Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: Cyprus Police Academy……………………………………………………….………..........

District: ……………………………………………………………………….

Name of the Program of Study in Greek:

…
Ανώτερο Δίπλωμα στη Βασική Εκπαίδευση Δοκίμων Αστυνομικών …………
………………………………………………………………………………..

Name of the Program of Study in English:

……
Higher Diploma in Basic Training for Police Recruits
………………………………………………………………………

Department: ………………………………………………………………………

Language/s of instruction: ……Greek…………………………………………………….

Faculty: … School of Sergeants and Constables
…………………………………………………………………………….

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
Jenny Fleming	Professor of Criminology, Head of Department, Sociology, Social Policy and Criminology	University of Southampton
Colin Rogers	Professor of Policing and Security, The International Centre of Policing and Security	University of South Wales
Stuart Kirby	Professor of Policing and Criminal Investigation, School of Forensic and Applied Sciences	University of Central Lancashire
Katerina Evangelou	Service for Academic Affairs and Student Welfare	University of Cyprus
Dimitra Kavalierou	Student	University of Cyprus

INTRODUCTION:

The External Evaluation procedure

> The External Examining Committee (hereafter the Committee) has studied the documents that were provided by the Cyprus Police Academy (hereafter the Academy).
> Mr. Andreas Theodotou inspected the documentation that was filed by two civil engineers who approved the use of the buildings (Visual Inspection Form 102, Seismic Efficiency Form 103 and Audit Certificate Form 104).

II. The Internal Evaluation procedure

> The Academy's application was comprehensive and accessible to the Committee.
> There were responses in the Application that the Committee queried. For example, 'not applicable' responses. For example, the welfare section of the original application which was resolved to the Committee's satisfaction.
> The Quality Assurance in Section Two of this document
> Excellent presentation by the Director, site-visits and discussions about the institution and the program of studies.
> The Committee was extended every courtesy during our visit.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work

The Academy has recognized the value of small group teaching and in managing large student intakes has divided the cohort into three manageable groups for teaching and learning purposes. The timetabling is clear and well organized as is the structure of the program as a whole.

The Committee was not privy to the development of the criteria and processes for the recognition of previous studies and credited transfers. Nor did it see the policy for the use of teaching rooms (we did not expect to). The Committee was impressed overall at the teacher-student communication and student feedback at all levels.

Teaching

Continuous student evaluation of the Academy and its work is also an example of the Academy's commitment to improving the quality of teaching. The objectives stated in the Academy's application demonstrate the commitment to quality teaching and continuous professional development.

The Committee viewed all submitted papers in relation to the design of the program. It is felt that overall the program is coherent, relevant, and meets the External and Internal requirements for new police recruits. The Committee was impressed by the University of Cyprus (hereafter UC). lecturers' approach to planning the programs of study for police recruits. Particularly pleasing was the fact that all lecturers were given complete autonomy in the preparation of teaching and assessment. While this is usual in an academic environment it is not always the case when a University works with external partners in delivering education.

A further example was the desire shown by the Emergency Response Unit (ERU) to develop the operational capability of the new recruits in line with the theoretical input of the Academy. The Committee recognize that the planning of new programs of studying are contingent on decisions made by the Minister of Justice and Public Order as well as the Chief of Police. The Committee also recognizes that in the planning of new programs, students' evaluations of their courses are taken into account.

The Committee agreed that the Academy was committed to developing a strong learning culture, a convivial teaching environment through consistent monitoring for teaching quality.

Teaching Personnel

The Academy has a clear policy on the suitability of academic and teaching staff. The policy document establishes that suitably qualified and experienced staff are placed in front of the students. Following discussions with Professor Constantinides, lecturers from UC and Academy Trainers, it is clear that that this policy is being explicitly adhered to.

