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Date: 4 July 2020

External Evaluation Report (Departmental)

- **Higher Education Institution:** Philips University
- **Town:** Nicosia
- **School/Faculty:** Arts and Sciences
- **Department:** Language Studies and Communication
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)
Programme:
In Greek: Δημόσιες Σχέσεις και Επικοινωνία
In English: BA Public Relations and Communications
Language(s) of instruction: English

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

The site-visit took place on July 2nd, 2020, in a sequence of online meetings with a variety of responsible staff members, faculty as well as the rectorate of the University. Due to circumstances no personal on-site visit was possible. Furthermore, as the programme is about to start later in the year 2020, no contacts with students were possible.

Overall, staff has responded satisfactorily to all questions of the members of the evaluation committee.

With regard to data protection as well as open access publication policies, the committee had an exchange of view with staff members. It appears that Philips University is aware and sensitive to issues of data protection. However, protection of students' data created and processed by digital platforms can and should be increased. For example, the use of MS teams contains the risk of students' data being processed outside the control of Philips University. The more data the University has under its control, the better.

With regard to open access publications, deeper internal consultations are recommended. Making available open access available to scholars and students is not sufficient. Rather, open access policy by the University should also include new platforms which are open access, but also freely available to scholars and authors. In this context, a thorough reading and implementation of the San Francisco Declaration of Research Assessment (<https://sfdora.org/>) is recommended.

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|-------------------|---------------------|-----------------------------------|
| Josef Trappel | Professor | University of Salzburg |
| Anastasia Veneti | Associate Professor | Bournemouth University, UK |
| Prodromos Yannas | Professor | University of West Attica, Greece |
| Valentinos Pariza | Student | University of Cyprus |

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under 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: | <i>Non-compliant</i> |
| 3: | <i>Partially compliant</i> |
| 4 or 5: | <i>Compliant</i> |

- *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 Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for 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 Department based on evidence from the Department's application and the site - 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 followed by or linked to the recommendations of how to improve the situation.

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

1. Department's academic profile and orientation (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

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. Department's academic profile and orientation | | |
| 1.1 Mission and strategic planning | | 1 - 5 |
| 1.1.1 | The Department has formally adopted a mission statement, which is available to the public and easily accessible. | N/A |
| 1.1.2 | The Department has developed its strategic planning aiming at fulfilling its mission. | 5 |
| 1.1.3 | The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted. | 5 |
| 1.1.4 | The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice. | 4 |
| 1.1.5 | The academic community is involved in shaping and monitoring the implementation of the Department's development strategies. | 4 |
| 1.1.6 | Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy. | 5 |
| 1.1.7 | The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective. | 4 |
| <p><i>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</i></p> <p>1.1.1 The Department has presented its mission to the EEC, however we are not aware if this is publicly available or easily accessible, hence the N/A.</p> | | |

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).
 - This is the only programme offered by the Department so there is no consistency issue here.
 - The Department fits well within the Faculty that is located. This is further evidence by the interdepartmental collaboration in terms of sharing modules.

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

| | | |
|-------|---|-----|
| 1.2.1 | The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. | 5 |
| 1.2.2 | The Department provides sufficient information to the public about its activities and offered programmes of study. | N/A |
| 1.2.3 | The Department ensures that its operation and activities have a positive impact on society. | 4 |
| 1.2.4 | The Department has an effective communication mechanism with its graduates. | N/A |

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

1.2.2 We are not aware of how this is happening.

1.2.4. This is a new programme and as such has no graduates as yet.

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

| | | |
|-------|--|-----|
| 1.3.1 | Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work. | 5 |
| 1.3.2 | Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan. | 5 |
| 1.3.3 | The Department applies an effective strategy of attracting high-level students from Cyprus and abroad. | N/A |

| | | |
|-------|--|---|
| 1.3.4 | The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent. | 5 |
|-------|--|---|

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

1.3.3 Based on the number of applications, we can see how the Department applies an effective strategy of attracting students from Cyprus and abroad but we can comment on the level of these students.

