



**Doc. Number: 300.2.2**

**Cyprus Agency of Quality Assurance and Accreditation in Higher Education**

**Republic of Cyprus**

**External Evaluation Report**

**Institutional Evaluation**

**Institution: Cyprus Police Academy**

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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 and 47 (I)/2016].

**The document is duly completed by the External Evaluation Committee for Institutional Evaluation. The ANNEX (Doc. Number 300.2) constitutes an integral part of the external evaluation report.**

**EXTERNAL EVALUATION COMMITTEE:**

<b>NAME</b>	<b>TITLE / ACADEMIC POSITION</b>	<b>UNIVERSITY / INSTITUTION</b>
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
Andreas Theodotou	Civil Engineering	Technical Chamber of Cyprus, ETEK
Dimitra Kavalierou	Student	University of Cyprus

## INTRODUCTION:

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on-site visit meetings, and of the on-site visit to the infrastructures.

### II. The Internal Evaluation procedure

- Comments concerning the quality and the comprehensiveness of the application submitted by the institution of higher education (Doc. Number 200.2), as well as on the overall response to, and participation in the quality assurance procedures, on behalf of the institution.

### 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. INSTITUTION'S ACADEMIC PROFILE AND ORIENTATION

#### - **Mission and Strategic planning**

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 Mission 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 improve policing in relation to national objectives. A series of objectives and learning outcomes should be separated from discussions about quality assurance (below) in order to make the connections between the two clearer.

#### - **Connecting with society**

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 the University of Cyprus' 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.

#### - **Development processes**

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 practice. 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.



## 2. QUALITY ASSURANCE

- System and quality assurance strategy
- Ensuring Quality for the Programs of Study

The Committee has provided comments here on quality assurance 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 University of Cyprus 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 ensure 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 students' 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, the Committee was 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 University of Cyprus (hereafter UC) curriculum and in the Academy. In the Emergency Response Unit (ERU) for example, there was an emphasis on questioning the use of force to ensure 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.

### **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*

As shown above, the Objectives and the Actions provided by the application from the Academy 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 outcomes for future evaluation purposes.

### **3. ADMINISTRATION**

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 documents provided. While it would appear that the institution is well organized, the application provides little detail about institutional procedures or meetings. 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 this partnership is working well. It should be added that the relationship between the Academy and UC (and indeed all inter-agency activity) has the potential to generate misunderstandings and cultural clashes. These potential difficulties are recognized by all parties and it is clear that the Academy and UC seek to establish strong alliances of communication and to develop effective systems to manage issues of mutual importance. The Committee was happy with the various administration offices that support the police recruits' program.

### **4. TEACHING AND LEARNING**

#### **- Planning the Programs of Study**

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 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 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.

#### **- Teaching Organization**

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.

## **5. ACADEMIC AND TEACHING STAFF**

### **- Suitability of Academic and Teaching Staff**

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.

### **- Qualifications**

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. 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.

## **6. RESEARCH**

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. A further example, the gold, silver, bronze command structure and the consideration of the continuum of force model.

The Committee felt that research was being interpreted narrowly in the Academy application. The role of the Center of Scientific Research was an example of this. While being impressed by the enthusiasm behind this initiative, the Committee cautions of an overreliance on such a vehicle to deliver all 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.

## 7. 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. However, as far as we were able to ascertain resources appeared to be managed appropriately.

## 8. BUILDING FACILITIES

**Instructions:** Please note whether the following are considered satisfactory / sufficient for the institution to function properly and to achieve its objectives.

INFORMATION AND EVIDENCE	YES / NO
<p><b>1.</b> The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.</p> <p><b>1.1</b> A topographical plan which displays in a clear manner the extent of the development.</p> <p><b>1.2</b> A general site plan which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.</p>	<p><b>NO</b></p> <p><b>YES</b></p>
<p><b>2. LICENCES</b></p> <p><b>2.1</b> An Operating License, issued by the <i>Local Authorities</i></p> <p><b>2.2</b> The following Operating License Certificates, duly completed:</p> <p>a) Visual Inspection Form E.O.E. 102</p> <p>b) Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103</p> <p>c) Inspection Certificate Form 104</p>	<p><b>N/A *</b></p> <p><b>YES **</b></p> <p><b>YES</b></p>

