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

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: University of Nicosia
Program of Study: Masters of Public Health**



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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
Hadjichristodoulou Christos	Professor	University of Thessaly, Greece
Tzaphlidou Margarita	Professor	University of Ioannina, Greece
Kraemer Alexander	Professor	University of Bielefeld, Germany
Panagiotakopoulos Christos	Professor	University of Patras, Greece
Costi Egli	Student	University of Cyprus, 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.

Members of the Committee reviewed and analysed the document individually and three of its members met informally once, prior to the on-site visit. On the day of the evaluation, the Committee first met with representatives of the Agency to discuss the scope of the review and then conducted an 8-hour on-site visit at the University of Nicosia, where meetings were held with both the academic and admin leads of the proposed programme, as well as with two students (one current student on the Master for Family Medicine, and one post-graduate from the same Master degree). The EEC visited the library and the DL facilities.

The External Evaluation Committee (EEC) has received comprehensal documents from the School of Medicine of the University of Nicosia including the following:

- The application for Evaluation-Accreditation-new program of study
- Master of Public Health-Distance Learning study guides
- Masters of Public Health-Distance learning course outlines
- Lecturers Curriculum Vitae
- Programme Handbook-Master of Public Health
- Scheme of Assessment-Master of Public Health
- And several other documents

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- Organization of Teaching Work

The overall structure of the MPH (core modules and electives) is considered effective and the EEC believes that the structure is supporting the achievement of all the MPH objectives. The topics selected are appropriate and compatible with similar MPHs worldwide, simultaneously addressing the needs of the Cypriot population (prevention of non-communicable diseases, etc.). The EEC suggested that the number of elective courses could be increased offering the student the possibility to select modules related to population movements, tourism, healthcare settings etc. These topics are very important for Cyprus and may be attractive to the future students. Existing modules (e.g. Global Health) also address the needs of international students.

The EEC had the opportunity to review the syllabus, the objectives and the expected outcomes of all the modules, and found them very detailed and well prepared. From the study of the documents provided and the on-site visit discussion the EEC concluded that the training schedule and components (hours of lectures, assignments, group discussion etc.) are well designed and balanced.

- Teaching

The DL teaching includes webinars, group discussions and assignments. Further training material is provided in the format of pdf or text or links to specific e-books. The EEC fully supports the development of interactive asynchronous e-learning material on specific topics by using all the available technology and tools, so as to improve the interactivity of students with the training material.

The EEC had the opportunity to visit the DL technical supporting facilities. At the time of the visit a webinar was conducted within the framework of another master program. The EEC considers the quality of the training material used in this special case (power point presentation) very poor, of low quality and non-attractive for the students. Within the webinars there are tools available to increase the interactivity with the students: multiple-choice questions, polls, multimedia/polymorphic materials, etc.

The MPH coordinator should set up processes and policies in order to ensure that all training material that is going to be uploaded and be used in the e-learning platform should meet specific quality criteria. The EEC concludes that this is very important for the quality assurance of teaching provided within the MPH DL programme.

- Teaching personnel

The EEC had the opportunity to meet and discuss with the faculty members who will be involved in delivering lectures in the proposed MPH. Moreover, external collaborators from other institutions were invited to participate in order to cover specific topics included in the MPH (Health Economics, etc.).

The EEC highly recommends especially for the external teaching staff but also for the members of the faculty to conduct an induction course on training

techniques using distance learning tools and pedagogical methods. Special attention should be given to the various backgrounds of the future students and their multinational origin, which could create difficulties in the DL environment. Regarding the number of the teaching personnel the EEC feels that while at the moment possibly sufficient, in the future with the expected number of students rising to around 100, a shortage of personnel can be foreseen. Thus, the EEC strongly recommends to make plans how to increase the teaching capacity. The EEC also evaluated the information provided about teaching staff (short CVs) and concluded that their qualifications are satisfactory and fulfill the criteria of providing high quality teaching in the MPH.

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 reviewed the purpose and objectives as well as the learning outcomes of the proposed programme of Study as outlined in the Application and discussed them during the on-site visit. The Committee feels that these are appropriate.

