

Doc. 300.3.1

Date: Date

External Evaluation Report (Departmental)

- **Higher Education Institution:**
Frederick University
- **Town:** Nicosia and Limassol
- **School/Faculty:** Arts, Communication and Cultural Studies
- **Department:** : Department of Arts and Communication
- **Department's Status:** Currently Operating

- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

BA in Visual Communication

Programme 2

In Greek:

Programme Name

In English:

Visual Arts, M. A.

Programme 3

In Greek:

Programme Name

In English:

PhD Applied Arts



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].



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 visit took place on 24 and 25 June 2021. Due to Covid-19 the meetings were held online. Frederick University shared presentations during the day and the External Evaluation Committee (EEC) received advance paperwork and virtual tours of the campus.

The day started with a short welcome by the rector Professor Demosthenous followed by an introduction of Frederick University by the vice-rector Dr Charalambous. Frederick University is one of the 9 Universities in Cyprus (a country with 1 million inhabitants) offering a wide range of disciplines on BA and MA level.

Frederick University's mission is to take a student-centered approach to the student journey. They are supportive of the UN Sustainable goals as part of the mission to bring about positive change for society embedding the goals across the broad curricula.

There is a strong focus on research with external funded projects. Being aware that research outcomes and performances are different across the different disciplines Frederick University defines the goals and KPI's in dialogue with the departments.

The school has a strong presence in the creative industries of Nicosia and Cyprus participating in cultural events. 90 % of the students are employed in the local Creative Industries and the majority of the teaching staff continue to engage in professional practice that is rooted in the cultural environment of Cyprus.

There was sufficient time to carry out the discussion with all relevant people. The order of meetings made sense and was purposeful.

All staff of the department were helpful and attentive to questions. They were also very well prepared and open to discussion.

Moderation by the CYQAA officer was well-managed and appropriate. We would like to thank the officers for their responsiveness and diligence.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Alexander Tibus	Professor/Head of BA Graphic Design and Visual Communication	Berlin International University of Applied Sciences
Matthew Fuller	Professor of Cultural Studies, Convenor MA Digital Media	Goldsmiths, University of London
Andrej Glusgold	Professor/Head of Photo MA Programme	UE –University of Europe for Applied Sciences Berlin
Katerina Nicolaou	Student	University
Name	Position	University
Name	Position	University

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:	<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 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.	4
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.	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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

1.1.3 Strategic planning could be set out more clearly in terms of the medium and long term.

1.1.4 Specifically and only in relation to the modules on Digital Media, there slight room for improvement in addressing critical and historical material relevant to the programme of study and the topic.

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).

We are satisfied that the criteria for the coherence and compatibility for the programmes of study is fully met.

Provide suggestions for changes in case of incompatibility.

N/A

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.

[Click to enter text.](#)

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.	4
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.	4

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

1.3.3 A strategy for attracting students from abroad could be further developed. 1.3.4 Staff are satisfied with the university's funding system, but the panel did not have any information on this matter.

Additionally, write:

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

Please refer to the documents provided by the university.

Findings

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

We found a healthy, well-organised and enthusiastic department. Staff are qualified and motivated and students are satisfied and producing work appropriate to the levels of their courses. The structures of the department are well developed and well thought through. The interwoven nature of the programmes of study is enabled by the work of staff across courses.

Strengths

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

The connection to the NiMAC art centre is very important for maintaining a strong international level of debate.

Small class groups with personal guidance throughout the whole duration of the studies is highly beneficial.

All staff members are well-rooted in the Cypriot art and design sector.

Academics are approachable for student support.

The teaching staff has a strong international academic background.

The department has a thriving community of alumni.

The university adopts flexible solutions regarding the financial and personal problems of the students, the university responds quickly and is student-centred.

Areas of improvement and recommendations

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

1.1.4 Some development of curricula and reading lists in the area of digital media could be adopted.



1.3.3 The department could express its values and way of working more fully internationally in order to attract students from overseas.

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.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
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	4
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.

2.1.3 The department is developing a policy on discrimination and intolerance.

2.1.4.4 The staff are satisfied with the support of the management, but we have no data on the quality assurance of the management.

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.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
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.	5
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.	4
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
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.	4
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	4
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.	5
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.	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.

Quality assurance mechanisms seem to function well.

Strengths

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

There are short and quick feedback loops between teaching staff, administrators and students.

Areas of improvement and recommendations

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

The website could provide more information on staff research activities. Publications / exhibitions etc. could be listed more fully, with links to publications.

The provision of computers could be updated.

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.	4
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

3.11	Internalization of the Department and external collaborations.	N/A
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>3.6 NB we did not see any minutes for statutory sessions of the department.</p> <p>3.8 we did not have sight of any information pertaining to this question.</p> <p>3.11 We are not sure what "Internalization" refers to.</p>		

Findings

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

Everything functions well. Administrators are committed and enthusiastic.

Strengths

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

There appears to be good communication across all branches of the university. Policies are clear and understandable to students and staff.

Areas of improvement and recommendations

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

3.8 More documentation could be provided for this in future quality assurance.

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	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.		
Satisfactory		
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.	5
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.		
Satisfactory		

Findings

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

Learning and Teaching is well organized.

Looking at the portfolios, students show a very good level of outcome appropriate to the programmes

Strengths

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

Students and teachers stay in very close contact through the whole duration of the studies.

The department works very well to address the deficit of pre-university learning in art and design experienced by students.

Areas of improvement and recommendations

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

Satisfactory.



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.	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.	5

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

Satisfactory

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

Please refer to documents provided by the university.

Findings

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

Teaching staff are energetic and enthusiastic.

They are able to discuss at length the purpose and mission of the courses and the department.

Staff are able to teach what they specialise in.

All staff are open to self –evaluation.

Strengths

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

Please see findings

Areas of improvement and recommendations

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

Satisfactory.

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.	4
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.	4
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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

6.2 There is room for improvement in setting out the research policy and improving support for staff research. Sabbaticals/ dedicated research time are unpaid for instance.
6.5 We did not have sight of policy regarding open access.
6.7 Data on the rights of researchers would need to be provided.
6.8 We note the importance of NiMAC for gaining research funding.
6.9 There is room for improvement for the funding of research and time available for research for staff.

Findings

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

Staff are active in research and are active in the international research communities

Strengths

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

There is strong engagement with social priorities in the local, national and international area. The collaboration with NiMAC is an example of best practice.

The staff understand themselves as 'the founding generation of the art and design scene in Cyprus'.

There is good access to archives and external resources.

Areas of improvement and recommendations

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

Please see notes above.

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.	Choose mark
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	Choose mark
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	Choose mark
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	Choose mark
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.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	Choose mark
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	Choose mark
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>7.1 We received no data on this. 7.2 We received no data on this. 7.3 We received no data on this. 7.4 We received no data on this. 7.5 The department has carried out SWOT analyses on all programmes. 7.6 We received no data on this. 7.7 We received no data on this.</p>		

Findings

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



We did not receive sufficient data to evaluate any of these matters.

Strengths

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

Click to enter text.

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	Choose answer



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, we have a very good impression of the Department of Arts and Communication of Frederick University.

We commend the strong team-spirit and comradeship of the staff and students of the department. The portfolios produced by students are of a high level and the research produced by staff is of a significant and often internationally notable level.

We commend in particular the very positive feedback from alumni about all aspects of the programmes of study.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Alexander Tibus	
Prof. Matthew Fuller	
Prof. Andrej Glusgold	
Katerina Nicolaou	
FullName	
FullName	

Date: 9 July 2021

