Doc. 300.1.1

Date: Date 7/7/26

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  - **C.D.A COLLEGE**
  - **Town: NICOSIA**
- **School/Faculty (if applicable): N/A**
- **Department/ Sector: N/A**
- **Programme of study- Name (Duration, ECTS, Cycle)**
  In Greek:
  Διοίκηση Αστυνομίας [4 ακαδημαϊκά χρόνια, 240 ECTS, Πτυχίο (BA)]
  In English:
  Police Management [4 academic years, 240 ECTS, Bachelor of Arts (BA)]
- **Language(s) of instruction: English**
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

Site Visit Agenda

Education Officer:	Droso Lavithi
Ref. Number:	07.14.008.003.002
Programme(s) of study: **Name (Duration, ECTS, Cycle)**	Police Management (4 Years, 240 ECTS, Bachelor of Arts) Διοίκηση Αστυνομίας (4 Χρόνια, 240 ECTS, Πτυχίο)
Institution:	C.D.A College Nicosia
Date of on-site visit:	6 July, 2026

Subject: External Evaluation Schedule

The site visit will take place according to the following indicative schedule and it may change according to the EEC's suggestions:

09:00 – 09:10

- A brief introduction of the members of the External Evaluation Committee

[10 minutes]

Chair	**Brian Rappert**	**Professor of Criminology, University of Exeter, UK**
Member	**Eckhard Schroeter**	**Head of Department of Administrative Sciences, Professor of Public Administration and Police Management, German Police University, Munster**
Member	**Effi Lambropoulou**	**Head of Criminology, Full Professor, Panteion University of Social and Political Sciences, Athens**
Member (Student)	**Neofyta Christoforou**	**Law, University of Cyprus**

09:10 – 09:45

- A meeting with the Rector/Head of the Institution and/or the Vice Rector of Academic Affairs
  - Short presentation of the Institution and discussion

[10 minutes]

  - A meeting with the members of the Internal Evaluation Committee (Q&A Session)

[25 minutes]

Name(s) of presenter(s)/participant(s):

Full Name	Position
Athanasios Christoforou	Chairman
Internal Evaluation Committee	
Dr. Pavlos Panayi	Chairman of the IEC & General Director
Dr. Andreas Tofaris	Head of Research Centre "Aristotle" & Member of IEC
Efstathios Michael	General Director C.D.A Pafos Campus & Member of IEC
Athena Koliandri	Director International Affairs & Member of IEC
Katerina Kyriakidou	Director C.D.A College Nicosia & Member of IEC
Christina Agathangelou	Head of the program
TBA	Student

[35 minutes]

10:20 - 10:35

- *Coffee Break*

[15 minutes]

10:35 – 11:45

- A meeting with the **Head(s) of the relevant department** and the **Coordination Committee** of the programme.
  - Discussion regarding the content and the standards of the programme of study about: (**EEC Report / Assessment Area 1** - Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9))
    - intended learning outcomes and ECTS
    - learning opportunities available to the students
    - qualification awarded
    - feedback processes for the improvement of the department

- Discussion regarding the Information for the effective management of the programme of study (**EEC Report / <u>Assessment Area 1</u>** - Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9))
- Discussion on the process of teaching and learning and the student-centred teaching methodology, the practical trainings and the student assessment (Assessment Area 2 - Student – centred learning, teaching and assessment -ESG 1.3)
  - Observation on the material and discussion on the methodology i.e. students' assessments and equipment used in teaching and learning i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations/thesis.
- Discussion on the Student admission, processes and criteria, progression, recognition and certification (**EEC Report /<u>Assessment Area 4</u>** - Student admission, progression, recognition and certification ESG 1.4) / (**EEC Report /<u>Assessment Area 6</u>** - Additional for doctoral programmes (ALL ESG))
  - selection/admission criteria
  - students' key performance indicators
  - profile of the students' population
  - students' satisfaction on learning resources and support available
  - students' progression, success and drop-out rates
  - career paths of graduates / graduate employment information

