

Doc. 300.3.1

Date: Date

External Evaluation Report (Departmental)

- **Higher Education Institution:**
CUT - Cyprus University of Technology
- **Town:** Limassol
- **School/Faculty:** Faculty of Communication and Media Studies
Department: Department of Communication and Internet Studies
- **Department's Status:** Currently Operating
- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

Bachelor: Communication and Internet studies, 240 ECTS, 4 academic years

Programme 2

In Greek:

Programme Name

In English:

Doctoral: Communication and Internet studies, 180 ECTS, 3 academic years

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 2021 [L.136(I)/2015 – L.132(I)/2021].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY



A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation committee was provided with the applications by the Department of Communication and Internet Studies at CUT, Limassol, before its virtual site visit on 6th April, 2022. The committee, chaired by Josef Trappel, briefly discussed the day with the Agency before entering in the various meetings of the day (see agenda). In the first meeting, CUT Rector, Panayiotis Zaphiris, welcomed the committee members and explained the framework of the visit. Secondly, the quality control process was discussed with members of the respective committee, followed by a meeting with the head of the department of Communication and Internet Studies, Lambros Lambrinos, and colleagues. The evaluation is, thus, based on the application documents provided, questions and answers during the virtual meeting and the presentations given by CUT staff. The virtual site visit was concluded the same day and the evaluation committee members exchanged their views after the official meeting to arrive at the gradings given in this document.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Josef Trappel	Professor and Head of Department	Salzburg
Anastasia Veneti	Associate Professor	Bournemouth
Christina Lioma	Professor	Copenhagen
Panagiotis Chrysanthou	Student	Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *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:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the 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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- *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 (including SWOT analysis)
- 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 (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
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.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

The Department is well placed in the international network of universities. We identified only two weaknesses: first, it is good international practice to offer courses or study programmes not only in the local language (in this case Greek) but also in English. Second, the department could improve its network with local partners from civil society in its various committees that are fit for accommodating advice from such network partners.

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).

Coherence among programmes of the Department is currently partly obstructed by the fact that the Master programme is temporarily suspended. Nonetheless, Bachelor and PhD programmes are well coordinated.

With regard to the faculty, collaboration between the two departments and (teaching) exchange is established (Department of Public Communication; Department of Communication and Internet Studies).

Provide suggestions for changes in case of incompatibility.

Finding ways to attract sufficient students to restore a Masters programme.

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.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

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

No deficiencies identified.

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,	5
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	carry out research and effectively carry out their work.	
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.	3
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.

While the Department's profile and orientation complies with the standards, the attractiveness to foreign students is limited due to language barriers at the Bachelor's level. Greek language requirement radically limits the appeal of the department compared to universities teaching (also) in English.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Findings

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

The department is well placed and has a clear and identifiable profile by combining media and internet studies under one roof. While the Bachelors programme provides solid education, and the PhD programme offers attractive conditions for study, the lack of a Masters programme is not helpful.

Strengths

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

Combination of communication and internet studies

Areas of improvement and recommendations

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

Re-establish Masters programme

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.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
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	4
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	5

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

deficiencies.

With regards to 2.1.2, the Department has appropriate structures and processes for quality assurance, but there is no clear involvement, if any, of external stakeholders in these processes.

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.	5
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.	4
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
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.	4
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	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	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

2.2.12	The Department analyses and publishes graduate employment information.	5
2.2.13	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
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	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.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.18	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.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	3

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

Overall, the system and criteria for assessing students' performance in the subjects of the programmes of studies are clear and sufficient. Nevertheless, more clarity is recommended as to the Doctoral Programs various assessing criteria. The EEC was not clear about structures and procedures regarding the handling of students' complaints/disagreements and whether there is a clear and appropriate authorship and IP policy.

Findings

Quality assurance within the department is clearly taken seriously, and all indications from the meetings were that there are few areas that could be further improved. In general, the quality assurance, seem to be well developed and consistent within the national and international framework in which they operate.

The Department has appropriate structures and processes for quality assurance, but there is no clear involvement, if any, of external stakeholders in these processes. Moreover, the system and criteria for assessing students' performance in the subjects of the programmes of studies are clear and sufficient. Nevertheless, more clarity is recommended as to the Doctoral Programs various assessing criteria. The EEC was not clear about structures and procedures regarding the handling of students' complaints/disagreements and whether there is a clear and appropriate authorship and IP policy.

The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. However, admissions criteria for international students aren't as clear which may deter potential students from applying.

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.

Overall, students were clear in their praise of the department in terms of teaching quality, resources and working relationship with their tutors. There are adequate and well equipped building facilities offered to students. Doctoral students are greatly supported in their research activities, such as being involved in research projects, get funding for conference attendance 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 EEC would recommend that the Department makes more use of its external network in quality assurance processes as well as in the development of its programmes. That will greatly benefit the programmes of study in various areas as well in keeping up with the relevant industries.

The Committee urges the Department to better review the assessment criteria of the doctoral program of study. Moreover, since the 'active participation' is an assessment criterion among most, if not all courses in the UG programmes, it will be useful to clearly define how this is assessed for each course, especially when there are different weightings across courses (varying from 5 to 20%). This should be clearly communicated to the students through the module descriptors.