d) Fire Safety Certificate, issued by the <i>Fire Department</i> e) Certificate for Adequate Electrical and Mechanical Installations, issued by the <i>Electromechanical Department</i> .	YES NO *** NO ***
3. Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units.	29 teaching rooms (1255m <sup>2</sup> coverage). They all used for 5 training periods daily
4. Number of offices for academic personnel and their respective areas and capacity.	12 offices (total area 234 m <sup>2</sup> ). Capacity 24.
5. Number of laboratories and their respective areas and capacity.	4 laboratories (total area 254 m <sup>2</sup> ).
6. Number of rooms/offices for directors/administrators and their respective areas and capacity.	6 administration offices (total area 60 m <sup>2</sup> ). Capacity 6.
7. Number of rooms/offices for administrative services and their respective areas and capacity.	12 rooms (total area 620 m <sup>2</sup> ). Capacity 12.
8. Parking spaces designated for students <b>Number: 142 (total number for students and Personnel)</b>	
9. Parking spaces designated for academic and teaching personnel <b>Number: 142 (total number for students and Personnel)</b>	

**COMMENTS:**

For Government Buildings the Operating Licence, issued by the Local Authorities is not required. In their application a letter from the Public Works Department, about the usage of the buildings, is being attached.

Visual Inspection Forms E.O.E. 102 were being completed for all building, but 2 of them were not completed correctly (buildings C3 and C4). Although they were signed by 2 Civil Engineers, on page 7, was not mentioned clearly that the inspection report is being issued. After Mr. Theodotou mentioned that to the Police Academy personnel, he received an email from the inspector - civil engineer who confirmed that the inspection report is being issued for all buildings.

The Fire Safety Certificate, issued by the Fire Department and the Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department has not yet been issued.

The Committee welcome and acknowledge the disabled ramp, toilets and the disabled parking spaces at the Academy. The Committee note that the teaching rooms they observed with the capacity of 16 students per room were adequate for the current intake. However, future courses may require substantially large rooms. Particularly if the class sizes expand. The Committee noticed the car park roof is in disrepair, no budgets are currently available to fix it.

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 (no indoor Firearms Range).

## 9. STUDENT WELFARE SERVICES

	YES/NO
<b>1. Special access for students with disabilities</b>	<b>Not Applicable</b>
<b>2. Recreation areas</b>	<b>YES</b>
<b>3. Policy and statutes for academic student support</b>	<b>YES</b>
<b>4. Policy and statutes for financial student support</b>	<b>Not Applicable</b>
<b>5. Counseling services</b>	<b>YES</b>
<b>6. Career office</b>	<b>Not Applicable</b>
<b>7. Service linking the institution with business</b>	<b>Not Applicable</b>
<b>8. Mobility office</b>	<b>Not Applicable</b>

<b>9. Student clubs/organisations/associations</b>	<b>YES</b>
<b>10. Other services</b>	

**1. 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.

**2. 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.

**3. 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.

**4. Policy and statutes for financial student support:**

Not Applicable. The students of CPA receive a salary.

Additionally, at the police Constables' Graduation Ceremony the following awards are granted: The Recruit who achieves the highest score in the final evaluation of the Basic Training, receives the 1st prize (President of the Republic Prize for Distinguished Police Officers), including an amount of 1700 euro.

The Recruit who takes the second highest score in the final evaluation of the Basic Training, receives the 2nd prize (President of the Republic Prize for Distinguished Police Officers), including an amount of 800 euro.

**5. 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.

The Committee would like to comment 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.

**6. Career office:**

Not Applicable.

**7. Service linking the institution with business:**

Not Applicable.

**8. 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.

**9. 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 (IPA), the Welfare Fund, and the Police Association.

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.

## 10. INFRASTRUCTURE

INFORMATION AND EVIDENCE	YES/NO
1. Library	YES
2. Computers available for use by the students	YES
3. Technological support	See below
4. Technical support	See below

**COMMENTS:**

1. 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.
3. & 4. The Committee has no sighting of the Technological and Technical Support available at the Academy.



## CONCLUSIONS AND RELATIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

**- The current situation of the institution, good practices, weaknesses which have been identified in the process of institutional evaluation by the External Evaluation Committee, suggestions for improvement.**

### Current situation

The Academy has recently started to re-engage with new recruits in an environment of austerity. At the time of this evaluation, 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;
- Thematic organization of the University program;
- The teaching link between theory and practice;
- The commitment of all members of Academy staff from the Director to the students and support staff, with a specific mention to the psychologist.
- Reflective practitioner approach;
- Mentoring program;
- Communication between the University and the Academy;
- The library in terms of resources and management;
- The operational use of Emergency Response personnel;
- The leadership qualities displayed across a range of levels and posts.