The Committee viewed the CVs of each member of staff. All members of the Committee agreed that the standard of higher education qualifications across teaching staff was excellent. The Committee was impressed by the proportion of the academic staff that had higher education qualifications. Specifically, those senior staff with PhD qualifications. The UC appears to provide a strong proportion of academic staff to police recruits at this time. Similarly, the teaching staff had a vast array of professional experience and access to wide networks. Both these attributes served to enhance the students' experience.

The Trainers were reflective practitioners demonstrating to the Committee how they married theory and everyday police practice effectively in their teaching. The Trainers routinely updated the material. Students' discussions frequently alluded to the Trainers' commitment to their continuing development.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

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

Commenting on the Academy's Vision, Mission and on its strategic planning, the Committee was grateful for the clear Mission and Vision provided. However, the Committee felt that both the Mission and the Vision statement should be explicitly linked to outcomes. For example,

'to expand their knowledge and to develop their skills and competences in both, police and administrative duties' will lead to the improvement of policing in relation to national objectives. A series of objectives and learning outcomes should be separated from discussions about quality assurance in order to make the connections between the two clearer.

- **Structure and Content of the Program of studies**

In terms of structure and content of the program the Committee agreed it is commensurate with similar programs they are aware of in the international context. The program is well structured. The Committee was particularly impressed with the thematic organization and content of the UC For special mention, the community policing and human rights focus of some of the modules.

The structure of the program, particularly the strong structural links between the Academy and UC was deemed effective by the Committee.

- **Quality Assurance of the Program of Studies**

The Committee has provided comments here on quality insurance using the objectives and actions provided by the Academy in their application form:

The assurance of Quality is based on continuous evaluation and improvement of its offered programs, and includes –

- • *Strengthening the mechanisms of a continuous internal evaluation and improving the quality of teaching*
-
- The invitation to the External Evaluation Team (the Committee) from the UK demonstrates the institution's commitment to evaluation with the view to improving the quality of teaching. The presentation delivered to the Committee, materials provided, access to personnel, and on-site inspections also confirmed that commitment.
-
- Continuous student evaluation of the Academy and its work is also an example of the Academy's commitment to improving the quality of teaching.
-
- • • *Improving the proportion of academic staff to police recruits*
-
- The Committee was impressed by the proportion of the academic staff that had higher education qualifications. Specifically, those senior staff with PhD qualifications. The UC appears to provide a strong proportion of academic staff to police recruits at this time.
-
- • • *Reinforcing the participation of police recruits in the creation of the educational process*
-

- The evidence provided to the Committee demonstrated the Academy's involvement of police recruits in the education process through use of the reflective practice portfolio. Police recruits were also actively involved in the educational process through the formal representative students' body which through the election of Presidents and Vice-Presidents provided feedback to the Academy on the educational process itself. This is in addition to the students' formal online evaluation processes.
-
- •   • *Improving the quality of the work experience of police recruits, through the Mentoring Scheme*
-
- This was clearly demonstrated by the stringent method selecting good quality mentors to insure that the quality of the work experience of police recruits. The Academy's use of portfolios that stay with the student throughout his/her work experience was well organised. The portfolios include student's' reflection of a particular work task and a supervisor's reference that is carried forward to the next work destination. The Committee felt this was a strong process that contributed to the quality of a student's work experience.
-
- •   • *Developing the background and mechanisms for e-learning*
-
- The Committee was not provided with any specific information about the Academy's e-learning mechanisms. However, we were told about a future plan involving Moodle. Despite some of the stronger features of Moodle (that would serve the Academy well) as academics we feel it prudent to highlight that non-interactive learning practices lack evidence of strong, effective practice.
-
- •   • *Developing critical thinking through educational activities*
-
- Students displayed critical thinking and understanding in their discussions with the Committee. They spoke enthusiastically about the positive and continuous use of reflection and use of portfolio as part of the educational activities. The Committee found evidence of critical thinking examples throughout the UC curriculum and in the Academy. In the ERU for example, there was an emphasis on questioning the use of force to insure it is reasonable and relevant. However, in terms of critical thinking, the Committee observed that while acknowledging that there is a variety of assessment practice provided at UC, the Committee would caution against the sole use of multiple-choice examinations of any one module. We understand that the *Introduction of Criminal Justice* module used this assessment both for the Mid-term Exam and Final Exam.