Maximum duration of presentation: 20΄ *Discussion: 50΄*

[70 minutes]

Name(s) of presenter(s) and participant(s):

Christina Agathangelou	**Head of the Program**
Athena Koliandri	**Director of International Affairs & Member of the IEC**

11:45 – 12:45

- A meeting **<u>ONLY</u>** with <u>members of the teaching staff</u> on each course for all the years of study (QA session).
  - Self-Presentation-(i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
  - Discussion on the design, structure and content of each course and its implementation, the criteria used for the development of the program (i.e. methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
  - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
  - Discussion of prescribed and recommended reading for each module.
  - Discussion on assessment criteria, samples of final exams or other teaching material and

resources. Assessment criteria, processes and practices refer to both summative and on-going formative assessment and should be examined vis-à-vis the structure and content of the program and each individual course.

(**EEC Report /Assessment Area 2** - Student – centred learning, teaching and assessment (ESG 1.3)) / (**EEC Report /Assessment Area 3** – Teaching Staff (ESG 1.5))

[60 minutes]

Name(s) of the teaching staff:

Christina Agathangelou	Head of the program
Estelia Savvidou	Senior Lecturer
Dr. Panayiota Xanthopoulou (ZOOM)	Professor
Dr. George Bosmalis	Assistant Professor
Dr. Despoina Kouali	Professor
Dr. Andreas Tofaris	Professor

12:45 – 13:15

- A visit to the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities) and discussion of the main issues with IT Manager, Course Leader and Director of Academic Quality and Compliance

[30 minutes]

Name(s) of participant(s):

Alexia Charalambous	**Librarian**
Alexandros Tryfonos	**IT Support**

13.15 – 14.15

- *Lunch Break offered by the institution to EEC panel members and CYQAA officer*

[60 minutes]

14:15 – 15:00

- A meeting with **ONLY** External Stakeholders.

(**EEC Report/Assessment Area 4** - Student admission, progression, recognition and certification ESG 1.4)/ (**EEC Report/Assessment Area 1** Study programme and study programme's design and development - ESG 1.1, 1.2, 1.7, 1.8, 1.9)

1. ESs' input on the development of the institution's quality assurance policies.
2. ESs' input on the design and development, as well as on the on-going monitoring and review of the programme of study.
3. ESs' involvement on the periodic assessments to ensure continuous alignment with market needs.
4. ESs' sought-out input to review and to update public information for purposes of accuracy.
5. ESs' contribution in aligning the program with the European Qualifications Framework, and in assessing the delivery of its effectiveness.
6. ESs' sought-out input to provide:
   - industry trend analysis
   - data exchanges via professional networks
   - employer insights concerning career readiness of graduates.
7. ESs' input on the program's potential employability of its graduates.

[45 minutes]

Name(s) of participant(s):

Full Name	Position
Dimitris Amaxaris	
Alexia Georgiou	alexia300378a@icloud.com

15:00 – 15:40

- A meeting with **ONLY** students and graduates (5 – 15 participants).

  (**EEC Report /Assessment Area 1** Study programme and study programme's design and development (ESG 1.1, 1.2,1.3 1.7, 1.8, 1.9. 1.10), **Assessment Area 2** - Student – centred learning, teaching and assessment -ESG 1.3) **EEC Report /Assessment Area 4** - Student admission, progression, recognition and certification ESG 1.4)/ (**EEC Report /Assessment Area 5** - Learning resources and student support (ESG 1.6))/ (**EEC Report /Assessment Area 6** - Additional for doctoral programmes (ALL ESG))

  [40 minutes]

Name(s) of participant(s):

Marina Kitsikopoulou	Police Management 4th Year
Panikos Okkarides	Graduate Police management

15:40 – 16:00

Lesson Observation

Not applicable – No lectures available

[20 minutes]

16:00 - 16:15

- *Coffee Break*

[15 minutes]