In view of a future development of the program(s) (including programs in English), the Department should refine admissions criteria for international students and clearly communicate those through their public channels of communication (e.g., Programmes' websites).

The EEC suggests that the Department further develops their authorship and IP policy. This policy needs to be clearly communicated and be publicly available to students since the beginning of their studies.

Finally, the EEC advises that a clearer structure and procedures are set in place both for UG and Doctoral students.



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.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
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.	5
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.	4
3.11	Internalization of the Department and external collaborations.	5

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

The Department offers well established structures for both staff and students, services are available when they are needed (in the case of online services also 24/7). Some students experienced some delays in responsiveness of the staff, which might – of course – be due to limited options during the Covid pandemic. Nonetheless, some revision regarding students' complaints might be advisable.

Findings

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

Well established organizational structures

Strengths

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

Availability of services when they are needed. Good capacities for students on online work spaces. Active librarian offering online access to a large variety of sources.

Areas of improvement and recommendations

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

Practices regarding open access might be revised, given the hegemonic control of international publishers over academic work. Diamond open access publications standards (free for readers and for authors) should be developed in cooperation with international partners.

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.	3
4.1.3	Intended learning outcomes, 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).	5
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. Click or tap here to enter text.		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5
4.2.1	The Department establishes student admission criteria for each programme,	4

	which are adhered to consistently.	
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.	5
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.	5
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Findings

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

The department is active and committed in revising and updating the programs of study, in response to student needs, societal and industrial demands, and international standards. The restructuring of the Masters programs is an example of this. The reorganisation of clusters in the Bachelors program is another example of this.

The standards of the European Qualifications Framework and existing legislation are followed in the design of the programs of the department.

The programs combine theory and practice effectively.

Marking, feedback, and student-centred learning are implemented according to the required standards.

Strengths

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

The number of students in teaching rooms and other facilities is currently sufficient. It is projected that student intake will increase and that this may cause problems with the availability of lab space. The department is aware of this and in the process of planning a strategy to deal with this, if it happens. It is a strength that the department plans ahead in this way.

Communication between students and staff is praised as being problem-free.

Areas of improvement and recommendations

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

External stakeholders should be a compulsory part of the internal evaluation process. Currently their involvement is not compulsory, and for the specific department not very much used.

Student admissions criteria are apparently set by the ministry. These are formulated in the local Cypriot standards and with an easy convergence to Greek standards, but not with an easy convergence to international standards. Even if programs are offered only in Greek, there exists a significant Greek speaking population with non-Greek and non-Cypriot school leaving certification, who could in principle be targeted by the university.

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	Compliant
4.2 Organisation of teaching	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.	5
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.	N/A
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.	5

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

[Click to enter text.](#)

Also, write the following:

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

[Click to enter text.](#)

Findings

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

The number and topical expertise of the members of staff is appropriate. The qualifications of the faculty members are very high. The ratio of students to teaching staff is excellent. The teaching load of teaching staff is also very good, leaving plenty of room for research. Feedback channels are in place and in good working order.

Strengths

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

Staff have excellent opportunities for research, in terms of time given, sabbatical leaves, seed funding, opportunities and encouragements to link their research to teaching, and so on.

Areas of improvement and recommendations

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

New hirings should target areas that are currently not covered sufficiently in terms of staff expertise, such as ethics or security for instance.

When PhD students are used for teaching, it is encouraged that they have previously received some basic training on didactic methods or marking.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	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		
6. Research		1 - 5
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.	5
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.	5
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.	5
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.	5

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

Click to enter text.

Findings

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

The Department has a research policy formulated in line with its mission. Its policies, practices and plans adhere to International Standards. It is evident from staff CVs and research records, that the current teaching staff have the required qualifications, sufficient professional experience and expertise to teaching their respective modules.

Strengths

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

The teaching staff is very research active. There is evidence of a consistent and solid publication record in reputable journals and publishing houses. There is an impressive record of grant capture among which many European funded projects such as Horizon. There is evidence that this research activity is integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.

Areas of improvement and recommendations

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

N/A

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	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.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
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.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Findings

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

The financial resources of the department are sufficient. The management of these resources favours research and student facilities such as computer labs with licensed software that are available for free to students. These are examples of sound financial management.

The department carries out an assessment of risk, limitations and sustainability and takes appropriate action accordingly.

All facilities are fit for purpose.

Strengths

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

The multimedia labs, the public opinion lab, the computer labs, and the radio station that includes both broadcasting and post-production are strong facilities, fully used by students, and financially supported by the department. This is a strength.

Areas of improvement and recommendations

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

Click to enter text.

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.

Overall, the department delivers internationally competitive high standards in teaching and research in the constantly innovative fields of communication and internet studies. Beneficial conditions for academic staff with reasonable workloads and a smart incentive system to encourage international collaborative research results in a high publication output and a well established research network.

Students appreciate working conditions and stress the importance of having access to knowledge in the two fields of communication and internet studies. The study design allowing all students to participate in courses in both fields enables employability and extended job horizons.

The lack of a Masters programme and the language limits imposed on the Bachelors programme considerably impedes further development and growth of the department.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Josef Trappel	
Anastasia Veneti	
Christina Lioma	
Panagiotis Chrysanthou	
FullName	
FullName	

Date: 26 April 2022