Additionally, write:

- Expected number of Cypriot and international students:
 - 71 applications / 49 were accepted
- Countries of origin of international students and number from each country: We do not know

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

We would like to compliment the team for following a clear strategic plan for the establishment of this Department. The site tour was satisfactory and informative.

Strengths

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

The strong link to digital technologies evidenced through teaching content and infrastructure. We also consider good practice the various committees and boards (e.g. advisory board) that help monitor internal and external developments.

Areas of improvement and recommendations

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

We would welcome more in-house faculty members for the delivery of the courses

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|------------------------------------|--|
| 1.1 Mission and strategic planning | Compliant |
| 1.2 Connecting with society | Compliant |
| 1.3 Development processes | Compliant |

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

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 | | |
|--|---|--------------|
| 2. Quality Assurance | | |
| 2.1 System and quality assurance strategy | | 1 - 5 |
| 2.1.1 | The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management. | N/A |
| 2.1.2 | Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. | 5 |
| 2.1.3 | The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff. | 5 |
| 2.1.4 | The quality assurance system adequately covers all the functions and sectors of the Department's activities: | |
| 2.1.4.1 | Teaching and learning | 5 |
| 2.1.4.2 | Research | 5 |
| 2.1.4.3 | The connection with society | 5 |
| 2.1.4.4 | Management and support services | 5 |
| 2.1.5 | The quality assurance system promotes a culture of quality. | 5 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |
| 2.1.1. We do not have information the public availability of the Department's policy. | | |

2. Quality Assurance

| 2.2 Quality assurance for the programmes of study | | 1 - 5 |
|---|---|-------|
| 2.2.1 | The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff. | 4 |
| 2.2.2 | The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students. | 5 |
| 2.2.3 | The quality control system refers to specific indicators and is effective. | 4 |
| 2.2.4 | The results from student assessments are used to improve the programmes of study. | N/A |
| 2.2.5 | The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. | 5 |
| 2.2.6 | The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. | N/A |
| 2.2.7 | The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. | 5 |
| 2.2.8 | The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. | 5 |
| 2.2.9 | The Department flexibly uses a variety of pedagogical methods. | 3 |
| 2.2.10 | The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. | 5 |
| 2.2.11 | The Department analyses and publishes graduate employment information. | N/A |
| 2.2.12 | The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly: | |
| 2.2.12.1 | Building facilities | 5 |
| 2.2.12.2 | Library | 5 |
| 2.2.12.3 | Rooms for theoretical, practical and laboratory lessons | 5 |
| 2.2.12.4 | Technological infrastructure | 5 |
| 2.2.12.5 | Academic support | 5 |

| | | |
|--------|--|-----|
| 2.2.13 | There is a student welfare service that supports students in regard to academic, personal problems and difficulties. | 5 |
| 2.2.14 | The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. | 5 |
| 2.2.15 | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. | 5 |
| 2.2.16 | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available. | N/A |
| 2.2.17 | The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards. | N/A |
| 2.2.18 | The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates. | N/A |
| 2.2.19 | There is a clear policy on authorship and intellectual property. | 5 |

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

2.2.3 Even though there seems to be a good quality control system in place, there does not seem to be a clear standard way/approach in which they use their quality indicators for ensuring high quality of their programme of study.

2.2.4 No students have studied in this course yet. Therefore, it is not possible to answer that.

2.2.6 There seem to exist procedures for examining students' objections / disagreements on student evaluation (appears on page 58, section "Appeals procedure" on their application for Department). But a clear and thorough procedure for addressing students' objections/disagreements with academic ethics in general was not presented.

2.2.9 They did not clearly describe the pedagogical methods that are going to use, neither any particular standards they are going to follow. The continuous/on-going assessment of 30% and the 70% of the examination of a course's mark does not seem appropriate and flexible for all the courses.

2.2.11 The programme of study is new and there are no graduates from the programme. Therefore, no information with respect to graduates' employment.

2.2.16 The programme is a Bachelor, not a postgraduate programme and thus this field is not applicable.

2.2.17 The programme is a Bachelor, not a postgraduate programme and thus this field is not applicable.

2.2.18 The programme is a Bachelor, not a postgraduate programme and thus this field is not applicable.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

In general, the overall policies and plans of the Philips University on the quality assurance, seem to be well developed as they are consistent within the national and international framework in which they operate.

