



Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report Program of Study

Institution: University of Cyprus

District: Nicosia

Name of the Program of Study in Greek: *φυσικη*

Name of the Program of Study in English: Bachelor of Science in Physics

Department: Department of Physics

Language/s of instruction: Greek/English

Faculty:

Program Status (check where applicable):

- New Program of Study:
- Currently operation Program of Study:
 - Registered but not evaluated
 - Evaluated and accredited by SEKAP
 - Evaluated by the Cy.Q.A.A. and did not get accreditation

Program Category (check where applicable):

- Conventional
- Distance Learning
- Inter-university (Name of collaborating university/ies)

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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 AND RANK	UNIVERSITY / INSTITUTION
Dieter Jaksch	Professor of Physics	University of Oxford
Stefan Söldner-Rembold	Professor of Physics	University of Manchester
Amit Keren	Professor of Physics	Technion, Israel Institute of Technology
Christiana Kaminaridou	MSc Student in Energy Systems	Cyprus University of Technology

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.

The committee studied a 670 page report provided by the Department of Physics at the University of Cyprus containing detailed descriptions of each course on the physics program, CVs of all academics involved in teaching the course, university rules and guidelines, administrative procedures and infrastructure statistics.

The site visit started at 9am by a presentation of the Rector Prof Constantinos Christofides giving an overview of the university's size and shape followed by a detailed numbers presented by the Vice-Rector Anna Diakidou. The committee obtained the slides of this presentation.

The Head of the physics department Prof F. Ptochos then gave a detailed overview of the departmental structure and policies. The programme coordinator Prof K. Mouloupoulos presented the undergraduate physics programme providing details of the courses and their content.

In the afternoon the committee met with some of the teaching staff followed by a visit to the teaching labs and a dedicated session with student representatives only.

The visit ended at 7pm.

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.

The report gives detailed information about the CVs of the teaching staff including their research experience. The physics program content and each individual lecture course are described. University guidelines and infrastructure available at the campus were also included in the application.

The report did not contain essential data about actual student numbers on the physics course, student progression through the course, examination results, gender balance and career trajectories of former students. Enrollment numbers in elective and specialization courses were not given. Examples of outstanding student achievements were presented during the site visit but were not augmented by a complete list of thesis topics covering e.g. the past two years.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- Organization of Teaching Work

In general, the teaching work and the allocation of teaching resources is well-organized in the department. The small size of the department poses particular challenges for providing a comprehensive physics course covering the whole breadth of the subject.

The department actively engages in producing teaching materials for high schools in Cyprus. They aim at improving the level of science education and to raise interest in science subjects. The teaching staff noted that particularly the level of mathematical skills of incoming students is a challenge and has become an obstacle to teaching physics effectively at university level.

The committee discussed the organization of the examination process. There appears to be no coordination and harmonization of the exam procedures between different courses. Dates of mid-term exams are spread over the semester and requirements differ significantly between lecture courses and lecturers.

There is no procedure to formally cross-check the examination papers by other academic members of staff. The committee was also not provided with sample examination papers. Attendance at other courses is negatively affected by mid-terms, students are not given dedicated time to revise for these exams.

This above assessment is also based on input provided by current students. There was a sense that the examination system negatively impacts student experience. Students do not always feel sufficiently well informed about the structure of the exams and assessment criteria. They reported on one case where an exam lasted for approximately ten hours and a second example where additional questions were added during the exam.

The course follows a historical structure of physics evolution with modern physics only introduced in later years. In the fourth semester students are expected to cover Classical Mechanics, Mathematical Methods of Physics, Quantum Mechanics I and Electromagnetism II which appears to be a very demanding combination of courses within a single semester. This semester leads to most failed exams.

- Teaching

The small size of the department allows close contact between student and lecturer. Teaching usually happens in an interactive way with lecturers being very helpful. Students get assigned a dedicated academic mentor.

Supervision of thesis work happens on an individual basis and sometimes leads to a scientific publication.

The committee checked publicly available entrance exam results: in 2016 there were 45 successful applications to physics. The highest score was 19.69/20, and the lowest 18.92/20. While there were 647 overall applications to enter physics only 54 applicants had physics as their first choice. The committee also noted the average student result of 10/20 in physics high school exams, 10/20 in advanced maths and 9.5/10 in Greek 9.5/20 (Source: Ministry of Education and Culture, Department of Higher Education Examination Service). The department thus faces a teaching challenge in the transfer of students from secondary school to the university physics course and attracting a larger number of suitable students.

- **Teaching personnel**

The teaching staff are highly accomplished and dedicated academics. They possess a strong research background covering most areas of research in physics. The department aims at spreading the teaching load evenly between all academics.

Some of the most senior academics have taken on high-level administrative roles and their teaching duties have temporarily been taken over by Visiting Professors. The selection and qualifications of these Visiting Professors is appropriate.

Almost half of the current academic staff will have retired within the next ten years. There is no guarantee that vacant posts will be filled again. The last academic hire into the department was in 2013 followed by a gap of about 5 years. Two positions are currently being advertised. This combination of facts suggested that urgent action was required, and the development of a strategic plan to ensure the future of the department. This endeavour will require strong support from the central university and a substantial amount of advocacy.