The Academy also provided stated Objectives and Actions in relation to quality assurance as follows:

Objectives
The main objectives of the policy are to –
1. Improve the quality of teaching at the Cyprus Police Academy
2. Develop a quality teaching culture

3. Monitor and ensure quality teaching
4. Enhance participation of police recruits
5. Support the quality of teaching

Actions
Proposed Actions –
1. Training of Trainers
2. Continuous professional development of the Trainers
3. Improve course design and content
4. Recognition and dissemination of best practices
5. Confirmation of support quality

The Objectives and the Actions provided by the Academy's application do not explicitly reflect the quality assurance activities provided by the Academy above (the ones the Committee has responded to). In essence, the Objectives and Actions require better alignment. This will assist in developing specific learning and quality outcomes for future evaluation purposes.

- **Management of the Program of Study**

The Committee was provided with the structure and credentials of the Academy's management team.

The Memorandum of Understanding between the Academy and UC appears to be detailed (it was provided to the Committee but it was written in Greek). Discussions suggest that the management of this partnership appears to be effective.

Management of the Program of Study contained some strong elements, including the mentoring scheme, reflective practitioner portfolio, the Trainers' commitment to the program and their students, flexibility of the ERU personnel in supporting operational needs where appropriate and the community/student focused approach.

The Committee was impressed by the management of the Library which has impressive resources both in relation to books and electronic resources. Subject specific items, both in the Greek and English language, could only be found in this location.

The Committee had no documentation relating to budget management, external audit and financial transparency relating to the Program of Study.

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

The Academy has clear international synergies relating to police training and education – for example, the UK College of Policing, CEPOL; and Frontex.

The Committee noted that the Office for Handling Issues Related to Training Abroad at the Academy promote mobility among Police Members through the participation of Police Officers in various seminars, programs and conferences that are held abroad.

Connection with the labor market and the society

Labour market discussion in this case is no applicable.

The Committee found several good examples where society and community were clearly the focus. Examples were the community day at the end of each semester, some of the aspects of personal development and the community access to the Academy library. In addition, discussions with students revealed a strong community focus in their consideration of what constituted an important part of their role. As well, the community policing and human rights focus of UC's curriculum suggested a determined effort to connect student curriculum and activities with society. The Committee thought these good examples could have been highlighted more explicitly in the application and in the documentation generally.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The concept of research was highlighted constantly throughout the Academy's presentation. During discussions with the academic and police staff the Committee had examples of research led teaching. For example, the ERU inputs were based upon established good practice which had been evaluated in other countries. For example, the gold, silver, bronze command structure and the consideration of the continuum of force model.

The Trainers and members of the ERU clearly bring its expertise, practical experience and their own professional development to their teaching. The Committee would consider this as research synergy in teaching.

The Committee felt that research was being interpreted narrowly in the Academy application. In the presentation provided to the Committee, it was intimated that the 'research office' at the Academy undertook the following:

- study of new legislation
- judgements and decisions of the Supreme Court that influence educational material
- updating educational material relating to police duties, criminal and police legislation
- preparation of police standing orders
- preparing educational material on police promotion examinations
- the maintenance of educational material on the police portal

In the Committee's view, in the context of a higher education program, this is not what would normally constitute the function of a research office. Nearer to the idea of a formal Research Centre is the Center of Scientific Research.

While being impressed by the enthusiasm behind this initiative associated with the Center of Scientific Research, the Committee cautions on an overreliance on such a vehicle to deliver research based practice. International studies focused on evidence based policing suggest

that evidence constitutes more than just 'scientific research'. The Committee suggests consideration should be given to changing the name of the Center of Scientific Research to the Center of Police Research. This latter name would perhaps better reflect the levels and types of research available to the Academy and students for their continuing development.

