



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

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: FRESHART COLLEGE
Program of Study: FINE ART**



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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
Xenofon Bitsikas	Professor	School of Fine Arts, University of Ioannina, Greece
John Hyatt	Professor	Liverpool John Moores University
Susanne Clausen	Professor	University of Reading
Periklis Georgiou	Student	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

The committee visited the Fresh Art Institution on Tuesday 26 of June 2018. The plan of the visit included:

- Meeting with the head of the foundation and with the head and / or members of the Internal Quality Committee.
- Meeting with the head of the relevant department and the Coordinator of the Curriculum.
- Meeting with members of the academic staff.
- Discussion of the program as a whole and information on its response to the criteria
- Meeting with two students
- Visit to the institution's premises (library, computer labs, art studios, etc.)

During the visit, the committee had the opportunity to ask for more information and data.

After a thorough study and discussion of the application dossier and the additional data, the committee drafted and submitted the following report (27 June 2018).

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

1.1. Organization of Teaching Work

The proposed curriculum relates to the offering of a Diploma program titled "Diploma in Fine Art" (2 Years/120ECTS Full Time or 4 Years/120 ECTS Part Time). The duration of studies is 2 semesters for each academic year and in total 4 semesters for 12 credit units each semester. The teaching language is English. Is divided to 20 units in 4 semesters, of 5 units each. Each unit consists of 42 periods of 50 minutes each and corresponds to 6 ECTS. Some units could be redistributed so that there is continuity in the educational process without intervals.

The program structure is clear and sufficient for the requirements of the diploma, with the philosophy of initiation in different expressive means so that the concept of creative process and the introduction to the visual thinking are sufficiently understood.

The teaching methodology of each course is project / mentoring based and is considered to be suitable for teaching fine arts and individual achievement of course objectives and is compatible for adult teaching.

The methodology enables continuous-formative assessment and feedback to students.

From the description of the courses, it is presumed that the system and the evaluation criteria are satisfactory, clear and the relevant information is given to the students in a timely manner.

The curriculum is available in detail in the course descriptions. As far as its application is concerned, it cannot yet be fully judged, as the program has not yet been put into operation. Also, due to the non-operation of the program, additional teaching material was not available, but the infrastructure to host it was developed and available. The program has not yet worked, but the teachers of each course provide effective information to their students.

The systematic involvement of students in projects under the supervision of teachers during their studies potentially creates the conditions for effective feedback.

In the curriculum it is not the intention (and is not necessary) to prepare a dissertation. Nevertheless, work is planned (project type) throughout the course of studies.

The content of the library is insufficient to support the educational process effectively and there is no space available for study. The library function must be supported by an information system that implements the search process. The collaboration with the Northampton University Library via internet must be noticed, but must be extended to other electronically supported libraries, magazines and reviews.

1.1.1 We consider the admission criteria for students in relation to a general mark over 17 as too high. It should be based on a better correlation with other criteria,

related with the specific curriculum, and an interview as is practiced in other institutions and where possible.

1.1.3.5 The grade descriptors should be revised to better reflect the level of the award and be realistic.

1.1.4.1 The library function must be supported by an information system that implements the search process.

1.1.7, 1.1.12 and 1.1.11 Students must be provided with a handbook that clearly states and outlines all processes related to the course. This must include guidelines on plagiarism and student support and welfare services.

1.1.8 The procedures and form of examinations and assessment of students were not documented. They should be clearly outlined in the handbook including assessment criteria and the appeals procedure.

1.1.10 Not applicable because there are no academic ranks in this programme and institution.

1.2. Teaching

1.2.4 and 1.2.6. Refer to 1.1.7 and an e-learning platform is also planned –but not yet in function- to monitor students' academic profile by themselves.

1.2.7 The collaboration with the Northampton University Library via internet must be noticed, but must be extended to other electronically supported libraries, magazines, reviews and other electronic resources.

The mode of teaching and module descriptions seem appropriate for the level of the award however continuous curriculum development is expected.

1.3. Teaching personnel

There is a core of full-time academic staff. These staff, although covering the necessary fields of knowledge, should be developed as the program evolves over time. Teaching expertise maps onto subject areas.