16:15 – 16:45

- A meeting **exclusively** with members from the Administrative Staff (QA session)
  (**EEC Report /Assessment Area 4** - Student admission, progression, recognition and certification ESG 1.4)/ (**EEC Report /Assessment Area 5** - Learning resources and student support (ESG 1.6)) / (**EEC Report /Assessment Area 6** - Additional for doctoral programmes (ALL ESG))

[30 minutes]

Name(s) of participant(s):

Tonia Georgiou	Student Welfare & Erasmus

16:45 – 17:00

- **Working Coffee Break**
  A meeting ONLY between the EEC members, to sum up and discuss for any additional clarifications needed, before the Exit Discussion

[15 minutes]

17:00 – 17:30

- **Exit Discussion** with the Head(s) of the relevant department, the coordinator(s) of the programme - and the Director(s) of Academic Quality and Compliance (questions, clarifications).

[30 minutes]

Name(s) of participant(s):

Dr. Pavlos Panayi	
Katerina Kyriakidou	
Christina Agathangelou	

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Brian Rappert	Professor	**University of Exeter, UK**
Eckhard Schroeter	Professor	**German Police University, Munster**
Effi Lambropoulou	Professor	**Panteion University of Social and Political Sciences, Athens**
Neofyta Christoforou	Student	**University of Cyprus**

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
    - collaborates with industry experts for curriculum development.
    - conducts joint reviews with external academic specialists to maintain academic rigor.
    - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
    - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
    - conducts regular feedback sessions with local community leaders for societal relevance.

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
    - *selection criteria*
    - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

CDA is a well-established private higher education provider than has developed policies and procedures for internal governance. Quality assurance is conducted by an internal audit committee that includes rotating members of key College functions. The College, and this BA Police Management programme in particular, accesses the views of external stakeholders in the design of its degrees.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Sufficient information is available publicly for understanding the offerings of the programme. The make-up of the BA is in-line with societal demands associated with new security challenges. This meeting of demand is evidenced in the employment of graduates and in the feedback received on the programme by current and former students. The high graduate rates and lack of drop-outs speaks positively to the programme and the support provided by CDA staff to students. CDA is developing its societal contributions through the formation of the Aristotle Research Centre, though its relevance for this BA programme is to date limited.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

In terms of changes:

* It is unclear how the College is assessing that the actual workload of the students is in accordance with the expectations under ECTS; this is an issue given most students are engaged in full-time study and full-time employment.

* Current or former students could be better incorporated into internal governance review procedures where permissible.

* From what we understand, quality assurance could be enhanced with further formal and informal contributions from external stakeholders; including from civil society, the police, and private security businesses.

* The intellectual progression between courses and semesters could be more explicit in written material to students.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment *(ESG 1.3)*

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology
2.2 Practical training
2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

CDA offers detailed course descriptions which include clear expectations for student assessment that are known in advance. Methods of assessment vary. A formal procedure is in place for student appeals. Student learning needs are catered to in the courses as well as through the overall support systems in place within CDA. All phases of the student learning cycle are grounded in developed policies. The BA Police Management faces acute challenges in combining experienced professionals with school leavers.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

* For each core course there is an expectation for an 'interactive form' of teaching.
* This programme incorporates considered attention to the opportunities and challenges associated with AI.
* The diversity of courses in terms of topics support a diversity of forms of learning.

* The programme follows a blended learning methodology, offering students the flexibility to access recorded lectures whenever needed. This is particularly beneficial, considering that the majority of students are employed alongside their studies. The teaching and learning methods are diverse and student-centred, incorporating article analysis, classroom discussions, group work, projects, case studies, and research activities. These approaches encourage active participation, collaboration, and the development of critical thinking skills.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

* The final year thesis course could be alternatively structured to build a research culture in CDA; for instance, by coordinating student dissertation topics so as to enable the production of cohort research projects (in cooperation with the Aristotle Research Centre).