### Weaknesses:

- The need for a realistic appraisal as to what constitutes research and what the Academy want to achieve with its research centre;
- The vision and mission statements need to be more focused on specific outcomes;
- The Mission, Vision, strategic planning and quality assurance objectives need to be more closely aligned.
- Facilities and outdoor areas would benefit upgrading.

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<sup>1</sup> 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.: 300.2. 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.



### **Suggestions for improvement:**

- 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.

## Quality Standards and Indicators

### Institutional Evaluation

**Institution: Cyprus Police Academy**.....

**Date of External Evaluation: 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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

The document describes the quality standards and indicators applied for institutional evaluation by the External Evaluation Committee.

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

1. Applicable to a minimum degree
2. Applicable to a non-satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**It is highlighted that, in the case of standards and indicators that cannot be applied due to the status of the institution, 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 / ACADEMIC POSITION	INSTITUTION / BODY
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
Andreas Theodotou	Civil Engineering	Technical Chamber of Cyprus, ETEK
Dimitra Kavalierou	Student	University of Cyprus

**Date and time of the on-site visit: .....16 January 2019.....**

**Duration of the on-site visit: .....All Day.....**

1. INSTITUTION'S ACADEMIC PROFILE AND ORIENTATION						
1.1	Mission and Strategic planning	1	2	3	4	5
1.1.1	The Institution has formally adopted a mission statement which is available to the public and easily accessible.				X	
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.				X	
1.1.3	The Institution's Strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.			X		
1.1.4	The offered Programs of Study align with the aims and objectives of the Institution's development.			X		
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.		X			
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.			X		
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.			X		
<ol style="list-style-type: none"> <li>1. The mission statement would benefit from further development in relation to linking it with operational outcomes.</li> <li>2. Strategic planning is evident but improved alignment in relation to aims, objectives and actions would (in the view of the Committee) improve the process.</li> <li>3. Short, Medium and Long Terms goals were discussed in the presentation, however they were not explicit in the documentation.</li> <li>4. As highlighted this would benefit from enhanced alignment.</li> <li>5. Good collaboration was evident between the Universities of Cyprus and the police Academy, however these institutions did not explicitly direct the strategic direction of the Academy.</li> <li>6. There is an open and transparent attitude to consultation, although a formal consultation process was missing from the documentation.</li> <li>7. This is developing. There are feedback forms from the students. Further the Research Office is expanding this process by scanning for existing academic</li> </ol>						

research. Academy staff also appeared active in making sure teaching was relevant.						
<b>1.2</b>	<b>Connecting with society</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.			X		
1.2.2	The Institution provides sufficient information to the public about its activities and offered Programs of Study.		X			
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.			X		
1.2.4	The Institution has an effective communication mechanism with its graduates.					X
<p>1. The Academy works within the parameters of Cyprus Police which reflects government and society's objectives. Additionally, the research office scans for changes in society, further the students expressed a very clear community focus (as did the staff). However a more formal documented process was not provided to the Committee.</p> <p>2. We did not see explicit evidence of this although this was not specifically probed.</p> <p>3. The student community days are a very clear commitment to community connection. The public is given access to the library.</p> <p>4. On leaving the Academy the recruits enter the general police family. They are also supported by an impressive mentoring system (standards and processes are well thought out and implemented), which supports them for their probationary period.</p>						
<b>1.3</b>	<b>Development processes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.3.1	Effective procedures and measures are in place to attract and select academic staff to ensure that they possess the formal and substantive skills to teach, research and effectively carry out their work.				X	
1.3.2	The institution has a two-year growth budget that is consistent with its strategic planning.				X	
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.				X	

1.3.4	The Institution applies an effective strategy of attracting students / high-level students from Cyprus.					X
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.					
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its Programs of Study are adequate and transparent.			X		
<ol style="list-style-type: none"> <li>1. There is good evidence throughout the documentation provided.</li> <li>2. There is such a plan in place, albeit the Committee was not provided with detailed information.</li> <li>3. There was a general commitment to continued professional development across the Academy and staff were supported in this process wherever practicable. Examples of that were seen in the close collaboration with the Universities of Cyprus and further collaboration with other professional agencies.</li> <li>4. The selection process is very demanding and provides high quality students.</li> <li>5. This was not relevant as a selection criterion to be a police officer (and therefore a student at the Academy) is to be a Cypriot citizen.</li> <li>6. Funding is provided through government sources.</li> </ol>						