Furthermore, the admission plans seem thorough and appropriate.

Department does not articulate the application of effective and flexible pedagogical methods in their courses

Resources including library, IT Lab and support, software, and classrooms are well equipped and appropriate as it was seen from the presentation and the video during the remote visit. There also seems to be sufficient support for accessing different resources of the University and the Department remotely.

Strengths

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

Quality assurance is carefully well defined and within the national and international framework of operation

The quality assurance seems to cover all the activities of the Department and this is guaranteed via an internal evaluation committee of the University and a council of the Department.

An adequate set of resources are available to students and with the support for remote access to essential resources.

Areas of improvement and recommendations

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

There is a variety of indicators taken into consideration for quality assurance but there is no clear guarantee of a standard way followed for ensuring high quality in their Department's programme.

There was not presented any actual plan for attracting high quality students as a goal to increase the value and reputation of the Department and University.

It was not able to see detailed programme/course's pedagogical methods that are going to be used effectively to help students achieve the course's learning outcomes as well as satisfy students' goals in developing a particular set of skills for their career. It would be nice to deploy a diversity of pedagogical methods to the program's courses, so that appropriate pedagogical methods are used for each course based on its content and learning outcomes.

Most of the courses follow a rigid and not so flexible approach of assessing students via a 70% examination assessment and a 30% continuous/on-going assessment.

Moreover, each course's assignments should be properly aligned with its level and learning outcomes, as well as with the programme's goal to help in developing a particular set of skills to its students, valuable for their further career.

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|---|--|
| 2.1 System and quality assurance strategy | Compliant |
| 2.2 Quality assurance for the programmes of study | Compliant |

3. Administration

(ESG 1.1, 1.3, 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 | | |
|-----------------------------|--|--------------|
| 3. Administration | | 1 - 5 |
| 3.1 | The administrative structure is in line with the legislation and the Department's mission. | 5 |
| 3.2 | The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department. | 5 |
| 3.3 | The administrative staff adequately supports the operation of the Department. | 5 |
| 3.4 | Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions. | 5 |
| 3.5 | The Department applies effective procedures to ensure transparency in the decision-making process. | 4 |
| 3.6 | Statutory sessions of the Department are held and minutes are kept. | 4 |
| 3.7 | The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions. | n/a |
| 3.8 | The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively. | 5 |
| 3.9 | The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism. | 5 |
| 3.10 | The Department has appropriate procedures for dealing with students' complaints. | 5 |

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

3.5 Regarding the Department under evaluation, there is very little we can report on given that we are dealing with a new programme of studies in a new Department.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

To the best of our knowledge, Philips University abides by laws and regulations and transparency standards.

Strengths

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

The setting up and operation at the University level of an Advisory Board composed of 9 reputable external members that review and give directions on strategic development plans, labour market trends and employability of graduates as well as quality assurance procedures.

The operation at the Departmental level of a Committee for Programme Development and Monitoring charged with monitoring and revising if need be the programme.

Areas of improvement and recommendations

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

As soon as the programme of studies is in full swing, the Chairperson must activate the Committee for Programme Development and Monitoring

Please select what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|------------------------|---|
| 3. Administration | compliant |

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

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 | | |
|---|--|--------------|
| 4. Learning and Teaching | | |
| 4.1 Planning the programmes of study | | 1 - 5 |
| 4.1.1 | The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study. | 5 |
| 4.1.2 | Students and other stakeholders, including employers, are actively involved on the programmes' review and development. | 5 |
| 4.1.3 | The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). | 3 |
| 4.1.4 | The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable. | 5 |
| 4.1.5 | The Department ensures that its programmes of study integrate effectively theory and practice. | 5 |

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

4.1.3 We are missing a clear pedagogical concept and strategy in the programme, for each year and for each module. For example, the course on statistics is elective, but it appears that such a course is highly relevant for understanding other methods and is also a prerequisite for understanding professional PR communication on the job. Courses should be better adapted to the progress of students and to the nature of the courses. For details, see programme report.

