

Doc. 300.1.1

Date: 6/3/2020

External Evaluation Report

- **Higher Education Institution:**
CYPRUS POLICE ACADEMY
- **Town:** NICOSIA
- **School/Faculty (if applicable):** School for the Training of Fire Service
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Ανώτερο Δίπλωμα στην Εκπαίδευση Δοκίμων
Πυροσβεστών

In English:

Higher Diploma in Training for Fire Service Recruits

- **Language(s) of instruction:** Greek
- **Programme's status**
New programme: No
Currently operating: Yes

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The Panel attended the Cyprus Police Academy (CPA). The Director of the Academy met with the panel and the structure of the day was discussed, along with initial impressions. The panel was then taken to meet members of the CPA administration and teaching staff.

The panel was given a detailed presentation giving an overview of the programme. At each stage the panel was able to ask specific questions relating to the programme and the information submitted by the CPA on document 200.1.

Without exception, the CPA staff are commended for their transparency and openness to both challenge and discussion. This made the job of the panel much easier.

Once the organization, structure and delivery of the programme had been explored, the panel conducted an onsite visit on EMAK in Kofinou.

Once again, we were able to observe the teaching resources and was also offered a demonstration by some of the learners and staff. Teaching staff were frank in their answers about the realities and challenges of programme delivery. Time pressure meant the panel was unable to visit the Fire Academy site that was originally planned. Our observations will be reported out of the documents.

B. External Evaluation Committee (EEC)

| Name | Position | University |
|------------------------------|--|---|
| STEVE SKARRATT | Head of Prevention and Protection Training | The Fire Service College |
| GERASSIMOS KARABELIAS | Professor | Panteion University, and Greek Fire Academy |
| MARIOS ALKIVIADES | Student | University of Cyprus |
| Name | Position | University |
| Name | Position | University |
| Name | Position | University |

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *In addition, for each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*
 - 1 or 2: *Non-compliant*
 - 3: *Partially compliant*
 - 4 or 5: *Compliant*
- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*
- ***The parts of the report written in blue font must be erased when drafting the report, so that each assessment area consists of the standards, findings, strengths, areas of improvement and recommendations, the justified scores of the quality indicators (criteria) and the overall compliance for the particular assessment area.***

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

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

(ESG 1.1, 1.2, 1.8, 1.9)

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Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

| Quality indicators/criteria | | 1 - 5 |
|-----------------------------|---|-------|
| 1.1 | Academic oversight of the programme design is ensured. | 5 |
| 1.2 | The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study. | 5 |
| 1.3 | Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration: | |
| 1.3.1 | The disclosure of the programme's curricula to the students and their implementation by the teaching staff | 4 |
| 1.3.2 | The programme webpage information and material | 3 |
| 1.3.3 | The procedures for the fulfillment of undergraduate and assignments / practical training | 5 |
| 1.3.4 | The procedures for the conduct and the format of the examinations and for student assessment | 5 |

| | | |
|--------------|--|---|
| 1.3.5 | Students' participation procedures for the improvement of the programme and of the educational process | 4 |
| 1.4 | The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF). | 5 |
| 1.5 | The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF). | 5 |
| 1.6 | The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF). | 4 |
| 1.7 | The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution. | 5 |
| 1.8 | The following ensure the achievement of the programme's purpose, objectives and the learning outcomes: | |
| 1.8.1 | The number of courses | 4 |
| 1.8.2 | The programme's content | 4 |
| 1.8.3 | The methods of assessment | 4 |
| 1.8.4 | The teaching material | 4 |
| 1.8.5 | The equipment | 4 |
| 1.8.6 | The balance between theory and practice | 4 |
| 1.8.7 | The research orientation of the programme | |
| 1.8.8 | The quality of students' assignments | |
| 1.9 | The expected learning outcomes of the programme are known to the students and to the members of the teaching staff. | 5 |
| 1.10 | The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes. | 5 |
| 1.11 | The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology. | 4 |
| 1.12 | New research results are embodied in the content of the programme of study. | 4 |

