

Doc. 300.1.1

Date: 6/12/21

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Global College
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
 - **Department/ Sector:** Sector of Security Management
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διαχείριση Ασφάλειας «4 Έτη/240 ECTS, Πτυχίο»

In English:

Security Management (4 years, 240 ECTS, Bachelor of Arts)

- **Language(s) of instruction:** Greek
- **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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

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The remote visit was conducted through the agenda below. The members of the Committee and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education met 9:30-10:00 on 6 December 2021 to finalise arrangements.

Doc. 600.4

Ref. Number:	07.14.062.005.001
Programme of study: Name (Duration, ECTS, Cycle)	Security Management (4 years, 240 ECTS, Bachelor of Arts)
Institution:	Global College
Date of remote visit:	06/12/2021

Subject: Remote (online) External Evaluation Schedule

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

* The times indicated below are in Cyprus Local Time. Please check your time zones ahead of time.

10:00 – 10:10

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

[10 minutes]

10:10 – 10:40

- A meeting with the Head of the Institution– short presentation of the Institution
- A meeting with the members of the Internal Evaluation Committee

[15 minutes]

[15 minutes]

Names of participants:

George Kriticos
Andreas Kriticos

General Director
Director of Administration & Finance

George Yiapanas Program Coordinator
Evangelia Philippou Business Development
Leonidas Neocleous Program Quality Administrator

10:40 – 10:50

- A meeting with the Head of the relevant department and the programme's Coordinator.
Short presentation of the School's / Department's structure

[10 minutes]

Names of participants:

George Kriticos General Director
Andreas Kriticos Director of Administration & Finance
George Yiapanas Program Coordinator
Evangelia Philippou Business Development
Leonidas Neocleous Program Quality Administrator

10:50 – 11:50

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development

[60 minutes]

Maximum duration of presentation: 20' Discussion: 40'

Names of participants:

George Kriticos General Director
Andreas Kriticos Director of Administration & Finance
George Yiapanas Program Coordinator
Evangelia Philippou Business Development
Leonidas Neocleous Program Quality Administrator
Leandros Savvides Global Research Institute

11:50 - 12:00

- Coffee Break

[10 minutes]

12:00 – 13:00

- A meeting with members of the teaching staff on each course for all the years of study (QA session).

- Discussion on the CVs (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 content of each course and its implementation (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 on assessment criteria, samples of final exams or other teaching material and resources.

[60 minutes]

Names of participants:

*George Yiapanas
Stavros Ioakim
Alexandros Papadopoulos
Leandros Savvides
Erotokritos Protopapas*

13:00 – 14:00

- *Lunch Break*

[60 minutes]

14:00 – 14:40

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

[40 minutes]

Names of participants:

*Savvas Georgiades
Andreas Christodoulou
Constantinos Constantinou
Neofytos Spyrides*

14:40 – 15:00

- A meeting with members of the administrative staff.

[20 minutes]

Names of participants:

<i>Stalo Michael</i>	<i>Head of Student Affairs</i>
<i>Andreas Kriticos</i>	<i>Director of Administration & Finance</i>
<i>Christina Kritikou</i>	<i>Head of HR</i>
<i>Evangelia Philippou</i>	<i>Business Development</i>
<i>Serge Karayian</i>	<i>Head of IT Department</i>

15:00 - 15:10

- *Coffee Break*

[10 minutes]

15:10 – 15:25

- Discussion on the virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities).

[15 minutes]

Names of participants:

George Kriticos	General Director
Andreas Kriticos	Director of Administration & Finance
George Yiapanas	Program Coordinator

15:25 – 15:50

- A meeting with the Head of the relevant department and the programme's Coordinator - exit discussion (questions, clarifications).

[25 minutes]

Names of participants:

George Kriticos	General Director
Andreas Kriticos	Director of Administration & Finance
George Yiapanas	Program Coordinator

15:50 – 16:20

- Live streaming of courses.

[30 minutes]

Live streaming should be set in agreement with the CYQAA officer, the evaluation committee and the institution. Therefore, the time allocation is subject to change.

Notes:

- All staff must be available during the whole day of the online site visit for queries that may occur.
- The institution should provide very short presentations in the sessions needed, so that adequate time remains for questions by the EEC members and productive discussion.
- The EEC may determine the minimum number of students for the interviews.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Brian Rappert	Professor	University of Exeter (UK)
Olga Themeli	Associate Professor	University of Crete
Jan Pospisil	Associate Professor	University of Vienna
Margarita Panagi	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

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:*
 - *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*

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*
 - *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*

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*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*
- *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?*

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 curriculum of the programme is well developed. It gives the required academic background to security and risk and then deepens this background with practice-focused elements that are combined with broader elements such as psychology and legal aspects. Students appreciate this mix, especially since a considerable number of them have a professional background in security services. The wide array of topics covered in the latter years of the programme and in the optional courses offers most of the content needed in a practice-focused security studies programme. The only content components that appear missing is critical thinking about the concepts of security and risk, and a module focusing on the idea of resilience.