4. Learning and Teaching

| 4.2 Organisation of teaching | | 1 - 5 |
|------------------------------|--|-------|
| 4.2.1 | The Department establishes student admission criteria for each programme, which are adhered to consistently. | n/a |
| 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. | 5 |
| 4.2.3 | The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons. | 5 |
| 4.2.4 | The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship. | n/a |
| 4.2.5 | Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. | 5 |
| 4.2.6 | The teaching staff of the Department provides timely and effective feedback to their students. | n/a |
| 4.2.7 | The criteria and the method of assessment as well as the criteria for marking are published in advance. | 5 |
| 4.2.8 | The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. | n/a |

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

4.2.1 there is only one programme, so no coherence possible.

4.2.4 the programme has not started yet, so communication cannot be evaluated

4.2.6 the programme has not started yet

4.2.8 the weighting and the assessment are not satisfactory, as they are applied equally across all courses. See programme report for details.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

We were not able during the virtual site-visit to meet with all stake holders and parties, in particular, we did not meet students for their feedback. Therefore, the assessment provided is exclusively based on declaratory statements by the staff.

Strengths

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

The diversity of modules and courses is a clear strength of the programme, and it contains all varieties of public relations, in particular media, marketing and management. The programme prepares well for professional practice and jobs after graduation, and if has a focus on campaigns and other PR activities. The programme demonstrates its relevance for real life.

Areas of improvement and recommendations

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

We see room for improvement with regard to theoretical issues and depth. As of now, the programme is focussed on how-to-do topics, and less importance is given to social relations and to methods. For more detailed assessment see programme reports.

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|--------------------------------------|---|
| 4.1 Planning the programmes of study | partially compliant |
| 4.2 Organisation of teaching | partially compliant |

5. 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 | | |
|-----------------------------|---|--------------|
| 5. Teaching Staff | | 1 - 5 |
| 5.1 | The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study. | 4 |
| 5.2 | The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. | 5 |
| 5.3 | The visiting Professors' subject areas adequately support the Department's programmes of study. | 5 |
| 5.4 | The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study. | 5 |
| 5.5 | The ratio of special teaching staff to the total number of teaching staff is satisfactory. | 5 |
| 5.6 | The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study. | 5 |
| 5.7 | The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study. | 5 |
| 5.8 | Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. | n/a |

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

5.1 More information on future appointments of permanent FT staff would have been very helpful so as to better understand the long term strategy of the Department. As it stands it seems to have a considerable reliance on visiting professors and professors from other departments

5.8. There is provision for such a procedure but as the programme has not yet run this cannot be assessed.

In the documentation provided to us, the faculty of the Department is made of:

- Number of teaching staff working full-time and having exclusive work: 9
- Number of special teaching staff working full-time and having exclusive work: 2
- Number of visiting Professors: 2
- Number of special scientists on lease services: 0

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The program is well balanced with regards to the ratio between students and staff.

Strengths

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

An impressive line up of experts in the program. The staff expertise and experience is an asset.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situ

It seems that the majority of the faculty teaching on the programme comes from different Departments across the University.

It would be useful to provide a clear indication who is in fact a 100% FT staff. You need to specify more clearly which are the criteria for FT as it seems that workloads vary from 3 to 12 hours per week.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-------------------|--|
| 5. Teaching Staff | compliant |

6. Research

(ESG 1.1, 1.3, 1.5, 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 |
|-----------------------------|---|-------|
| 6. Research | | |
| 6.1 | The Department has a research policy formulated in line with its mission. | 5 |
| 6.2 | The Department 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 programmes. | 5 |
| 6.3 | The Department provides adequate facilities and equipment to cover the staff and students' research activities. | 5 |
| 6.4 | The Department has the appropriate mechanisms for the development of students' research skills. | 3 |
| 6.5 | The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy. | 5 |
| 6.6 | The Department 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. | 3 |
| 6.7 | The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers. | 5 |
| 6.8 | The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad. | 4 |
| 6.9 | The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices. | 4 |

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

6.4 There are some deficiencies with respect to the development of students' research skills throughout their study at the Department's Bachelor program, as depicted by the structure of the program's curriculum. Many valuable courses helping students in developing their research

skills appear in the curriculum late enough after the 5th semester, not allowing students to acquire and use those skills earlier in their studies.