| | | |
|------|---|---|
| 1.13 | The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree. | 5 |
| 1.14 | Students' command of the language of instruction is appropriate. | 5 |
| 1.15 | The programme 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. | 4 |
| 1.16 | The learning outcomes and the content of the courses are consistent. | 5 |
| 1.17 | The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester. | 5 |
| 1.18 | The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme. | 5 |
| 1.19 | The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession. | 5 |
| 1.20 | The programme's management in regard to its design, its approval, its monitoring and its review, is in place. | 5 |
| 1.21 | The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally. | 5 |
| 1.22 | Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates. | 5 |
| 1.23 | The admission requirements are appropriate. | 5 |
| 1.24 | Sufficient information relating to the programme of study is posted publicly. | 5 |
| 1.25 | The teaching methodology is suitable for teaching in higher education. | 5 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.8.1 There are certain courses where there is not a clear cut distinction of the content that is taught. There should be a more accurate description of the content. E.g. Fire Inspection II & III, where it was explained that whilst the learning outcomes and descriptors are the same, the principles are applied to different types of premises. This should be made explicit in the course descriptor,

1.8.3 There are opportunities to broaden assessment methodologies both from inside (the Academy) and external stakeholders. The panel felt that whilst examination is a valid methodology, it is worth considering other assessment methods to ensure students are not disadvantaged.

1.8.4 The books the panel saw need to be updated – this is expanded on in subsequent sections below. The panel did not observe examples of teacher generated specific course material and as a general principle, the panel notes that teachers should provide students with their notes where appropriate. The panel acknowledges that this may happen – but no evidence was seen to this effect.

1.8.5 The Fire Academy occasionally needs to “borrow” operational vehicles to supplement its’ teaching resources. Ideally it needs to have its own equipment that is permanently held there. Borrowing operational vehicles introduces a higher level of risk to teaching continuity.

Serious consideration should be given to the purchase simulation software for the better training of the students and cost effectiveness. An example would be XVR which is customizable and highly flexible. This would reduce the impact of the cost of, and maximise the value of time spent on practical activities away from the CPA.

1.11 The Academy should be connected with the latest technological resources and training developments across the curriculum – **this is expanded on in the resource section below.**

Provide information on:

1. Employability records

The panel were informed that after recruitment, if students are successful then employment within the Fire Service is guaranteed.

2. Pass rate per course/semester

Not applicable in this evaluation as no cohort has yet completed the programme. The panel was informed that whilst standards are of course maintained, if a student fails, they will be given support and the opportunity to retake and meet the required standard.

3. The correspondence of exams’ and assignments’ content to the level of the programme and the number of ECTS

Yes . There was no direct evidence of examples of the content of examinations, but we trust the Universities and the past records of the Police Academy guarantee the correspondence of exams’ and assignments’ content to the level of the programme and the number of ECTS.

This is supported by the robust planning and framework of the programme that was supplied.

Findings

The panel felt that the common first year of Police Academy Officers and Fire Fighters gives them a unique advantage of cooperation and communication in case of an emergency.

The programme of study is largely well structured and fit for purpose.

The programme is well managed and supported by CPA processes, both administrative and quality assurance.

Strengths

The quality of study programmes design and development is based on European Standards and Strengths followed by more advanced European Fire Academies.

There is a mix of theoretical and practical input with an academic flavour. This prepares students for both the vocational requirements of the job role and for future learning.

The syllabus covers appropriate content, and is well structured, mostly clearly identifying the discrete elements (with one or two exceptions)

Areas of improvement and recommendations

There should be more contemporary methods of assessment and consideration could be given to include some elective contemporary courses such as gender and fire personnel as well as response to new threats and terrorism. This would add to the currency element of the programme, without detracting from the functional vocational knowledge and skills elements.

Discussions with students and teaching staff highlighted a desire for a larger proportion of practical learning opportunities to help embed the theory. This is often a difficult balance to achieve effectively and it is unlikely that all stakeholders will be totally happy all the time – however where possible, consideration should be given to how a greater proportion of active learning could be achieved.