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

- **Administrative Mechanisms**

The Committee has been provided with a complete structure of the institution, which included academic and administrative bodies, faculties and departments. Details of these documents were included in the presentation delivered by the Director and in the paperwork provided. While it would appear that the institution is well organized, the application provides little detail about institutional procedures, services or meetings. The Committee was impressed with the Office for the Coordination of Training and Programming. This office is responsible for the organization and continued progression of the program. Other duties include:

- Coordination of Trainers and Visiting Lecturers
- Preparation of annual and training plans
- Preparation and implementation of budgets
- Issues relating to police officer recruitment
- Statistical information
- Responding to other state agencies and department requests

The Committee was provided with the following information about Student Welfare Services:

- **Special access for students with disabilities:**
    - Cyprus Police Academy (CPA) does not recruit Police Officers with disabilities, under the General Police Regulations.

    - Due to the nature of the profession, students for registration to the Police must meet certain criteria, including the following: The applicant needs to undertake an examination by a government medical officer, to be of good health, sound in mind and body and physically and mentally fit to perform his/her duties on recruitment. In addition to other criteria it must also be certified that s/he: (i) has good eyesight with or without the use of spectacles and good hearing without the use of hearing aids; (ii) is not colour blind, not flatfooted, does not suffer from any form of physical handicap and does not have any impairment or deformity on his/her body or any part of it, and (iii) is of general physical and mental fitness.

- However, as stated, in cases where students of CPA need support (i.e. after an injury), arrangements are made in order to help them overcome the problem and continue their training. For example, they can either suspend their training until they recover, or continue their training by temporarily transferring the classroom on the ground floor of the Police Academy where appropriate facilities exist. Specifically, there is a ramp enabling access to the classroom, toilets for the disabled, and parking spaces for disabled persons.

- **Recreation areas:**
  - Recreation areas include a canteen with a dining room, an indoor recreation room with pool table, ping pong table and other games and a small gym. Outdoor recreation areas include a garden with kiosks and a football field (The Committee noted that outdoor recreation areas generally required upgrading). A larger indoor recreation room is under construction.

- **Policy and statutes for academic student support:**
  - If students encounter an academic issue, they may report it to their immediate supervisor, or to the School Commander or the Director of the Cyprus Police Academy.

  - Students have direct contact with their Trainers offering them immediate support.

- **Counselling services:**
  - Students in need of psychological or other counselling services can contact the Psychologist for private guidance and support. As stated, the Psychologist organises workshops, events and seminars to help students identify and develop their personal skills throughout the year.

  - The office is staffed by two members of Cyprus Police, who hold a degree and a postgraduate degree in Psychology. They support not only the CPA but the whole Police Force, so in some cases they outsource to other Psychologists.

- **Mobility office:**
  - The students of CPA do not participate in any exchange Erasmus program abroad, however they can apply for specific seminars abroad.

  - The CEPOL National Unit, the Office for handling Border Control /FRONTEX Training Issues and the Office for Handling Issues Related to Training Abroad promote mobility among Police Members through the participation of Police Officers in various seminars, programs and conferences that are held abroad.

- **Student clubs/organisations/associations:**
  - Currently there are some associations that students can participate in. For example, the Cyprus Police Sports Association, the Cyprus Police Torch Run (Special Olympics), the International Police Association, the Welfare Fund, and the Police Association.

- o The CPA encourages students to participate in activities according to their interests, in order to socialize and gain experience. The last day of each semester is established as 'Social Contribution Day' where students organize charity events.

The Committee was happy with the student welfare services provided. It would like to comment favourably on the commitment of the Psychologist they spoke to, to his role and to his students, which the Committee classed as excellent. The Committee endorsed the outsourcing of free counselling services available to students and staff where appropriate.