The student cohort consists of roughly equal numbers of men and women, but no precise data were available. Out of 15 academic staff at the department there is only one female professor. Female students thus lack academic role models with consequences for their future career choices.

The university does not seem to provide a structured environment for the professional development of teaching skills of their staff.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- Purpose and Objectives and learning outcomes of the Program of Study

The purpose and objectives provided in the evaluation documents are appropriate and of international standard. We notice that fulfilling the objective of becoming a secondary school teacher requires extra training after graduation.

The description of learning outcomes does not follow a common template and does not use consistent language. There is no clear link between the examination process and the learning outcomes.

- Structure and Content of the Program of studies

The course follows a historical structure of physics evolution with modern physics only introduced in later years. In the fourth semester students are expected to cover Classical Mechanics, Mathematical Methods of Physics, Quantum Mechanics I and Electromagnetism II which appears to be a very demanding combination of courses within a single semester. This semester leads to most failed exams.

There is no advanced lab course in higher semesters that would cover experimental work over an extended period on advanced topics giving the students the opportunity to design an experiment.

The thesis is not a compulsory element of the course. Other elements of the course, which teach transferrable skills, are optional. Examples of transferrable skills teaching include modules where students formally present their work, carry out a literature review, and/or independently perform research work.

Students are required to obtain a pass mark on every module of the course. Failure to achieve a pass mark requires students to re-take the entire module in the following year leading to an extension of their studies by at least one year.

The content and objectives of the course are mostly determined by academic requirements with less focus on the employability of graduates outside academia. Transferrable skills teaching (e.g. foreign language skills, interpersonal skills, computing skills, numeracy and computing, intellectual skills, organizational skills) is only partially developed in the course.

- Quality Assurance of the Program of studies

The university operates an internal quality assurance program. The department has been assessed in 2000 and 2012. The reports were not available to the committee.

The university has a centralized and standardized feedback scheme which encourages a high return rate. Feedback is only made available to the lecturer and the Head of Department. There appears to be a lack of transparency regarding the actions taken in response to student feedback.

The university uses software to detect plagiarism and collusion, and it operates a clear and detailed policy on these topics.

- **Management of the Program of Study**

The department runs the course in a decentralized fashion. The formulation of learning outcomes, choice of teaching methods, examination and the contract with the students are left to individual lecturers. Only the syllabus is agreed among all academics to ensure coverage of the core of physics.

The committee found the drop-out rate, specifically in the first year of study, to be very high. The department has not provided detailed numbers or presented a strategy to improve completion rates.

- **International Dimension of the Program of Study**

The teaching staff all have international research experience, many of them having studied abroad, mostly in the USA and the UK. The program structure originates from the US background of the teaching staff and has been hybridized with the Bologna process ECTS points system used in continental Europe.

The department offers five lecture courses in English intended at attracting international students. They participate in the Erasmus+ program with a small number of outgoing students but so far no incoming students.

Visiting professors are often hired from Greece to cover for leave of absences of faculty.

The committee was given examples of successful former students who have moved abroad to Post-Doctoral and faculty positions.

- **Connection with the labor market and the society**

The department offers the only physics course in Cyprus and thus assumes a special responsibility for the future of physics.

The committee noted that a significant number of students requires more than the nominal four years of study. This increases the teaching load and reduces timely access to the labour market.

The department organizes open days and master classes for particle physics as well as a summer school with industrial participation.

The focus of the department's engagement with society is in secondary schools with the aim of improving the academic credentials of incoming physics students. This significantly benefits the program.

There is no organized internship programme for students to experience an industrial environment with local and international potential employers or at research institutions. This would need to be organized jointly at the university and departmental levels.

Less research inclined students who aim at becoming teachers in secondary education are not offered internships in schools and extra training or projects in science education.

The department does not seem to systematically stay in contact with alumni and follow their careers outside of academia.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The department makes good use of synergies between research and teaching. They actively involve students in research projects of high quality. Several courses present recent research results. The theses sometimes lead to publications in international journals. Overall students obtain a comprehensive overview of ongoing research.

The committee felt that the excellent research carried out in the department was an important ingredient in successfully teaching modern physics. Teaching and research are thus closely connected and highly interdependent.

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

- Administrative Mechanisms

The university operates centralized administrative processes for housing, special student needs, libraries, recording examination results and a career office, student discipline, admissions requirements. These centralized services follow clear and detailed guidelines of a high standard and are well-resourced.

The course is designed for full-time students and does not make specific provisions for students that work.

- Infrastructures / Support

The departmental website describing the undergraduate course does not contain many elements that convey the excitement of studying physics or aim to attract undergraduates.

The department has access to the blackboard software and several courses make extensive and good use of it. Usage of the software is not consistent among all courses.

- **Financial Resources**

The department is housed in modern office and laboratory space of sufficient size. There seems to be a lack of financial support for purchasing advanced teaching laboratory equipment.