English language training involves a challenging set of issues in the programme. Students would wish for more English training, particularly in the context of possible employment in the international security industry. The introduction of a second course programme offered in English is not going to solve this issue for students still wishing to attend the Greek language programme. Additional work in this respect is required. Further, quality assurance in teaching delivery could be systematised and strengthened.

Apart from these rather minor shortcomings, the programme fulfils the necessary requirements for an academic programme for security management and appears fully compliant with the respective regulations.

Strengths

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

The practical focus of the programme is strong and responds well to the needs of the security industry. The well-established network of the teaching staff appears as a very useful background in this regard. Students seem overall content with the programme, which is raised even by students who take the programme mainly for promotional purposes. In this sense, the programme is able to bridge the gap between an academic programme and high-level professional training, which is a considerable achievement.

Particularly helpful appears the internships that students have to take as a requirement for successfully completing the programme. The internship module appears to be well thought through and can support students in creating professional networks as part of their studies. The academic staff is helpful in supporting students without existing links in the industry to find suitable positions for such internships, which is an indispensable requirement for the success of this component.

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.

Two areas of improvement can be identified: the development of the content of the courses, as well as of the programme as a whole, could be more systematic and undertaken as a joint enterprise of the teaching staff. During the evaluation it was rightly noted that the content of the programme needs to reflect the needs of the security sector as well as the interests of the students. These factors are indeed taken into account when the overall programme of the modules is designed. However, the rapid development in the fields of security and risk

management require the constant work on course content, as does the need to incorporate student feedback. These processes could be more systematically structured.

Secondly, students raised concerns about the lack of sufficient training in English. Current plans to open a second security studies programme in English will not be able to address these concerns for the students taking the Greek language programme. Against this background, the programme should incorporate further English language skills throughout the Greek language programme.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.*

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.*

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.*

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.

Overall, the programme offers effective, modern and supportive teaching that enables students to encounter a diverse set of substantive topics. Through recruiting students of varied backgrounds and experiences, the programme is able to offer a diverse range of opportunities for peer-to-peer learning. The programme provides a range of theoretical and applied learning opportunities. Assessment is one area for further improvement.

Strengths

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

Practical training integrated with theoretical consideration is offered through a number of modules across varied years in the programme (notably the Internship).

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.

There are a number of ways in which assessment can be improved:

1. The element of formative assessment could be clearer within module descriptions. In addition, at the level of the programme overall, steps could be taken to ensure formative assessment varies between modules.
2. Within modules descriptions the specific forms of assessment during the mid and final portions of the module could be more specific to enable to students to understand the module expectations. This may well be an issue that goes beyond the Global College itself, but we note it here.
3. The programme overall would benefit from further practice-based forms of assessment (e.g., non test-based assessment) for practice-orientated modules.

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

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

This BA degree programme is supported by a range of professionals with varied backgrounds commensurate with the requirements for the nature of the theoretical and applied topics taught. The teaching hours are capped, thereby helping to ensure the teaching is distributed across a range of staff. Procedures exist for enabling student feedback.

Strengths

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

In recent years, the curriculum has been revised in-line with student and assessor feedback. It has also become more sustainable through the inclusion of a wider range of teaching staff and a decrease in the concentration of teaching to a limited number of individuals.

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 formal research (in the form of peer-reviewed publication, funded projects and conference presentations) is highly variable between staff, thereby diminishing the prospects for teaching to be informed by

research. While time and funds are now allocated to support research-related forms of professional development, it will take some time for these to lead to more widespread achievements.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.

The policies and procedures regarding admission, progression, recognition and certification are well-defined, clearly set and appropriate.

Strengths

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

The student drop-out rate (cited as 10%) is a notable achievement in relation to the varied life stages of the student body (in terms of age, special needs, 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.

n/a

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.*

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.

The programme offers appropriate support for a varied student population. Dedicated staff are in place to deal with student queries and problems. Efforts have been made to improve student facilities in recent years.

Strengths

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

The support structure enabled a shift to on-line learning with the onset of Covid-19; one that appears to have enabled responses tailored to individual student needs.

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.

None, however, an on-site inspection would be needed to properly assess this matter.

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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.

The BA in Security Management is a distinctive and practically-orientated degree programme that serves public and commercial needs in Cyprus and beyond. The staff are integrated with relevant public organisations and industries. The curriculum has notably improved in recent years, now including a diverse range of topics that mix academic and practical learning.

In terms of areas for improvement:

1. To ensure the international relevancy of the degree, English should be further embedded across the modules so that students have both English-based knowledge of themes in security management and the ability to interact with others in the security sector.
2. Continuous and formative forms of assessment could be further specified and diversified.
3. Efforts should be undertaken to strengthen the relation between teaching and staff research; including the introduction of further research-led teaching.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Brian Rappert	
Olga Themeli	
Jan Pospisil	
Margarita Panagi	
Click to enter Name	
Click to enter Name	

Date: 7/12/21