2. QUALITY ASSURANCE									
<b>2.1</b>	<b>System and quality assurance strategy</b>				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1.1	The Committee and the internal quality assurance system work systematically and effectively.							X	
2.1.2	Quality assurance policies are being developed with the active engagement of interested parties.							X	
2.1.3	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:								
	2.1.3.1	The teaching and learning						X	
	2.1.3.2	Research							
	2.1.3.3	The connection with society						X	
	2.1.3.4	Management and support services						X	
2.1.4	The Quality Assurance system promotes a culture of quality.							X	
<p>1. This appears to work well on the observed cohort.</p> <p>2. This is being conducted in collaboration with the University of Cyprus.</p> <p>3. 1: All staff receive feedback in relation to the teaching process. This is monitored for wider trends across the program. 2: The research program is in development and the Committee have made comments on some of the critical elements of this, especially in relation to the Center for Scientific Research within the Academy. 3: There is a clear community focus in all staff and community days (as an example). These days take place routinely. 4: There is an open attitude to feedback to enhance improvements.</p> <p>4. There is a clear culture of quality but the Committee was of the opinion this would benefit from more explicit explanations in relation to outcomes. Currently this is termed broadly e.g. efficiency and professionalisation.</p>									
<b>2.2</b>	<b>Ensuring Quality for the Programs of Study</b>				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.1	The responsibility for decision-making and monitoring the implementation of the Programs of Study offered by the Institution lies with the academic personnel.							X	
2.2.2	The system and criteria for assessing students' performance in the subjects of the Programs of Studies offered by the Institution are clear, sufficient and known to the students.							X	



2.2.3	The quality control system refers to specific indicators and is effective.				X	
2.2.4	The results from student assessments are used to improve the programs of Study.					X
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.				X	
2.2.6	The Institutionalised procedures for examining students' objections / disagreements on issues of student evaluation or academic ethics are effective.					X
2.2.7	The Institution publishes information related to the programs of Study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of academic and teaching staff.					X
2.2.8	The Institution has a clear and consistent policy on the admission criteria for students in the various programs of Studies offered.					X
2.2.9	The Institution ensures that effective methodology is applied in the learning process.					X
2.2.10	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.					X
2.2.11	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:					
2.2.11.1	Building facilities			X		
2.2.11.2	Library					X
2.2.11.3	Rooms for theoretical, practical and laboratory lessons			X		
2.2.11.4	Technological Infrastructure			X		
2.2.11.5	Support structures for students with special needs and learning difficulties					

	2.2.11.6	Academic Support						X
	2.2.11.7	Student Welfare Services						X
<p>1. It should be highlighted at the outset that the program is not a traditional Higher Education approach, rather a collaboration between the Police Academy and the University of Cyprus and the Open University of Cyprus. This creates a number of challenges which have been recognised by all parties in a positive way. In relation to this question the Academy is the overall decision maker, however autonomy is given to the University of Cyprus in relation to their taught modules. Whilst in development, the Committee were impressed by the open approach in relation to this collaboration.</p> <p>2. There is a clear policy in relation to assessment and marking, with evidence provided in relation to this working effectively. This approach was transparent to students and there was an appeals process in place.</p> <p>3. The program has a transparent marking process utilising a variety of approaches evaluating on quantitative and qualitative dimensions.</p> <p>4. There was strong evidence provided as to the use of feedback.</p> <p>5. The Committee saw the plagiarism policy</p> <p>6. There is an appeals/grievance process in place.</p> <p>7. This is provided in detail on-line on the Academy's portal.</p> <p>8. The institution has a clear admissions policy that is adhered to in practice.</p> <p>9. A mixed methodology is used according to the subject taught. The Committee thought this flexibility, and the interface between theory and practice was extremely impressive. The institution was committed to the process of reflection.</p> <p>10. The Committee saw evidence relating to the collection of data and the evaluation of it.</p> <p>11 1 Whilst the Committee noted that the building facilities were immaculate in terms of cleanliness and were adequate for the development of students, it was felt that the facilities would benefit from being updated.</p> <p>2 The library is well managed and has an impressive range of resources in both hard copy and electronic sources.</p> <p>3 As previously highlighted rooms would benefit from being upgraded.</p> <p>4 This was felt to be adequate but was not at the forefront of teaching facilities.</p> <p>5 This was not applicable to the Academy.</p> <p>6 The Committee found excellent academic support in teaching and access to academic resources.</p> <p>7 Again this was excellent, especially in relation to the well-being services provided.</p> <p>At the time of the evaluation the first cohort was continuing their study and no graduation had taken place.</p>								