Overall, the MPH programme is designed based on the specifications of learning outcomes. The higher education qualification and the programme of study, conform to the provisions of their corresponding Professional and Vocational Bodies.

Overall, the structure and delivery of the programme are as described in the programme specifications. The European Credit Transfer System seems to be applied in an appropriate and consistent manner. Also, the programme of study is structured consistently.

As the programme is designed and can be further elaborated due to the recommendations below, the programme's content can lead to the achievement of the programme's expected learning outcomes.

The EEC feels that the proposed MPH programme covers a broad range of important public health objectives and fields. However, with respect to elective courses, we recommend that other public health objectives especially relevant to Cyprus and the region should be included, e.g. burden of disease in the Mediterranean region, stronger emphasis on migration and mobility, and for Cyprus relevant settings, like health-related problems in tourism.

The quality assurance and management of the programme seem to be appropriate. With respect to the international dimension of the programme it is beneficial as a high proportion of the academic staff has international professional experience. Many received their academic degrees at foreign universities with high reputation. The international dimension of the programme also stems from the fact that a high proportion of MPH students will probably come from outside Cyprus, e.g. other European countries, the Middle East, West and South Asia, and Africa. In addition, some of the programme contents refer to international challenges of global public health.

In view of the current health care reform in Greece and in Cyprus, the future demand for health care professionals will probably strongly increase, putting health professionals holding a MPH degree in a favorable position for the local labor market. The programme is expected to have an important input in the society.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The EEC recognises that most of the MPH teaching staff seems to be involved in research activities and has a high motivation for it. Applying research topics of high relevance intergrading own research experience into the MPH curriculum improves the teaching quality, because teaching and research go hand in hand. Due to the fact that most of the teaching staff is fairly young, and allocates most of their time in teaching, however, the policy of the university will have to be adapted to guarantee more possibilities for research for the faculty, e.g. sabbaticals, Erasmus exchange, participation in international summer schools and continuing education in the methodology of public health. In this way, the institution will become an international centre of excellence in teaching and research.

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

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

The committee is confident that the institution's processes regarding to administration, student welfare and support of teaching work are robust in principle. Despite the fact that in the MPH handbook a Health Clearance policy about any student health problems is mentioned, during the Site Visit, nothing was mentioned about this in the student welfare office. The EEC emphasises the need to be proactive with respect to students who face personal problems, and who may feel inhibited from coming forward on their own initiative. In addition, it is not clear if there are special support for students with disabilities available.

The infrastructure is impressive with respect to the modern building. However, as for the distance learning administrative staff, the EEC felt that the capacity of the staff (only eleven persons) is not enough in relation to the total number of several thousand students enrolled in distance learning programmes.

Given that this MPH programme is delivered through distance learning, the Committee would encourage the institution to make the training in Distance Learning methodology compulsory for each member of the faculty.

According to the information received from the faculty regarding the financial resources of the university come from students' fees. However, the EEC observed an inconsistency of the amount of student fee between the university administration and what the Committee was told by the students. The students reported that a discount on the predetermined fees is perceived for almost all the students. However, for the feasibility of the DL programme the financing could be considered sufficient taking into consideration the expected number of students.

5. DISTANCE LEARNING PROGRAMS

As mentioned above the EEC is highly recommending to put in place processes and policies to ensure high quality of the training material (webinars etc.) provided to the students within the DL programme. Moreover the additional educational material in pdf or text format should be decreased in favor of asynchronous e-learning material. The DL master programme should take advantage of tools and techniques for building the e-learning material. If these techniques are used appropriately the DL programme may even have advantage over the face-to-face programme. If these tools and techniques are not used appropriately, as we believe happening in this programme, then the quality of the education provided is very low and not acceptable.

Another important issue with the DL programme is the continuous monitoring of attendance and performance of students in all the educational activities of the programme. Pre-defined thresholds should be implemented to assess the performance and the attendance together with pre-defined corrective measures (e.g. in absence of more than 30% an extra assignment should be offered and low performance should be followed by provision of extra learning material, etc.).

During the site visit the EEC by discussing with former students identified that a personal tutor was not assigned to a new student for the Master in Family Medicine. The coordinator of MPH said that the assignment of the tutor is offered optionally to the students and some of them may use it but others not. The EEC believes according to international practice that there is a need for tutoring within the framework of a master programme to support the performance of a student and provide guidance on their thesis subject selection.

