example could be mentioned that in the Dental School of Athens there is a

total of 1090 clinical hours during the academic year which includes Fixed and Removable Prosthodontics, Operative Dentistry, Endodontics, Periodontology, Paediatric Dentistry, Orthodontics and minor Oral Surgery excluding Oral Medicine. For the section of Oral Medicine, it should be clarified if the clinical activity of the discipline is included in the presented clinical hours. Furthermore, for the course Adult Comprehensive Clinical Care, there are 364h (clinical hours) which include the above mentioned disciplines whereas for paediatric dentistry and orthodontics there are 265 hours indicating an in-balance of clinical activities between adult and children care. It is to be noted that Orthodontics is limited only to knowledges with no clinical practise.

8. Compulsory Courses: As a general comment, the committee felt there was a significant overlap of content between courses which should be reviewed. As a specific example, the committee indicates DEN 212 which is considered to be at postgraduate level and not appropriate for a 2<sup>nd</sup> year undergraduate student. The committee suggests to merge the content of basic principles of systematic reviews with the Critical appraisal of the literature I/II or cover the topic in DEN 209/422.
9. DEN 317: The Forensic component should be elective and the legal appears to DEN 104 (ethics). As such, the course structure and the type should be reviewed.
10. DEN 319 and DEN 529 should be merged.
11. DEN 107: "Biomaterials and Technology in Dentistry". The content of technology is not clear/obvious and the committee suggests to provide further clarification. At this point and as a general comment, the committee felt that for all courses, increased granularity on what is included in laboratory activities should be provided.
12. For courses DEN 101, 105 and half 106, the committee felt that the content of course purpose and objectives were not properly reflected to the attached learning outcomes which appear to be generic.
13. The elective Geriatric DEN 005 is suggested to become compulsory.
14. Implantology Den 001, 002 to become compulsory to reflect relevant ADEE guidelines.
15. The committee could not identify a course or a non-elective activity where the student could practise dentistry in a general dental surgery environment or in a community dentistry environment.
16. As a general comment, the committee felt that further information on the marking schemes of the assessments should be provided as well as details of ongoing assessments (log books) or relevant work based assessments (WBAs).

### **Quality assurance and programme management**

Overall the documentation did not provide adequate details on the committees that will support all the elements of the programme. It would be helpful if further information is provided..

The described Q&A pp 15 and 16 creates confusion in relation to the roles of staff members with specific roles and responsibilities. This is probably due to the lack of provision of an organizational structure as mentioned by the committee at the Faculty/ staff structure.

**International dimension and connection to the labor market.**

The committee felt that there is a great potential for the University of Cyprus to be a regional leader by providing a high quality program that will attract EU and Middle East students. Hence, the attention to detail at the stage of planning is of paramount importance.

The University is on the right track of creating strategic partnerships which will enhance the brand name and establish the Department in the international community if quality and funding is maintained.

The committee felt that the feasibility study did not address to the greatest detail the future employability of the graduates from this program but at the same time understands the difficulty in projecting these numbers.

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

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

The named faculty staff members should be able to provide the experience from their research work and integrate it to their teaching. However, the recruitment project is still in progress and it should be reviewed after the first 3-4 years in function.

The committee feels that any academic institution within the field of medicine and biomedical sciences should be engaged in competitive research processes which will develop the professionalism domain and contribute to the personal development of the staff.

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

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

##### **Infrastructure**

The committee complimented the University for the Medical School facilities and the great effort in providing a state of the art dental clinic and preclinical skills labs. Whilst it was obvious that the additional floor on top of the medical school is in good progress and of excellent quality, as seen from the provided (on site) presentation and floor design, the committee feels that for the initiation of the program the completion of the building work is a prerequisite.

Specific infrastructure items that require clarification are:

1. Radiology infrastructure to be clarified (Units, panoramic, CBCT).
2. Access arrangements for patients with disabilities and mobility difficulties.
3. Identification of space for dental laboratories.
4. Provision of left hand dental chairs.
5. Provision for potential for growth of dental school.
6. Clarification of cross-utilization of office/administrative spaces for faculty staff, nursing personnel and hot desking.
7. Identification of storage space for materials to be used in the clinic.
8. Availability of Endodontic Microscopes.

##### **Clinic/patient availability.**

The committee felt that a continuous flow and availability of patients of different levels of complexity in terms of dental and oral diseases is an important element for the future success and sustainability of the department of dentistry. Therefore, an additional section whereby the flow and source of patients should be added in the documentation.

In order for this to be considered complete, indicative range of procedures in each dental discipline to be performed (levels of competency) or observed should be provided.

##### **Clinical Service**

The committee suggested that further, detailed information on hospital/clinical service policies should be provided, for example infection control (between procedures and end of day), daily sterilization process and monitoring, audit cycles and action plans, standard operating procedures (SOPs) for dental procedures, storage of tissues etc. The committee advised to follow similar

standard processes from University Hospitals so to reach a high standard for all these procedures. Furthermore, it would be advisable to provide a document that all relevant dental instruments as needed will be purchased and provide clarification of procurement and tendering processes.

## 5. DISTANCE LEARNING PROGRAMS

N/A

## 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.

**All the above have been provided in details at the relevant sections.**

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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: ...Dental Surgery (BDS).....
Duration of the Program of Study: ...5 years.....
Evaluation Date:...10/11 April 2017.....

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

**Date and Time of the On-Site Visit: 09-17.30 10<sup>th</sup> April 2017.....**

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.		N/A				
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	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.		N/A					
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.		N/A					
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.							
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.							
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.							
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.							
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p><b>SEE attached appendix</b></p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study. N/A</p> <p>β) the countries of origin of the majority of students. N/A</p> <p>γ) the maximum planned number of students per class-section.</p> <p>See appendix</p>								
<b>1.2</b>	<b>Teaching</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
1.2.1	The methodology utilized in each course is suitable for					x		

	achieving the course's purpose and objectives and those of the individual modules.					
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.	N/A				
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	N/A				
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.	N/A				
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		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						
<b>1.3</b>	<b>Teaching Personnel</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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		X			

		doctorate, in the discipline.						
	1.3.2.2	Publications within the discipline.					X	
1.3.3	The specializations of Visiting Professors adequately support the program of study.		N/A					
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.		N/A					
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.							
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.		n/A					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.							X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.								



<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.					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.						
<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		X			

	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.	N/A				
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.	X				
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.		X			
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.		X			
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				X	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	X				

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

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

<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					
	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.	N/A				
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.						
<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:						
	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.		N/A				
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			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</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 N/A</li> <li>- In which semester does practical training takes place? N/A</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 N/A</li> </ul>							
<b>2.5</b>	<b>International Dimension of the Program of Study</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.	N/A				
2.5.3	Students participate in exchange programs.					
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X

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

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

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

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

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.				X	

3.1.2	New research results are embodied in the content of the program of study.				X	
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				X	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	N/A				
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.					
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					
3.1.9	Student training in the research process is sufficient.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<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.	N/A								
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.										
<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.		X							
4.2.2	There is a supportive internal communication platform.	N/A								
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					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.										

		1	2	3	4	5
<b>4.3</b>	<b>Financial Resources</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.					
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.					
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

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

<b>5.</b>	<b>DISTANCE LEARNING PROGRAMS</b>	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.	N/A				

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.	N/A				
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.	N/A				
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>		
	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.	N/A				
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.

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

Name:	Signature:
Nikolaos Donos	
Afroditi Kakampoura	
Grigorios Polyzois	

Date: 11 April 2017 .....