Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: UCLAN Cyprus

Program of Study:

MSc in Data Analytics

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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.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
David Allen	Professor	University of Leeds
Andreas Nearchou	Associate Professor	University of Patras
Savvas Papagiannidis	Professor	Newcastle University
Nicolas Poyiadjis	Student	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

The committee members would like to thank the Agency of Quality Assurance and Accreditation in Higher Education, as well as members of staff at UCLAN Cyprus for responding to our queries and supporting the site visit. Everyone has been very helpful and supportive when it came to facilitating the MSc in Data Analytics evaluation.

The committee consisted of 3 senior academics who are research active and teach in areas related to the core part of the program under evaluation. The committee also included a student who offered valuable insights related to the national context.

The agenda included a number of meetings with different stakeholder groups as outlined below:

8.30-9.00	Meeting of the committee with the representative of the Agency of Quality Assurance and Accreditation in Higher Education.
10.00-12.00	Meeting with the senior management team and course leader. Presentations about the unit and program.
13.00-.13.30	Break for lunch and committee discussions related to the evaluations progress.
13.30-14.00	Tour of the facilities (library, teaching spaces, ICT labs, administrative offices, canteen)
14.00-14.30	Meeting with students in similar disciplines.
14.30-13:00	Meeting with administrative and support staff

The following information was provided and used as part of the evaluation:

- Application for Evaluation – Accreditation - New Program of Study: MSc in Data Analytics UCLAN Cyprus Document 200.1

The following document were provided on request before, during and after the site visit:
- Checklist for Minimum Presence on eLearning Spaces
- UCLan Cyprus list of Enrolled Student Nationalities 2016/17
- List of visiting academics (Incoming and outgoing staff mobilities)
- MSc Data Analytics Curriculum Skills Map.pdf
- UCLan Cyprus_Erasmus Agreements May 2017.pdf
- Revised List of Compulsory Courses and Elective Courses
- UCLan Cyprus Workload Model_2016-17
- List of academic, industry and other related MOUs, MOCs, Agreement
- Research bid activity in the School of Science
- Program team research interests

- Introduction and Institutional Presentation (power-point presentation slides)
- MSc in Data Analytics (power-point presentation slides)
- Academic regulations 2017/18 (UCLAN UK)
- Assessment handbook 2009/16 (UCLAN UK)
- MSc Data Analytics Course Handbook
- Sample staff student liaison committee meeting minutes

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.

Although Doc. Number 200.1 was initially seen as sufficiently comprehensive and detailed, during the evaluation process it became apparent that much of the information included in the document was out-of-date or had changed significantly.

We were provided with a revised document on the day of the visit. We were also provided with changes to that document on the day of the visit. In addition during the presentation different information to what was included in the aforementioned documents was mentioned (e.g. with regards to the admissions criteria). Moreover, we were provided with changes to the program the day after the visit. These changes were substantive and included the addition and removal of elective modules, changes to assessment, changes to the content of modules and leaning objectives.

The committee did not have enough time to note the difference between the original version of the documentation submitted and all the revisions provided during and after the visit.

We note with concern that a number of earlier sections in the document relate and refer to UCLAN UK as opposed to UCLAN Cyprus. For instance, on pages 12, 13 and 14 this includes the list of program, regulations and procedures, annual monitoring process etc.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

The committee on the whole satisfied with the way the programme team has suggested organising teaching. We note that this is in line with the University's current practice.

When it came to the teaching team, we were impressed by their enthusiasm and commitment. The course leader was sufficiently experienced to lead the development of the program and oversee its delivery. We note though the overreliance on a single individual and the potential impact this can have on the future and sustainability of the program.

There are strong links between UCLAN Cyprus and UCLAN UK which is beneficial to both organisations. There are clear opportunities for stronger links to be developed between this programme of study and other parts of UCLAN Cyprus. For example, there can be links to the Psychology, Sport and Wellbeing or the Business and Management School.