- **Infrastructures / Support**

At a basic level, the equipment, instructions and outdoor recreational areas rooms are sufficient to support the teaching work and current numbers of students. However, consideration should be given to potential upgrade of these facilities especially in the light of a potential increase of student numbers.

The Committee recognises the creative use of available space to deliver training opportunities. However, having experienced similar establishments across the Europe the Committee felt the facilities required upgrading. For example, the football field and running track as well as the Firearms facilities (for example, no indoor Firearms Range).

The Committee acknowledged that in cases where students of the Academy need support (i.e. after an injury), infrastructure is available to help them overcome the problem and continue their training. For example, they can either suspend their training until they recover, or continue their training by temporarily transferring the classroom on the ground floor of the Police Academy where appropriate facilities exist. Specifically, there is a ramp enabling access to the classroom, toilets and parking spaces for disabled persons.

- **Financial Resources**

The Committee is aware that the Academy's budget is subject to the Police Annual Budget prepared by the Finance Director of the Police. It is also aware that the budget is prepared in such a way to serve the training needs of all members of the police. The Committee did not see any documentation related to budget management, external audit and transparency of financial management and do not feel able to comment on how its financial resources specifically support teaching work.

5. DISTANCE LEARNING PROGRAMS

The Academy does not conduct distance learning programs.

6. DOCTORAL PROGRAMS OF STUDY

The Academy does not conduct doctoral programs of study.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- 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 current situation of the Academy is that it is returning to the Academy in an environment of austerity. At the time of examination, the Academy is mid-way through the first cohort of students on the first program.

Good Practice

The Committee identified the following good practice:

- A student centred approach to teaching;

The Committee was impressed by the overarching student focus of the Academy. The curriculum particularly demonstrated a commitment to individual and strategic student development. More specifically, the mentoring process was well thought through and implemented professionally in mentoring practicing. Additionally:

- In discussions with the students, the participants clearly described their learning experience as an ongoing developmental process.
- There was a strong balance between theory and practice through the curriculum
- Reflective practice as a developmental process was prominent throughout the program and discussions.
- The Trainers were reflective practitioners demonstrating to the Committee how they married theory and everyday police practice effectively in their teaching. The Trainers routinely updated the material. Students' discussions frequently alluded to the Trainers' commitment to their continuing development.

- Thematic organization of the University program

The UC provide a seminar approach to small group teaching. UC utilizes practical examples in a theoretical framework. The five modules are developed thematically by qualified academic staff. The modules link the topic of policing to wider societal concerns. The Committee was

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[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.

cognizant of the lecturers' commitment and expertise. Overall, the assessment of these modules was satisfactory, we would caution however against the use of multiple choice examination too frequently.

- The teaching link between theory and practice;

The academic teaching in the University drew on theory and practice and was noted. The Committee also observed approvingly that the Trainers were reflective practitioners demonstrating to the Committee how they married theory and everyday police practice effectively in their teaching. The use of their experience, everyday examples and their wider networks all ensured a good teaching experience for the students. The Trainers routinely updated the material. Discussions with students frequently alluded to the Trainers' commitment to their continuing development.

- The commitment of all members of Academy staff from the Director to the students and support staff, with a specific mention to the psychologist.

A further strength, as demonstrated throughout the Committee's visit and through discussions with various members of the Academy, highlighted the commitment of all members of Academy staff to the Program and to each other. In particular, the psychologist's concerns with his fellow members was laudable, going, the Commitment suspected, over and beyond of what would normally be expected of him in his role.

- Reflective practitioner approach and mentoring program;

Throughout the presentation and the whole of the site visit it was clear that the Academy has developed a strong theme in relation to producing the reflective practitioner. Included in this is the reflective portfolio and the supervision of constables through the mentoring program which encourages students to question and reflect on their decision making.