6.6 There is no sufficient evidence that research results of teaching faculty are going to enhance the material and content of courses as well as integrate the know-how gained, in delivering up-to date courses that anticipate the latest needs of society, industry and academia.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department seems to have taken into consideration many research aspects and issues, but research does not figure prominently in the delivery of the courses.

Strengths

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

Its policies, practices and plans adhere to International Standards.

Areas of improvement and recommendations

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

The research policy does not consist of a clear plan and vision for future actions to be made, on how to proceed and accomplish their goals. It would be good to have a roadmap with specific milestones on it, based on your goals and plans. Moreover, it might be good to include clear plans for attracting new academic staff that will help the progress of Department's research.

Appropriate research infrastructure (e.g. research centre) should be provided so that research activities can be supported sufficiently.

Also, in order to increase University's reputation, associate Faculty, and part time staff, should start including Philips University in their publications and their work, promoting also in this way the research activities of the University and helping in creating research synergies between Universities.

There is no evidence of integrating know-how gained from teaching faculty research into the courses of the Department's programme.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-----------------|--|
| 6. Research | compliant |

7. 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 | | |
|---|--|--------------|
| 7. Resources | | 1 - 5 |
| 7.1 | The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies. | 5 |
| 7.2 | The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise. | 5 |
| 7.3 | The Department's profits and donations are used for its development and for the benefit of the university community. | n/a |
| 7.4 | The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning. | n/a |
| 7.5 | The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation. | n/a |
| 7.6 | The Department's external audit and the transparent management of its finances are ensured. | n/a |
| 7.7 | The fitness-for-purpose of support facilities and services is periodically reviewed. | n/a |
| <p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>As a committee, we do not have access to the financial figures and reports, but from oral presentations we believe that sufficient funds are available for running the programme. On 7.7 we confirm that the facilities are available, but we do not have sufficient information about the frequency of the review.</p> | | |

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

We are convinced that the financial capacity is sound and appropriate.

Strengths

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

There is a long tradition going back to Philips College that shows that the management is able to sustain the programme over a long period of time.

Areas of improvement and recommendations

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

We recommend publication of financial figures for transparency reasons.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-----------------|--|
| 7. Resources | compliant |

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

This evaluation has been undertaken under special circumstances due to the pandemic COVID-19. It has been conducted by remote access instead of the conventional on-site visit. Due to the limitations of the remote access approach we did not have the appropriate time to interact as much as we would have liked with the University's officials and faculty members.

Since we are still experiencing restrictive measures, various scenarios in delivering courses were discussed. We were pleased to find that the University officials are already thinking about this issue and are developing contingency plans.

Our general impression is that Philips University is primarily a teaching oriented institution. The University espouses a student-centric learning philosophy and aims to prepare graduates that will be ready and equipped to enter the job markets. This philosophy is reflected in their approach to the student body as well as in some aspects of the curriculum. Consequently, the research component does not figure prominently in the profile of the University.

Throughout the report we are offering recommendations for curricula improvements as well as for the further development of the Department. Our final comments are the following:

- We consider that the timing of this evaluation does not allow for sufficient interaction and conversation between the University and the evaluation committee.
- We strongly suggest the University is taking into account the recommendations of the Committee before the first intake of students takes place.
- The Committee welcomes the new PR and Communication programme, but recommends more in depth theoretical and methodological treatment of requirements of the digital age than it is visible in the current curriculum.

Acknowledging the merit and the strength of the programme under evaluation, we wish to note that substantive preparatory work remains to be done before the programme can start.

E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|-------------------|------------------|
| Josef Trappel | |
| Anastasia Veneti | |
| Prodromos Yannas | |
| Valentinos Pariza | |

Date: July 4th, 2020