Moreover, during the site visit the EEC identified that a Virtual Private Network (VPN) is not functioning at university level and the computer network of the Medical Faculty is not connected with the computer network of the rest of the departments. The EEC recommends that a VPN should be incorporated at the university level.

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

- The purpose and objectives, as well as the learning outcomes are appropriate. Overall, the structure and delivery of the programme are as described in the programme specifications. The European Credit Transfer System seems to be applied in an appropriate and consistent manner. Also, the programme of study is structured consistently.
- The quality assurance and management of the programme seem to be appropriate. The international dimension of the programme benefits from the international professional experience of the teaching staff and the international students coming from many countries. Some of the programme contents refer to international challenges of global public health.
- In view of the current health care reform in Greece and in Cyprus, the future demand for health care professionals will probably strongly increase, putting health professionals holding a MPH degree in a favorable position for the local labor market. The programme is expected to have an important input in the society.
- The overall structure of the MPH (core modules and electives) is considered effective and the topics selected are appropriate. However, it is recommended to increase the number of elective courses (burden of disease in the Mediterranean region, stronger emphasis on population movements, migration and mobility, and for Cyprus relevant settings, like health care settings and health-related problems in tourism).
- The syllabus, the objectives and the expected outcomes of all the modules, are very detailed and well prepared. In addition, the training schedule and their components (hours of lectures, assignments, group discussion etc.) are well designed and balanced. The DL teaching includes webinars, group discussions and assignments and supporting material in pdf and text format. The EEC fully supports the development of interactive asynchronous e-learning material on specific topics.
- The quality of the training material used in an ongoing webinar within another master programme was very poor, of low quality and non-attractive for the

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.

students. Within the webinar format modern tools (multiple choice questions, polls, etc.) should be used to increase the interaction with the students. Processes and policies should be put in place to ensure that all training material that is going to be uploaded and be used in the e-learning platform meet specific quality criteria. This is very important for the quality assurance of teaching provided within the MPH DL programme.

- The EEC highly recommends to put in place processes and policies to ensure high quality of the training material (webinars etc.) provided to the students within the DL programme. Moreover, the additional educational material in pdf or text format should be decreased in favor of asynchronous e-learning material.
- Pre-defined thresholds should be implemented to assess the performance and the attendance together with pre-defined corrective measures (examples are mentioned above).
- Both internal (around 70%) and external (around 30%) teaching personnel is engaged and all the topics are well covered. All the teaching staff should conduct an induction course on training techniques using distance learning tools and pedagogical methods. The EEC strongly recommends to make plans how to increase the teaching capacity in the future taken into consideration the expected increase number of the students.
- The EEC recognises that most of the MPH teaching staff seems to be involved in research activities and has a high motivation for it. Since most of the teaching staff is fairly young, and allocates a lot of time in teaching, the university policy will have to guarantee will have more chances for research for the faculty members e.g. sabbaticals, Erasmus exchange, participation in international summer schools and continuing education in the methodology of public health.
- The committee is confident that the institution's processes regarding to administration, student welfare and support of teaching work are robust in principle. However there seem to be shortcomings with respect to students with personal problems, or disabilities. The infrastructure is impressive with respect to the modern buildings. However, as for the distance learning administrative staff, the EEC felt that the capacity of the staff (only eleven persons) is not enough in relation to the total number of several thousand students enrolled in distance learning programmes.
- Given that this MPH programme is delivered through distance learning, the Committee would encourage the institution to make the training in Distance Learning methodology and pedagogical methods compulsory for each member of the faculty.
- According to the feasibility study presented and the expected number of students the financing of the DL programme is considered sufficient.