- Communication between the University and the Academy;

Academic literature testifies to the potential challenges of inter-agency partnerships in terms of trust, data sharing and organizational culture. The detailed MOU between the Academy and UC seems to have foreshadowed such challenges and at the time of writing the relationship is working well. The partners have clearly had discussions about marking criteria and student discipline and these issues have been resolved. The Student Program is in its infancy and we sincerely hope that this partnership remains productive and collegial.

- The library in terms of resources and management;

The Committee was impressed by the management of the Library which has extensive resources both in relation to books and electronic resources. Subject specific items, both in the Greek and English language, could only be found in this location. The manager of the Library was organised and clearly knew her resources and the strengths of her systems. We acknowledge the Library's community outreach to allow individuals to use the library on site at the Academy.

- The operational use of Emergency Response Personnel;

The ERU was an example of good practice in a complex and difficult area of operational business. The Unit was used to both train recruits and engage in operational incidents. Its knowledge of international good practice and its understanding as to the dilemmas relating to police discretion were impressive. The Unit's continued use in operational scenarios gave it both credibility and ensured constant updating in relation to new developments.

- The leadership qualities displayed across a range of levels and posts.

The Police Academy operates in a hierarchical structure. The Committee felt that at all levels of that hierarchy there were individuals who showed excellent leadership qualities. For example, commitment, knowledge, accountability and a desire to improve the student experience at the Academy.

The Committee identified the following weaknesses:

Weaknesses:

- The Committee has identified there is a need for a realistic approach to what constitutes research, in the context of higher education.

For a more detailed understanding please refer to the section on research synergies, outlined on point 3 of this report.

- The vision and mission statements need to be more focused on specific outcomes;

The Committee, having viewed the Mission and Vision statements, felt that both would benefit from being explicitly linked to outcomes. Additionally, a series of objectives and learning outcomes should be separated from discussions about quality and assurance in order to make the connections between the two clearer. Such an approach would ensure future evaluations would be more instructive.

- The Mission, Vision, strategic planning and quality assurance objectives need to be more closely aligned.

As discussed above in point 2, it was unclear to the Committee how the mission and vision statements, as well as the objectives and action items, aligned. Additionally, the strategic planning and quality assurance objectives also needed to be more closely aligned. This non-alignment led to an ambiguous reading of the statements. This correction will assist in developing specific learning and quality outcomes, for future evaluation purposes.

- Facilities and outdoor areas require upgrading.

While we acknowledge the cleanliness of the Academy in general, the Committee was of the view the following areas needed upgrading: the football field; the running track; indoor gym; and car park (roof). Further, there was no indoor firearms range. This reduces the opportunities to experiment with different firearms tactics

Suggestions for improvement:

The Committee advises the suggestions for improvements (listed below) have been discussed at length in this document.

▪ Reconsider the role of research and the research centre in the overall academic strategy;
▪ Ensure that the Mission and Vision statements are more closely tied to outcomes;
▪ Ensure better alignment of strategic planning and quality assurance objectives.
▪ Consider upgrading facilities and outdoor recreation areas.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: ……Cyprus Police |Academy……………………

Program of Study: ……
 Higher Diploma in Basic Training for Police Recruits ……………………

Duration of the Program of Study: …Five semesters………………………

Evaluation Date:…16 January 2019………………………

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
Jenny Fleming	Professor	University of Southampton
Colin Rogers	Professor	University of South Wales
Stuart Kirby	Professor	University of Central Lancashire
Dimitra Kavalierou	Student	University of Cyprus

Date and Time of the On-Site Visit: ……16th January, 2019
Duration of the On-Site Visit (8.30am – 6pm)
……………………………………

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:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					x
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					x
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					x
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					NA
	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:						
	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.					NA
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.					NA
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

1. The student admission requirements to the Academy are based upon Cyprus Police criteria for police officers. These appear strictly adhered to.
2. At the time of evaluation there were 99 students divided into 3 groups (average 16 per class). This compares favourably to the international standards of a student/staff ratio.
3. 1 The 5 semester format is clearly outlined. Student activities and learning are appropriately defined in this documentation.
   2 All students appear to be fully cognizant of the programs curricula and activities. The teaching personnel appeared to implement the program according to the documentation.
   3 The Committee sighted the course web pages and portal, which were updated daily.
   4 Not applicable
   5 The students were cognizant of the conduct and format of exams and assessment.
   6 The Committee was impressed by the interaction of staff and students, both in terms of provision of information and the potential of students to participate in their individual development.