Please tick one of the following for:

Study programme and study programme's design and development

Non-Compliant



Partially Compliant



Compliant



2. Teaching, learning and student assessment

(ESG 1.3)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

| Quality indicators/criteria | | 1 - 5 |
|-----------------------------|--|-------|
| 2.1 | The actual/expected number of students in each class allows for constructive teaching and communication. | 5 |
| 2.2 | The actual/expected number of students in each class compares positively to the current international standards and/or practices. | 5 |
| 2.3 | There is an adequate policy for regular and effective communication with students. | 5 |
| 2.4 | The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules. | 5 |
| 2.5 | Constructive formative assessment for learning and feedback are regularly provided to the students. | 3 |
| 2.6 | The assessment system and criteria regarding student course performance are clear, adequate, and known to the students. | 5 |
| 2.7 | Educational activities which encourage students' active participation in the learning process are implemented. | 5 |
| 2.8 | Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning. | 3 |
| 2.9 | Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly. | 5 |
| 2.10 | It is ensured that teaching and learning are continuously enriched by research. | 4 |
| 2.11 | The programme promotes students' research skills and inquiry learning. | 4 |
| 2.12 | Students are adequately trained in the research process. | 4 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.5 Whilst there was an abundance of evidence relating to summative assessment, the panel saw no evidence of formative assessment. Discussion with students suggested there were no opportunities for tutorial activities, however the panel recognized that some formative assessment activity may be carried out by the mentor.

2.8 There was no evidence of a platform for an electronic support of learning and limited software. Both students and teaching staff recognized the current level of provision in this area was not where they would like it to be, and there are opportunities for improvement.

2.10,2.11,2.12 The panel felt that the Academy pays limited attention to cultivating the research abilities of students and relies mostly on the research capabilities of teachers. Whilst it can be argued that there is limited opportunity or need at Firefighter level to utilize this skill, as this is a Higher Education programme, It would be beneficial to consider developing this area during the last year of studies in the Academy – and recognizing the benefit to the students of having this transferable skill.

Findings

The Academy is moving in the right direction to the areas of teaching, learning and student assessment, however it needs to focus attention in certain areas to achieve things more speedily.

Strengths

Having a mentor is one of the strengths of the program and probably some other European Academies should copy that. In addition, the close cooperation with the European University and the University of Cyprus is also unique and a positive development.

The transparency and openness to challenge of the CPA in its desire to improve its delivery is a key strength.

Areas of improvement and recommendations

Since new societal and technological threats are added to natural disasters that fire personnel have to deal with, the students of Fire Academy should improve their research skills during their last year of studies in order to meet these challenges.

It is recognized that the CPA does not yet take full advantage of teaching opportunities using technology.

Consideration should be given to how teaching staff are supported and developed to employ a wide range of teaching methods.

Discussions with students identified that whilst a content is useful some teachers need to adopt a less passive approach to delivery in some subjects.

There are concerns that the assessments do not fully meet the requirements of students studying at Level 5. Examinations should be reviewed to ensure that questions are requiring thinking at higher orders than simply demonstrating knowledge or understanding.

Please tick one of the following for:

Teaching, learning and student assessment

**Non-
Compliant**



**Partially
Compliant**



Compliant



3. Teaching Staff

(ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

| Quality indicators/criteria | | 1 - 5 |
|-----------------------------|--|-------|
| 3.1 | The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study. | 5 |
| 3.2 | The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following: | |
| 3.2.1 | Subject specialisation | 5 |
| 3.2.2 | Research and Publications within the discipline | 5 |
| 3.2.3 | Experience / training in teaching in higher education | 4 |
| 3.3 | The programme attracts visiting professors of recognized academic standing. | 5 |
| 3.4 | The specialisations of visiting professors adequately support the programme of study. | 5 |
| 3.5 | Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study. | 5 |
| 3.6 | In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study. | 5 |
| 3.7 | The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality. | 5 |
| 3.8 | The teaching load allows for the conduct of research and contribution to society. | |

| | | |
|------|---|---|
| 3.9 | The programme's coordinator has the qualifications and experience to coordinate the programme of study. | 5 |
| 3.10 | The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc. | 4 |
| 3.11 | The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies. | 3 |
| 3.12 | Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. | 5 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.2,3,3.10 The teachers from the two Universities meet the criteria of teaching in **higher education**. We were not able to see and judge the capabilities of the permanent personnel in **higher education**.

The panel was not able to ascertain how the internal CPA teaching/training course prepared teachers for the delivery of Higher Education programmes, compared to more vocational lower level teaching and training.