Financial support for graduate students is very limited causing the department to fail to attract overseas students into its graduate program who provide role-models for local undergraduates and help enhance undergraduate teaching. Graduate students could also be hired as teaching assistants to provide further links between academics and undergraduates.

The department does not have an agreed procedure for obtaining funding to establish new academic posts. There does not seem to exist a strategic plan that specifies the desired size and composition of academic staff. Such a plan should include target student numbers and the future strategic direction of the department.



5. DISTANCE LEARNING PROGRAMS

N/A



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 University of Cyprus department of physics provides an internationally competitive teaching environment and offers a fully comprehensive physics course, preparing students for careers in research, teaching and enterprise. The department employs academic staff of international reputation and standing who are highly dedicated to delivering good teaching and generally follow good practices.

The committee identified several weaknesses that can be addressed:

- We recommend that learning outcomes should use standard terminology and be agreed more widely within the faculty and be shared with the students.
- We recommend that mid-term exams should be held within a specific week that is entirely dedicated to revision and exams. This period should be kept free of regular teaching of new content giving students sufficient time to revise and prepare for the exam. A reduction in total content of the course might follow. A single mid-term exam should usually be sufficient.
- We recommend a harmonized approach and standardized procedure for setting and marking exams. This should include a new process for exams to be checked by a second academic. Exam content has to be related clearly to learning outcomes defined in advance.
- We recommend the department to develop an efficient procedure that gives students a second chance to pass a course after failing the standard final exam within the same semester. This does not necessarily need to be a second written exam and could instead be achieved e.g. through a viva voce examination.
- We recommend the implementation of an advanced lab course that allows students to gain experience in modern physics experiments.
- We recommend the faculty to review the course content and update parts of it to reflect modern physics content at an earlier stage of the course. This might require a reduction in topics that are currently core. This procedure should take into consideration internationally recognized accreditation materials for physics degrees.
- The curriculum should reflect the increasing employer demand for students with a strong set of transferrable skills. In addition to existing skills training (e.g. foreign languages and numeracy) courses should also seamlessly incorporate computing, presentation and research skills.

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.

- We recommend the department to introduce a core teaching module that requires each student (who is not writing a thesis) to prepare a dissertation and give a formal presentation on their findings. This module could be related to scientific education in secondary schools.
- We recommend the department to develop a policy for improving gender balance among their academic staff.
- We recommend the department to collectively engage in a constructive process to produce a strategic research and teaching plan covering the next decade. This should serve as the basis for recruitment planning with the university and enable succession planning.
- We recommend the department to find ways (e.g. improve the course website in terms of contents and accessibility on mobile phones, engage in outreach activities, invite prospective students to open days), to make the physics course more attractive to enable them to subsequently increase student intake. We consider this of importance to ensure a vibrant, successful and sustainable science and R&D program in Cyprus.
- We recommend the department to adopt a more evidence-based approach when making changes to the physics course. This should include the collection and usage of student data regarding progression, exam results and duration as well as gender balance and career progression after graduation (first employer).
- We recommend the department to establish an internship program that allows students to gain insights into academic, industrial and school professional environments to support their career planning and help them create a strong professional network outside of the physics department.

Doc. Number: 300.1

Quality Standards and Indicators
External Evaluation of a Program of Study

Institution: University of Cyprus
Program of Study: BSc in physics
Duration of the Program of Study: 4 years
Evaluation Date: 5/11/2018

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice

5. Excellent

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 AND RANK	UNIVERSITY / INSTITUTION
Dieter Jaksch	Professor of Physics	University of Oxford
Stefan Söldner-Rembold	Professor of Physics	University of Manchester
Amit Keren	Professor of Physics	Technion, Israel Institute of Technology
Christiana Kaminaridou	MSc Student in Energy Systems	Cyprus University of Technology

Date and Time of the On-Site Visit: 5/11/2018 from 9am to 7pm

Duration of the On-Site Visit: 10 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				X	

		teaching personnel						
	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.							X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.							X
1.1.8	Control mechanisms for student performance are effective.						X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.							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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study.</p> <p>β) the countries of origin of the majority of students.</p> <p>γ) the maximum planned number of students per class-section.</p>						
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					X

	set by the methodology of the program's individual courses, and are updated regularly.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
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.					N/A
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X

1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					X
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.			X		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</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.					N/A
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.		X			
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.5 the learning outcomes are not communicated to the students.</p>						

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			X		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.				X	
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				X	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X

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

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.

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						
	2.3.2.1	the members of the academic personnel					X
	2.3.2.2	the members of the administrative personnel				X	
	2.3.2.3	the students.				X	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			X			
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.						X

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

2.3.3 no data about student progression, exam results etc. was provided (see report).

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.					N/A
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					N/A
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.4.5.2: The expected learning outcomes are not communicated to the students (see report).</p>						

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.					X
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X

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

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.

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

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

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					X
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.					X
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				X	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					X
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					X
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			X		

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

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				X	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X

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

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
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5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					

5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

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

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

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

The following criterion applies additionally for doctoral programs of study.

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

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

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

Name:
Amit Kekeli
Dieter Jaksch
Stefan Söldner-Rumbold
Chrisiana Kaminidou

Date: 6/11/18