4. 1 This document has outlined some of the Committee's concerns about the age and condition of some of the facilities.

2 The Committee was impressed with the extensive library material available to students.

3 Overall the infrastructure and support systems were satisfactory. Facilities, equipment and teaching materials appeared to be adequate and accessible to students.

4 There were a number of pastoral and welfare systems available to students. The Committee particularly approved of the counselling services.

5 The mentoring program at the Academy was well organized, professional and clearly a valuable tool for producing reflective practitioners.

5. Whilst the Committee acknowledges regular and effective communication it did not cite a policy to this affect.
6. Student discussions reflected satisfaction as to effective feedback although no specific policy was viewed in relation to timeliness.
7. Not applicable
8. There are numerous regulations outlining this process.
9. There are clear guidelines for students who have difficulties with academic performance and these appeared effective in practice.
10. Not applicable.
11. There is an effective policy for plagiarism but it was less clear as to the process for detection.
12. There was considerable evidence to show complaint resolution mechanisms were in place.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					x
1.2.2	The methodology of each course is suitable for adults.					x
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			x		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					x
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					x
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.			x		

1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					x

1. We interpret this as teaching methods. There is a diverse approach to teaching and assessment on quantitative and qualitative dimensions. Further the balance between theory and practice is impressive.
2. As above.
3. There appeared no formal formative assessment. Although students appeared happy with feedback we were unable to ascertain the regularity of this.
4. The assessment process is clear and transparent.
5. Several activities suggest that the students are asked to participate in the learning process and their development.
6. The Academy does not have modern e-learning facilities that may be found in other international institutions.
7. Teaching materials were extensive. Library resources clearly met the requirements set by various courses and this included resources owned by UC.

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:					
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.					NA
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized					NA

	academic qualification, by one level higher than that of the program of study in which he/she teaches.				
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.				NA
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.				NA
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

1. There are adequate numbers of personnel to support the program.
2. The teaching staff of the institution have the relevant formal and substantive qualifications for teaching the individual specialized subjects.
3. The visiting professors subject areas adequately support the Academy's program of study.
4. All teaching personnel, across all institutions, have the necessary qualifications and experience to teach the students.

5-7 Not applicable.

8. The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the program of study.
9. Not applicable
10. We assume the University has the documents but the Committee has not viewed them.
11. The Director has qualifications and experience to co-ordinate the program of study.

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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.					NA
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	

This section is marked on the basis of the Committee's concern with the ambiguity surrounding learning outcomes related to the program. This has been commented upon previously.

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					NA

		1	2	3	4	5
	according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					NA
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	

1-7 The response to this section should not be seen as a reflection on the teaching and assessment of the program. The Committee have had difficulty with this section due to the ambiguity surrounding learning outcomes. This has been commented upon previously.

8. We do not feel the course content relates to all developments in science.

9. The Committee saw no evidence of flexibility in relation to student participation on the course. However, the Committee acknowledges the resources available to students if an injury inhibits their mobility.

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	

			1	2	3	4	5
	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.					NA

1. As discussed in this document, whilst there is much to applaud in the Academy's aspirations to quality assurance, the arrangements for such are ambiguous and not clearly defined in terms of competencies and procedures.
2. Members of academic personnel, students and support staff are clearly encouraged to participate in various quality assurance processes.
3. The Committee did not see any formal guide or regulations for quality assurance.
4. Not Applicable.