All staff have specialization through the possession of a relevant BA (except one who holds a MA), which is marginally sufficient for the proposed program. In the discussion with the administration of the institute there was an individual reference to some potential visiting professionals, to complement the coverage of the cognitive objects where it may not be achieved by the existing staff. In the necessary future recruitment of teaching staff, the committee proposes the position of an artist with a recognized artistic and educational profile and the investment in staff development.

The committee considers that the ratio of the number of students to the total number of teaching staff is satisfactory during the first years of operation, where the number of students will be small.

However, it is noted that due to the level of the program, the parallel research activity of the teaching staff, while desirable, is not necessary.

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**

With regards to this section, the committee gives the following comments and suggestions:

The purpose and objectives of the curriculum are outlined in the report and are consistent with the Institution's strategic vision as it has been formed. At the same time, the general curriculum design is well structured, learning outcomes of the modules are realistic but this is not reflected in the grade descriptions. These must be revised in order to be consistent in relation to the level of the award.

Each module should be described in terms of how the student spends their time for example, (x) hours contact and (x) hours independent study etc.

As mentioned, the general curriculum design is well structured and defined, oriented to its purpose and objectives. At the same time, the course curriculum defines the learning outcomes, the content, the teaching and learning approaches.

2.3 We were assured that quality assurance mechanism will be in place although future evaluation is recommended.

2.4.5 An online system is promised prior to commencement of the programme.

2.4.7 Refer to 2.3

2.4.8 The ECTS system is appropriate only in the workload within the institution.

2.5.1 Collaboration with other institutions needs to be developed as the course grows.

2.6.3 We think the local society will benefit from this programme significantly.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Staff should be supported to develop their research and their teaching profiles, so it can feed into the teaching. However, at this level in a small college we will not expect staff to be working at the cutting edge of research. Therefore, the sections are considered largely not applicable.

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

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

Appropriate to the size of the institution administrative mechanisms and student support are spread evenly across a small team.

We are assured that an online student support system will be in operation to supplement the staff roles prior to commencement of the programme.

Whilst we recognised limits to financial resources we consider that there are sufficient to support the programme.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

This programme constitutes a significant step for a small institution in the city of Paphos. We believe it will provide a good opportunity for local students who might not otherwise have the opportunity to achieve a qualification and contribute to the cultural environment and society of the city.

The staff team are experienced at delivering programs at foundation and HND levels. It is important to realize that the diploma should have a stand-alone identity and not just be a continuation of lower level study. The staff are supportive and enthusiastic about this new development and have identified this as an opportunity for their own careers. The staff have appropriate qualifications, but the institution should invest into staff development and training so that the curriculum and the module content and delivery remain relevant to the forefront of the subject area.

Institution and staff team need to clarify the identity and focus of the diploma. This will help the students to target progression.

At this point the facilities are appropriate for delivering the programme but should be improved as the institution moves forward and grows.

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: Fresh Art

Program of Study: Fine Arts

Duration of the Program of Study: 2 years full time / 4 years part time

Evaluation Date: 26 and 27 July 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
Xenofon Bitsikas	Professor	School of Fine Arts, University of Ioannina, Greece
John Hyatt	Professor	Liverpool John Moores University
Susanne Clausen	Professor	University of Reading
Periklis Georgiou	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: 26 July 2018 at 09:45

Duration of the On-Site Visit: 10:00 – 17:00 (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:						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					X
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	n/a				
	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:				X		
	1.1.4.1	facilities			X		
	1.1.4.2	library		X			

	1.1.4.3	infrastructure				X		
	1.1.4.4	student welfare					X	
	1.1.4.5	academic mentoring						X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X		
1.1.8	Control mechanisms for student performance are effective.					X		
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.		n/a					
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>1.1.1 We consider the admission criteria for students in relation to a general mark over 17 as too high. It should be based on a better correlation with other criteria, related with the specific curriculum, and an interview to clarify if the portfolio belongs to the student.</p> <p>1.1.3.5 The grade descriptors should be revised to better reflect the level of the award and be realistic.</p> <p>1.1.4.1 The library function must be supported by an information system that implements the search process.</p> <p>1.1.7, 1.1.12 and 1.1.11 Students must be provided with a handbook that clearly states and outlines all processes related to the course. This must include guidelines on plagiarism and student support and welfare services.</p> <p>1.1.8 The procedures and form of examinations and assessment of students were not documented. They should be clearly outlined in the handbook including assessment criteria and the appeals procedure.</p> <p>1.1.10 Not applicable because there are no academic ranks in this programme and</p>								

institution.