3.8 The panel are not convinced this criteria is appropriate to this programme and have not therefore graded it due to lack of evidence.

3.11 The panel saw no evidence of continuing professional development opportunities for the permanent personnel in relation to teaching methods. This is a concern if it is not provided.

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

From the evidence provided by the CPA, the ratios clearly meet the criteria.

Findings

There is an excellent breadth of technical knowledge and experience across the whole teaching team. This is invaluable for both benefit of the students, and for providing credibility for the programme.

Strengths

The association with the two Universities has offered an added value to the entire process. The overlap of experience and knowledge amongst permanent staff of CPA gives a high level of resilience to the programme.

The maximum class size of 16 allows for the optimum learning experience for students and creates efficiencies for the CPA.

Areas of improvement and recommendations

Consideration should be given to how teaching staff are supported and developed to employ a wide range of teaching methods, and to explore and challenge existing approaches.

Please tick one of the following for:

Teaching Staff

Non-Compliant



Partially Compliant



Compliant



4. Students

(ESG 1.4, 1.6, 1.7)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

| | Quality indicators/criteria | 1 - 5 |
|-----|--|-------|
| 4.1 | The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices. | 5 |
| 4.2 | The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards. | |
| 4.3 | The programme's evaluation mechanism, by the students, is effective. | 4 |
| 4.4 | Students' participation in exchange programmes is compared favourably to similar programmes across Europe. | 3 |
| 4.5 | There is a student welfare service that supports students in regard to academic, personal problems and difficulties. | 3 |
| 4.6 | Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective. | 4 |
| 4.7 | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. | 5 |
| 4.8 | Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided. | 3 |
| 4.9 | Students are satisfied with their learning experiences. | 4 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

4.2 After discussion with the programme co-ordinator, the panel understands this element is currently not applicable, so it has not been graded.

4.3 The panel recognizes the decision by the teaching team and programme co-ordinator to review the questions regarding the programme's evaluation mechanism.

4.4 This area has not been developed before graduation and the panel hopes that consideration can be given to doing so in the near future, if clear benefits to student development can be identified.

4.5 The panel saw only the mentor as a substitute to welfare service to students. We believe that there are European standards that should be followed. Best practice allows for both the academic and pastoral welfare needs of the student.

4.6 There is a hierarchy inherited by the Police Academy that seems to be working well. However, an adaptation of new statutory mechanism should be one of the goals of Fire Service Academy.

4.8 The panel saw no consideration for students with special needs (eg. Dyslexia). The entry requirements do not make it clear. We do not know if that is in accordance with the law in Cyprus because other European Countries are more flexible on that issue.

4.9 Through discussion with the students evidenced that they are largely satisfied with their learning experiences, there are still opportunities for improvement, particularly around the delivery of the more theoretical aspects of the programme.

Findings

The panel witnessed a high quality of students entering the Fire Academy and desiring to contribute to that profession.

The students were highly motivated and recognised the value of the qualification as well as the contribution of course content to their career development in addition to the functional role skills.

Strengths

The mentoring mechanism adds clear value to the programme and is well managed.

The selection process ensures a supply of motivated learners, meaning that future cohorts should achieve high completion rates, and low drop off rates.

Areas of improvement and recommendations

CPA should take advantage of the mechanisms developed by fellow institutions relating to student welfare.

Consideration should be given to providing greater transparency in relation to acceptance (or not) of students with special needs and how they might be supported to create equality of opportunity.

Please circle one of the following for:

Students

Non-Compliant



Partially Compliant



Compliant



5. Resources

(ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant
- 4 or 5: Compliant

| Quality indicators/criteria | | 1 - 5 |
|-----------------------------|--|-------|
| 5.1 | Adequate and modern learning resources are available to the students. | 4 |
| 5.2 | The library includes the latest books and material that support the programme. | 4 |
| 5.3 | The library loan system facilitates students' studies. | 4 |
| 5.4 | The laboratories adequately support the programme. | 4 |
| 5.5 | Student welfare services are of high quality. | 3 |
| 5.6 | Statutory administrative mechanisms for monitoring and supporting students are sufficient. | 4 |
| 5.7 | Suitable books and reputable journals support the programme of study. | 4 |
| 5.8 | An internal communication platform supports the programme of study. | 3 |
| 5.9 | The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate. | 4 |
| 5.10 | Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students. | 4 |
| 5.11 | Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications. | 3 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

5.1 The wide scope of learning resources required to deliver this programme are mostly adequate and in some cases very good. However please refer to points below.