2.4	**Management of the Program of Study**		1	2	3	4	5
2.4.1		Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					x
2.4.2		It is ensured that learning outcomes may be achieved within the specified timeframe.		x			
2.4.3		It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					N/A
2.4.4		The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					N/A
2.4.5		Information relating to the program of study are posted publicly and include:					
	2.4.5.1	The provisions regarding unit credits					NA
	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

		1	2	3	4	5
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.					
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.					NA

1. The program of study is effectively managed at all levels.
2. There were no clear learning outcomes to evaluate in terms of time frames.
3. Not applicable.
4. Not applicable.
5. Overall this numerical assessment reflects the Committee's knowledge and inspection of various documentation. We do not know whether these are posted publicly.
6. Not applicable.
7. Students are able to evaluate their program, although the effectiveness remains to be seen as, at the time of writing, it is mid program.
8. Not applicable.

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	

1. The Academy appears to enjoy a number of collaborations with law enforcement institutions (e.g. CEPOL, College of Policing).
2. The program attracts Visiting Professors from other institutions.
3. As far as the Committee is aware students do not engage in exchanges although they can apply for international courses/ workshops.
4. The academic element of the program is only 25% of the overall assessment therefore it is not obviously analogous with other programs.

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

1. The students are police officers and as such the program conforms to societal requirements.
2. N/A
3. There are no explicit learning objectives, however there is considerable anecdotal evidence to show the positive impact of the program.

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.					Not known
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.					NA
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.					NA
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					NA
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					NA
3.1.9	Student training in the research process is sufficient.					NA

This section is clearly devised for a traditional Higher Education establishment. The Committee has agreed not to address the latter questions in relation to the Police Academy. In relation to the first three questions:

1-2 If we agree on the wider definition of research discussed in this document, then clearly research has informed teaching and learning in the delivery of the program of study.

3 Library facilities support the program and students have access to University resources.

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.					NA
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					NA

1. The student welfare service is well detailed in this document and the Committee is satisfied that the Academy takes responsibility seriously in this area.

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			

1. The Academy's electronic 'Athens' access ensures suitable books and journals support the program.

2. The Committee sighted the portal for internal communication. This is updated daily.

3. The facilities are adequate, but as stressed in this document consideration should be given to upgrading facilities.

4. The Committee viewed a computer room with computer terminals therein. These computers would benefit from upgrading. No further equipment was viewed.

5-6 The teaching materials are adequate and accessible. The 'Athens' access ensures access to the most recent articles.

7. The Committee did not hear of training opportunities for teaching personnel.

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.				NA	

1-3 The Committee had no access to budget papers, audit or financial transparency documents.

    4   The students are police officers and therefore do not pay fees.

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

THIS SECTION IS NOT APPLICABLE TO THE ACADEMY

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
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 "v"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.

THIS SECTION IS NOT APPLICABLE TO THE ACADEMY

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					

6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

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

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

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

The Committee would like to commend the Academy and the University of Cyprus for the imaginative and innovative program of study offered to the students.

The Committee has commented extensively on strengths, weakness and areas for improvement in this document. The Committee recognizes the program under review is in an embryonic state and therefore it will require time to bed in effectively. The enthusiasm for research in teaching at the Academy is evident. However, as has been discussed in this document, we would urge the Academy to reappraise its definition of research and consider carefully what it would like to achieve with its Centre.

The formation of specific outcomes for strategic planning, quality assurance and most importantly learning, will assist the Academy as it moves forward and will also benefit future examiners.

The Committee wishes the Academy good fortune with its endeavours as it moves forward into the future. The commitment of its staff was impressive and deserves recognition.

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

Name:	Signature:
Prof Jenny Fleming	
Prof. Colin Rogers	
Prof. Stuart Kirby	
Dimitra Kavalierou	

Date: 18\01\19

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