3. ADMINISTRATION						
3.1	Administration	1	2	3	4	5
3.1.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.					X
3.1.2	The members of the academic and administrative staff and the students engage, to a satisfactory degree and on the basis of specified procedures, in the management of the Institution.					X
3.1.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.					X
3.1.4	The Institution applies effective procedures to ensure transparency in the decision-making process.					X
3.1.5	The Boards of Departments and Schools, as well as the institutionalised Committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the Constitution and / or the Internal Regulations of the Institution.					
3.1.6	The Council and the Senate operate systematically and autonomously and exercise the full powers provided for by the Statute and / or the Constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.					
3.1.7	The manner in which the Council and the Senate operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.					
3.1.8	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.					X
<ol style="list-style-type: none"> <li>1. The Academy appears compliant with the requirements of legislation and its documented mission.</li> <li>2. The Committee was impressed with the collaboration of all participants in the management of the Institution.</li> <li>3. There are clear accountability processes in place.</li> <li>4. Decision making processes are well documented and good examples were provided of the process taking place in practice.</li> </ol>						

5. The Committee were provided with no information relating to this and question its relevance to the Academy. As such, it was decided not to grade the institution on this criterion.
6. As point 5.
7. As point 5
8. There is a clear and transparent standard for behaviour provided to staff and students. Further, there are clear procedures in place in to manage these covering both police and academic issues.

<b>4. TEACHING AND LEARNING</b>						
<b>4.1</b>	<b>PLANNING THE PROGRAMS OF STUDY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.1.1	The Institution provides an effective system for designing, approving, monitoring and revising Programs of Study.				X	
4.1.2	An effective mechanism for evaluating programs of Study is ensured by the students and the academic staff of the Institution.				X	
4.1.3	The Programs of Study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.					X
4.1.4	The Institution ensures that its Programs of Study integrate effectively theory and practice.					X
<ol style="list-style-type: none"> <li>1. As has been highlighted earlier, staff show a clear commitment to continuous improvement and there is a process in place for making sure development practice is kept up to date.</li> <li>2. Whilst the program has good processes in place to evaluate progress and standards there is no external process in place in relation to academic practice (i.e. external examiners) or professional practice (formal peer review). It is recognised this is acceptable practice for Cyprus public institutions.</li> <li>3. Clear evidence was provided of this.</li> <li>4. The Committee was extremely impressed by this integration. Academic and professional staff had this at the forefront of their delivery.</li> </ol>						
<b>4.2</b>	<b>ORGANISATION OF TEACHING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.1	The Institution establishes student admission criteria for each program, which are adhered to consistently.					X

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.					
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.					X
4.2.4	The teaching staff of the Institution have regular and effective communication with their students..					X
4.2.5	The teaching staff of the Institution provide timely and effective feedback to their students.			X		
<ol style="list-style-type: none"> <li>1. Admission criteria is transparent and geared towards policing rather than academia. The Committee found the academic staff responded well to accommodating this distinction.</li> <li>2. As these are police Academy students this issue was not considered relevant.</li> <li>3. The Academy has chosen to divide the cohort into three groups to maintain small numbers, which serves to enhance learning.</li> <li>4. Both staff and students were consistent in their commitment to honest and transparent communication.</li> <li>5. The Committee found the feedback to be well considered and informative. We did not probe the timeliness of this feedback.</li> </ol>						

5. ACADEMIC AND TEACHING STAFF						
5.1	Suitability of Teaching staff qualifications	1	2	3	4	5
5.1.1	The number of academic staff - full-time and exclusive work - and the subject area of the staff sufficiently support the Programs of Study.					X
5.1.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.					X
5.1.3	The Visiting Professors' subject areas adequately support the Institution's Programs of Study.					X

5.1.4	The Special Teaching Staff and Special Scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of Programs of Study.					X
5.1.5	The ratio of Special Teaching Staff and the members of the Academic Personnel is satisfactory.					X
5.1.6	The ratio of the number of subjects of the Program of study taught by academic staff working fulltime and exclusively to the number of subjects taught by part-time academic staff ensures the quality of the Program of Study.					
5.1.7	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.					X
<ol style="list-style-type: none"> <li>1. All staff on the Academy program are full time. There are no part time staff involved.</li> <li>2. The Committee reviewed the CV's of all staff involved in the program and found an impressive array of both academic and professional skills.</li> <li>3. The Committee reviewed the input of visiting lecturers and found it enhanced the program in relation to specialist teaching.</li> <li>4. The Committee found evidence for this. The Emergency Response Unit (for example) maintain their skills as they are used on operational incidents.</li> <li>5. The Committee felt that the balance between teaching staff and academic personnel was excellent.</li> <li>6. There are no part time staff at the Academy.</li> <li>7. The Academy provides quality inputs to small groups of students, thus reinforcing the learning and development experience.</li> </ol>						