- The EEC believes according to international practice that there is a need for tutoring within the framework of a master programme to support the performance of a student and provide guidance on their thesis subject selection.
- Moreover, during the site visit the EEC identified that a Virtual Private Network (VPN) is not functioning at university level and the computer network of the Medical Faculty is not connected with the computer network of the rest of the departments. The EEC recommends that a VPN should be incorporated at the university level.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Nicosia

Program of Study: Masters of Public Health

Duration of the Program of Study: 1,5 years (3 semesters)

Evaluation Date: 28 October, 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
Hadjichristodoulou Christos	Professor	University of Thessaly, Greece
Tzaphlidou Margarita	Professor	University of Ioannina, Greece
Kraemer Alexander	Professor	University of Bielefeld, Germany
Panagiotakopoulos Christos	Professor	University of Patras, Greece
Costi Egli	Student	University of Cyprus, Cyprus

Date and Time of the On-Site Visit: 27 October, 2017, 9:30 am

Duration of the On-Site Visit: 7,5 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				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:				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. N/A						
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X	
1.1.8	Control mechanisms for student performance are effective.				X		
1.1.9	Support mechanisms for students with problematic academic performance are effective. N/A						
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					X	

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

1.1.2; They have a written policy to eliminate the number of participants per session/ webinar to 30 students. Thus, in case of higher number of students the session/webinar is repeated accordingly.

1.1.4.3; see comments about VPN.

1.1.4.4; discrepancy between information from the handbook and information from the welfare staff.

1.1.4.5; see above findings.

1.1.8.; see comments about the monitoring of performance and attendance.

Note, additionally:

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

β) the countries of origin of the majority of students.

γ) the maximum planned number of students per class-section.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				X	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				X	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.			X		
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.5; The teaching material is not appropriate to encourage the interaction between students and the teachers.</p>						

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.			X		
1.3.3	The specializations of Visiting Professors adequately support the program of study.				X	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality. N/A					
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.2.2; the research activity (publications) is considered by the EEC as moderate.</p> <p>1.3.9; see our recommendations with respect to improving research activities for staff.</p>							

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS					
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4 5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.		X		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator. 2.1.4; see teaching in our report.					
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				X

	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		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.9; See discrepancy of information of the handbook and the information given by the students.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p>						
2.3	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>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.3.2.3; Students are evaluating only the quality of the teaching and the lectures, not the infrastructure and the facilities.</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.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					X
	2.4.5.1 The provisions regarding unit credits					X
	2.4.5.2 The expected learning outcomes					X
	2.4.5.3 The methodology					X

	2.4.5.4	Course descriptions					X
	2.4.5.5	The program's structure				X	
	2.4.5.6	The admission requirements					X
	2.4.5.7	The format and the procedures for student assessment					X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.						X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X		
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification. N/A						

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

2.4.7; The programme only includes evaluation of teaching, not facilities or administrative staff.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.				X	
2.5.2	The program attracts Visiting professors of recognized academic standing.				X	
2.5.3	Students participate in exchange programs. 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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p>						
2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						

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. N/A					
3.1.9	Student training in the research process is sufficient. N/A					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						
4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.			X		
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria. N/A					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.1.1; see our comments above</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. N/A					
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.7; The EEC encourages the institution to make compulsory training in DL methodology.</p>						

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		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.3.4; Depending on the specific comparison between the UNic and institutions in Greece, other parts in Europe, or internationally.</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.			X		
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. N/A					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.			X		
5.4	Student performance monitoring mechanisms are satisfactory.			X		
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.			X		
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.				X	
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.				X	
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.			X		
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.				X	
5.10	The supporting infrastructures are easily accessible.					X
5.11	Students are informed and trained with regards to the available educational infrastructure.					X
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.				X	

5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.				X	
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.				X	
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.				X	
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%.					X

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

5.1; feedback process of the students is unclear

5.2; the EEC does not have enough information to comment on that point.

5.3; see report with respect to induction course including pedagogical methods.

5.4; see comments on the monitoring of performance and attendance of the students.

5.5; see our comment on mentoring, which is only optional.

5.8; we encourage the decrease of the usage of pdf, text, books, or other supporting material, in favor of asynchronous interactive e-learning material

5.15; see our comments about the need of VPN.

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.	N/A

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>All of the above are N/A.</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.

See our summary of recommendations.

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

Name:
Hadjichristodoulou Christos
Tzaphlidou Margarita
Kraemer Alexander
Panagiotakopoulos Christos
Costi Egli

Date: 28 October 2017