Note, additionally:

- a) expected number of Cypriot and International Students in the program of study : 7-10
- b) the countries of origin of the majority of students: Cyprus, Greece, Russia, Middle East, Asia
- c) the maximum planned number of students per class-section: 10

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			

1.2.4 and 1.2.6 Refer to 1.1.7 and an e-learning platform is also planned –but not yet in function- to monitor students' academic profile by themselves.

1.2.7 The collaboration with the Northampton University Library via internet must be noticed, but must be extended to other electronically supported libraries, magazines, reviews and other electronic resources.

The mode of teaching and module descriptions seem appropriate for the level of the award however continuous curriculum development is expected.

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.	n/a				
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.	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					X

	five-year span.					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.			X		
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.			X		
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.	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>The purpose and objectives of the curriculum are outlined in the report and are consistent with the Institution's strategic vision as it has been formed. At the same time, the general curriculum design is well structured, learning outcomes of the modules are realistic but this is not reflected in the grade descriptions. These must be revised in order to be consistent in relation to the level of the award.</p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	

2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.				X	
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.	n/a				
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	
<p>As mentioned, the general curriculum design is well structured and defined in modules*, oriented to its purpose and objectives. At the same time, the course curriculum defines the learning outcomes, the content, the teaching and learning approaches.</p> <p>*Each module should be described in terms of how the student spends their time for example, (x) hours contact and (x) hours independent study etc.</p>						

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.			X		
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for			X		
	2.3.2.1 the members of the academic personnel			X		
	2.3.2.2 the members of the administrative personnel			X		
	2.3.2.3 the students.			X		
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			X		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.			X		
<p>We were assured that quality assurance mechanism will be in place although future evaluation is recommended.</p>						
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.	n/a				
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.		n/a					
2.4.5 An online system is promised prior to commencement of the programme.								
2.4.7 Refer to 2.3								
2.4.8 The ECTS system is appropriate only in the workload within the institution.								
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.		n/a					
2.5.3	Students participate in exchange programs.		n/a					
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				x			

As a stand-alone award with a vocational orientation we are satisfied that this is sufficient level for a diploma but at this point it is not clear that is sufficient for entry in a university's third (3) year.

2.5.1 Collaboration with other institutions needs to be developed as the course grows.

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.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.				X	

We think the local society will benefit from this programme significantly.

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.	n/a				
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the	n/a				

	funding of other institutions in Cyprus and abroad.					
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.					n/a
3.1.9	Student training in the research process is sufficient.					n/a
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						
4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.			x		
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			x		
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			x		
<p>Appropriate to the size of the institution administrative mechanisms and student support are spread evenly across a small team. We are assured that an online student support system will be in operation to supplement the staff roles prior to commencement of the programme.</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.		x			
4.2.2	There is a supportive internal communication platform.				x	
4.2.3	The facilities are adequate in number and size.				x	

4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			x		
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.		x			
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.		x			
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.	x				
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.	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.				x	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				x	
<p>Whilst we recognised limits to financial resources we consider that there are sufficient to support the programme.</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.	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.					
5.11	Students are informed and trained with regards to the available educational infrastructure.	n/a				
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%.	

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

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

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.	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.	

FINAL REMARKS – SUGGESTIONS

This programme constitutes a significant step for a small institution in the city of Paphos. We believe it will provide a good opportunity for local students who might not otherwise have the opportunity to achieve a qualification and contribute to the cultural environment and society of the city.

The staff team are experienced at delivering programs at foundation and HND levels. It is important to realize that the diploma should have a stand-alone identity and not just be a continuation of lower level study. The staff are supportive and enthusiastic about this new development and have identified this as an opportunity for their own careers. The staff have appropriate qualifications, but the institution should invest into staff development and training so that the curriculum and the module content and delivery remain relevant to the forefront of the subject area.

Institution and staff team need to clarify the identity and focus of the diploma. This will help the students to target progression.

At this point the facilities are appropriate for delivering the programme but should be improved as the institution moves forward and grows.

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

Name:	Signature:
Xenofon Bitsikas	
John Hyatt	
Susanne Clausen	
Periklis Georgiou	

Date: 27 July 2018