5.2,5.3,5.7,5.10 Due to the association of the CPA with the two Universities, students can have access to a wide variety of books and journals. However CPA should upgrade its library resources/reference materials with regards to the programme under review.

5.4,5.9 In giving this grade the panel widened its definition of laboratory to include fire specific teaching resources (eg. The fire behavior box).

5.5,5.6 Sufficient comments regarding student welfare have been made in the previous section.

5.8 The internal communication platform is substituted by the mentoring system and must be reviewed. The panel recognizes the comments made in document 200.1 relating to this.

5.11 The library of CPA needs to upgrade and add to its resources in order to upgrade teaching and reference materials that relate to the programme. The score given does deliberately not include the materials that the Universities give access to in order that the importance of CPA core materials is not lost.

Findings

It should be clearly understood that the Fire Academy needs the resources both teaching and laboratory in order to advance itself to contemporary standards. **Resources are the means to success.** However the panel does recognise that the current level of resources allows for adequate function of the programme – so a lower overall score in this area is meant as a driver for action, and is NOT intended to convey a requirement to disapprove the continuation of the programme.

Strengths

The practical facilities allow for effective learning and training and appreciated by both students and teaching staff.

The resources of the two Universities add significant valuable weight to the overall resources available to both teaching staff and students.

Areas of improvement and recommendations

The panel felt that the CPA aspect of reference material is the weakest area of the programme. However, taking into consideration the strong willingness of both the Police Academy and the Fire Academy to follow the Panels recommendations we believe that they can reverse the entire process in a short period of time.

The final grade is 3.5 not 3 because the panel wants to make a strong statement of putting more attention to resources available to students and teachers. This “Partial Compliance” is a driver for action whilst the programme continues to be delivered.

Please circle one of the following for:

Resources

Non-Compliant



Partially Compliant



Compliant



SEE **BOLD** COMMENT ABOVE RELATING TO THIS DECISION.

Sections 6, 7 and 8 are not applicable to this programme and have been deleted.

D. Conclusions and final remarks

The overall programme is to be commended for its' vocational relevance and fitness for purpose.

The syllabus is well structured and covers appropriate content in discrete courses. The assessment requirements are clearly identified.

There is some question about the level of assessment. The examination papers that were seen were appropriate in terms of content, however the level of academic challenge used only the lower orders of Bloom's Cognitive Taxonomy, and a review is recommended to ensure that overall, the students are being assessed at the correct level for a higher education programme, particularly in relation to the application and synthesis of knowledge.

There is a variety of teaching methodologies in that there is a combination of both theoretical input supported by practical activities designed to equip the learner with both the knowledge and skills required of the modern firefighter.

The opportunity for a great employment of technological teaching support is recognized by the teaching faculty, and it is encouraging to see that there is a willingness to explore the appropriate application of both software and hardware so that the programme is enhanced.

A great strength of the programme is the impressive level of knowledge and experience exhibited by both CPA and University teaching staff, and also by the managers of the programme, so that as a whole, there is an expert level of provision. This is to be commended, although it is important to provide support to the teaching staff through CPD opportunities relating not just to sector specific technical knowledge, but also a broadening

of understanding about different teaching and learning issues, and current thinking so that informed decisions can be made about improvements to the programme.

Key good practice identified:

- Highly skilled teachers.
- A good quality of students.
- Small classes.
- The mentor factor.
- Corporal unity between Police and Fire Academy personnel.
- Management and faculty staff that are open to change and further development.
- Good practical facilities.
- Collaboration with high ranking educational institutions.

Key areas for improvement:

- Additional teaching resources.
- Use of technology for teaching.
- Student welfare.
- Assessment methods and practices.
- Assessment level.

The panel approves the programme that was presented believing strongly in its potential both professionally and academically to students, teachers, the Academy and the society at large and looks forward to the implementation of some, if not of all, of its suggestions.

E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|---------------------|------------------|
| Click to enter Name | |
| Click to enter Name | |
| Click to enter Name | |

Date: Click to enter date