6. RESEARCH						
6.1	Research	1	2	3	4	5
6.1.1	The Institution has a research policy formulated in line with its mission.			X		
6.1.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programs.					
6.1.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.					X
6.1.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programs.	X				
6.1.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	X				
6.1.6	The results of the academic staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.					
6.1.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.			X		
6.1.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.					
6.1.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.					
6.1.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.					

6.1.11	The Programs of Study implement the Institution’s recorded research policy.					
<p>This section needs to be pre-empted by pointing out that the police Academy is not a Higher Education institution in its traditional sense. However the Academy has shown a commitment to improve its standards in line with this level. It has done so by showing a desire to engage with Higher Education establishments (University of Cyprus and the Open University of Cyprus) and to bring in teaching and resources at this level.</p> <p>This means that whilst there is a commitment to engage with Higher Education practice these procedures are in their infancy and are currently in the process of development. Within this context the following additions can be made:</p> <ol style="list-style-type: none"> <li>1. This is being developed although there is a clear commitment to this aim.</li> <li>2. We found insufficient evidence to judge this criteria.</li> <li>3. The library and e-resources were of a very high standard in this subject area.</li> <li>4. This is being encouraged but we saw insufficient evidence of this being progressed at this early stage of development in mainstream recruits (which is not a criticism and would be expected).</li> <li>5. This was not seen.</li> <li>6. The Committee did not feel this was applicable to the Academy and program of study.</li> <li>7. There is some evidence for this.</li> <li>8. The Committee did not feel this was applicable to the Academy and program of study.</li> <li>9. The Committee did not feel this was applicable to the Academy and program of study.</li> <li>10. The Committee did not feel this was applicable to the Academy and program of study.</li> <li>11. The Committee did not feel this was applicable to the Academy and program of study.</li> </ol>						



7. RESOURCES						
7.1	RESOURCES	1	2	3	4	5
7.1.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.			X		
7.1.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.			X		
7.1.3	The Institution's profits and donations are used for its development and for the benefit of the university community.					
7.1.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.			X		
7.1.5	The Institution carries out an assessment of the risks and sustainability of the Programs of Study and adequately provides feedback on their operation.		X			
7.1.6	The Institution's external audit and the transparent management of its finances are ensured.					
<p>We found the resources to be adequate in relation to the provision of facilities to the students. Having reviewed resources in other similar institutions across Europe we have seen more up to date and suitable facilities. Specifically we noted that there was no indoor firearms facility, gym space was limited, and outdoor facilities were limited (at the time of our visit the track and football pitch were waterlogged. The Committee recognize that the environment is challenging in this age of austerity but would encourage further consideration as to updating of facilities.</p> <p>In relation to point 7.1.5 the Committee thought there was an absence of formal organizational risk assessment.</p> <p>In relation to points 3 and 6 the Committee either did not see detailed records or questioned whether this was relevant to the Academy.</p>						

### CONCLUDING REMARKS – SUGGESTIONS

**Write any comments and / or suggestions for the Institution as a whole or for individual components and criteria within the present evaluation.**

The Committee was impressed with the leadership of the Academy and the transparent way they engaged with this evaluation. The learning and development of the students was central to their approach. Further, the program showed considerable evidence of thought and consideration and this was supplemented by committed and skilled staff. This together with an impressive cohort of students and the processes of reflection and mentoring, as well as pastoral services provides considerable potential.

The areas that the Committee thought could be developed further, include:

- Reconsidering the role of research, and the research centre in the overall academic strategy;
- Ensuring that the Mission and Vision statements are more closely tied to operational outcomes;
- Ensure better alignment of strategic planning and quality assurance objectives.
- Whilst the Committee admired the cleanliness of facilities and creative use of existing space there would be a benefit to upgrading facilities and outdoor recreation areas.

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

Name:	Signature:
Professor Jenny Fleming	
Professor Colin Rogers	
Professor Stuart Kirby	
Katerina Evangelou	
Andreas Theodotou	
Dimitra Kavalierou	

Date: 18<sup>th</sup> January, 2019



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