We note a significant investment in the School, which has provided excellent facilities and resources and promise to offer a strong student experience.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Overall this proposed program in data analytics provides a solid base on which to develop the curriculum further. The modules included in the compulsory part of the program cover sufficiently the data science aspects of the curriculum. The application of the analytics skills was contextualized via case studies or by analyzing real-life data sets. Although such approaches are commendable, they do not provide students a sufficiently holistic grounding and perspective as to how analytics can be used and value generated by their application. Similarly, the list of elective modules was not fully-justified. The choice of modules missed an opportunity to contextualize the core modules, to enhance the employability prospects of students and to reach out to other parts of the University. In addition to the above, it would have been welcome to see an overall assessment strategy for the program, as well as a careful consideration of the overlaps among modules.

To address the above and to improve the coherence of the program, the committee recommends the following:

- Review all module to ensure that they are streamlined. This will not only make it possible to avoid overlaps, but also leave sufficient room to develop materials horizontally (extend the scope of coverage linking to the modules), but also vertically (in terms of having more advanced and in-depth coverage).

- Add a module in the first instance related to the use of analytics in different applications and contexts. For instance, such a module could consider the use of analytics in business settings, e.g. when it comes to marketing/consumer

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behavior, web site analytics, operation research, finance etc. or link to the institution's interest in sports science.

- Develop the "Critical Analysis" module to provide a more holistic research methods experience that prepares students for undertaking projects underpinned by a wider set of methodologies. The module could then called "Research Methods".

- Ensure that data gathering, analysis and visualization of qualitative data and relevant methodologies are better represented across the program.

- Adopt a single approach to Turnitin submissions for the modules in this program, restricting submission to a single and final one. This will ensure that students are not tempted to game the system.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

UCLAN Cyprus is a new organization and has brought in a young and enthusiastic team of academics to support this program. As such, they do not have a substantive track record of publication at the highest level or attractive large amounts of research funding. They are however very active members of the research community and have clear plans for publications and submitting research bids. They are supported by the Institutional policies and resourced sufficiently. This is expected to be beneficial to this program and strengthen it over time.

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

In the evaluation committee briefing session it was emphasized that UCLAN Cyprus is an independent institution governed by Cyprus law and regulations. As such any services and underlying policies need to adhere to these explicitly and not just refer to UCLAN UK. On a positive note the UCLAN UK policies and services structures are appropriate and on par with the committee's' expectations. We note the very supporting and caring attitude of staff.

The committee's tour of the infrastructure evidenced the fact that UCLAN Cyprus offers good quality facilities across the board. Teaching spaces of various sizes ensured that different teaching styles and cohorts could be accommodated. The equipment in these spaces were on par with the committee's expectations and had recently been upgraded. Library facilities were very good and so was the implementation of the virtual learning environment (namely Blackboard). The available books could have been more up-to-date and covered all aspects of the programme in a more effective manner. We note that the deadline for sourcing the books had not elapsed during the visit and that this expected to be addressed at a later stage. ICT labs and connectivity were also sufficient. We also note the significant investment in new student accommodation.

The committee feels comfortable with the proposed financial arrangements and fees for the programme.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- 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.

After carefully considering all the facts and evidence provided to the committee as part of this evaluation, the committee believes that the curriculum needs revision before being accepted, as suggested by the recommendation made above (especially under section 2).

The committee would like to note that the frequent changes of the documentation at very short notice including during the evaluation visit and even after. This made the committee work very challenging. We were also concerned that information requested before the visit about assessment and feedback was not fulfilled.

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

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: UCLAN-Cyprus

Program of Study: MSc in Data Analytics

Duration of the Program of Study: 1 year FT / 2 years PT

Evaluation Date: 26/06/2017

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
David Allen	Professor	University of Leeds
Andreas Nearchou	Associate Professor	University of Patras
Savvas Papagiannidis	Professor	Newcastle University
Nicolas Poyiadjis	Student	University of Cyprus

Date and Time of the On-Site Visit: 9am 26/06/17

Duration of the On-Site Visit: 7 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.					
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.