* The thesis could be underpinned by great incorporation of research activities within courses in Years 1-3; more specifically, student assessments in multiple courses should include the undertaking of independent research.

* Further detailed schedules in course materials are needed, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.

* The programme needs to ensure all students graduate with practical experience of policing, public administration or management. While most students are serving officers, there are some that are school leavers.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

3.1 Teaching staff recruitment and development
3.2 Teaching staff number and status
3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*

- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The staff have varied intellectual and workplace backgrounds. The educational qualifications of staff are appropriate. The BA Police Management is not organised through a faculty but instead it is coordinated through a lead organiser.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The varied backgrounds of staff ensure a wide mix of teaching approaches. Staff innovation is encouraged. The academic staff demonstrated professionalism, organisation, and commitment to student success. It was evident that they are dedicated to creating a supportive learning environment and strive to provide the best possible educational experience for their students.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

* The extent of research is limited in scope and concentrated in certain staff members. The Aristotle Research Centre offers a useful mechanism for supporting CDA research, but its relevance for this degree is nascent. Where appropriate, staff research should be facilitated.

* Further collaboration on teaching and research with external partners is to be encouraged.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

4. Student admission, progression, recognition and certification *(ESG 1.4)*

Sub-areas

4.1 Student admission, processes and criteria
4.2 Student progression
4.3 Student recognition
4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

There is a good support system in place for students. The admissions requirements are appropriate both for home and international students. The College pays attention to transparency in student admission.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Considered attention is given to fraud prevention and plagiarism. Transparent procedures for student admission, progression and certification are in place.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Given the number of students coming from the police, there is a developed process for recognition for prior learning and work experience (specifically through the Police Academy). The examiners are not able to comment on the suitability of current recognition standards, but we recommend these be subject to ongoing review.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support *(ESG 1.6)*

Sub-areas

5.1 Teaching and Learning resources
5.2 Physical resources
5.3 Human support resources
5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

For this BA, one building campus in Nicosia offers teaching and learning facilities as well as student support.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The classroom, study facilities, and general infrastructure are satisfactory.

There is a well-developed system for monitoring student concerns and offering support. Student feedback on support services was good. A psychologist is available to students should the need arise.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The CDA library provisions are limited, specifically in terms of access to book hardcopies. Efforts should be made to reduce the need for students to access physical books as part of courses.

Uptake of Erasmas is highly limited due, in part, to the professional composition of most students. The programme promotes international exposure by inviting experts from other academic institutions as well as experienced police officers to contribute to teaching and learning activities.

Identification of student problems appears to rely on student absences.

Students should have a greater range of formal/informal, during/post semester mechanisms for offering feedback.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

As examiners we found the programme to be highly valuable and professionally relevant. It appears to respond effectively to the needs of police professionals by providing them with the academic qualifications and competencies required for career advancement and progression within the police service. The teaching staff are appropriately qualified and posses a supportive energy for their students.

To highlight our recommendations for change:

* CDA should be encouraged to emphasise an understanding of “police management” as a degree course focusing on elements of police-community relations, leadership in police organisations and organisational aspects of policing. In doing so, they can build on the changes made after the last evaluation. As part of this, practical training for civilians should be encouraged.

* The programme organisers may want to develop further synergies between research and teaching, including the involvement of students in undergraduate research. The Aristotle Research Centre is a positive initiative that has the potential to advance research in policing and police management.

* CDA may want to address more directly the fact that their students are almost exclusively drawn from the police force. This student population is likely to have specific needs and requirements that are different from school leavers; as a result there is a need for continuous review of the policies and procedures for assessing student experience.

* While we are positive about the overall learning environment, the physical provisions of library need improvement.

* Stakeholders should support programme development and student training as much as possible.

E. Signatures of the EEC

Name	*Signature*
Brian Rappert	
Eckhard Schroeter	
Effi Lambropoulou	
Neofyta Christoforou	

Date: 7/7/2026