Overall, we had a positive view of the way teaching has been organized with the exception of offering students the opportunity to submit their work to Turnitin multiple times. This makes it possible for them to game the system. The committee recommends using a consistent approach in all modules when it comes to Turnitin submissions and have a single submission. The regulations provided were those of UCLAN UK.

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	3	4	5
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.

Overall, although resources appeared sufficient to support student learning it is important, given the nature of the program, that more up-to-date books are suggested and used for each module.

1.3	**Teaching Personnel**	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					x
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					x
1.3.2.2	Publications within the discipline.				x	
1.3.3	The specializations of Visiting Professors adequately support the program of study.	NA				
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.	NA				

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

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

Although we note the competence and enthusiasm of the program leader, the committee has deep concerns of over-reliance on a single individual for the management and delivery of the program.

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	Thehighereducationqualificationandtheprogramofstudy,conformtothe provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.		NA			
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.

Overall, we were satisfied with the purpose and objectives set for this program. We would like the program team to revisit the mapping of the institutional learning objectives to the program learning objectives and provide a more accurate correspondence. Feedback and assessment practice could be improved so that the objectives of the program can be reliably validated.

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					X

		1	2	3	4	5
	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.					X

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

Although the program overall, meets the majority of the objectives related to the data analytics, objectives related to the application of the analytics are not fully catered for. The list of electives was not fully-justified and missed an opportunity to extend the program in a meaningful way. For instance, the electives list can include modules in the following areas: marketing, operations research, management and finance. Module Information Security Management appears to have only 24 hours of contact time. The program team should ensure consistency across modules.

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					

			1	2	3	4	5
	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.

In answering these question we refer to the documentation page 13 (Document 200.1) which refers to UCLAN-UK process and policies. The response of the staff was that they were following these processes as part of awarding a dual degree and the wider practice implemented.

2.4	Management of the Program of Study		1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.						x
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.						x
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.						x
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						x
2.4.5	Information relating to the program of study are posted publicly and include:						
	2.4.5.1	The provisions regarding unit credits					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.			NA		
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.			NA		

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

Public information provided on the University's web pages should have been more detailed.

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.			NA		
2.5.3	Students participate in exchange programs.			NA		
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.

This is a new program which has not yet developed strong links with other institutions nor has it been able to attract adjunct professors at this point. We do note that they have a number of potential collaborations that are at various stages of development.

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

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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.

The committee was overall satisfied.

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.

The program team is very enthusiastic and energetic when engaging with research and scholarship. The team has published a number of papers in journals and conferences relevant to the MSc and have been able to attract research funding. Senior managed was very support of research initatives.

The 40-40-20 workload distribution among research, teaching and service is on par with the committee expectations. The workload policy can include more effective provisions for protecting early career researchers.

The research methods module could have been more holistic and comprehensive when it came to qualitative data and associated methods.

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.

The committee is satisfied with the structures and process that are in place to support students.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					x
4.2.2	There is a supportive internal communication platform.					x
4.2.3	The facilities are adequate in number and size.					x
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					x
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					x

4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			x		
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					x

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

The committee was impressed by the infrastructure and facilities and the plans for expansion. The electronic library resources were excellent. However more recent hard copies of textbook would have been welcome.

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.

Financial planning appears to be sound and the available resources to support the program are in place.

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.			NA		

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.			NA		
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.			NA		
5.4	Student performance monitoring mechanisms are satisfactory.			NA		
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.			NA		
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.			NA		
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.			NA		
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.			NA		
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.			NA		
5.10	The supporting infrastructures are easily accessible.			NA		
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.			NA NA		
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.			NA		
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.			NA		
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.			NA		

| 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%. | | NA | | |

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

NA

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

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

NA

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.			NA		
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.			NA		
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.			NA		
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.			NA		
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.			NA		
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.			NA		
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.			NA		
Justify the answer you have provided and note the additional comments you may have on each standard / indicator. NA						

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:
David Allen	
Andreas Nearchou	
Savvas Papagiannidis	
Nicolas Poyiadjis	

Date: 27/06/2017

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