ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

External Evaluation Report
(Departmental)

- **Higher Education Institution: Frederick University**
- **Town: Limassol**
- **School/Faculty: School of Education and Social Science**
- **Department: Department of Education**
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme 1

In Greek:

Programme Name

In English:

Primary Education (4 academic years, 240 ECTS, Bachelor [BEd]).

Programme 2

In Greek:

Programme Name

In English:

Education Studies: Curriculum and Instruction (3 academic semesters, 90 ECTS, Master [MEd])

Programme 3

In Greek:

Programme Name

In English:

Education (3/4 academic years, 180/240 ECTS, PhD

- **Department's Status: Currently Operating**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

REPUBLIC OF CYPRUS

A. Introduction
This part includes basic information regarding the onsite visit.

Because of the pandemic, the onsite visit did not take place. Rather the proper review took place via a remote study, a remote meeting of the team to allocate responsibilities and ensure clarity of purpose, and then two days of meetings on Zoom (28th and 29th January 2021). Materials for the review were sent to us in good time and were comprehensive. We had the opportunity to undertake a virtual visit of the campuses provided via a link, as well as view teaching virtually. Technical support was available from the CAQAA in HE, and Lefkios Neophytou was excellent in providing advice as the review moved along. All pre-arranged meetings functioned well with excellent attendance. It was evident from the engagement of the Department that it functions very well, is cohesive and has a strong sense of professionalism and purpose. In our meeting with the Rector and Vice Rector, there is clearly a strong sense that Frederick University supports the activities within the Department, its overall development and positioning in the sector. Strong central structures and processes support programme activities at the level of the Department and its programmes which we reviewed.

B. External Evaluation Committee (EEC)

Name	Position	University
Susan Robertson (Chair)	Professor	University of Cambridge
Wilfried Admiraal	Professor	University of Leiden
Gerry Macruairc	Professor	National University of Ireland, Galway
Marina Neophytou	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas 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 report may also address other issues which the EEC finds relevant.*

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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.	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.	5
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.	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.	4

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

Click to enter text.

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).

The Department has a clear sense of its academic mission and social purpose within Cyprus, of the expertise of its staff, and of how this can position the programs that it offers in relation to other providers, and with regard to other Departments and Schools.

Provide suggestions for changes in case of incompatibility.

Click to enter text.

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.	4
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.

The Department's connection with society follows that of the University. It has a strong sense that its programs need to produce the kind of graduate who can make a positive contribution to Cyprus, that its academics connect with society via schools and other community initiatives.

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

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

| 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.

For various reasons structural reasons (the catalogue, the financial crisis) there are reasons why students are deciding not to undertake BEd (240 ECTS) studies as the likelihood of getting a job are seriously undermined. The Department is considering options such as recruiting in Greece and amongst the diaspora to boost its intake.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Yes

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 very strong ethos and sense of purpose. It has specific areas of excellence like technology/robotics, mathematics education, theatre/arts and languages, and these feed into offering a rigorous programme of teaching and learning at all levels of the programming. Students at all levels (PhD, MEd C&I conventional, and BEd conventional) are able to describe their experiences in the Department in ways that confirm the Department's mission and values.

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

Student centric education is not only communicated but it is experienced; good relationships between students and faculty; rigorous teaching; financial support for specific cases of need; Robotics Institute; activities that link the Department to various communities.

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

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

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

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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	4
	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.

Click to enter text.

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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.		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	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.		5
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.		4
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	4
	2.2.12.2	Library	5
	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	4

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

	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.		4
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		4
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		5
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.		5
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		4
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.

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.

We were able in our review of the paperwork to see excellent practices in place which were confirmed when we met Faculty, the central support services and students, Central administrative support services are efficient and effective. We could see strong quality assurance processes in place and in action. The University is aligned with the EQF, is committed to the SDGs, there is an internal evaluation cycle, and excellence mechanisms in place for student participation in the process at several levels. That senior levels of the administration have prior experiences in the various quality review agencies enables a high level of knowledge and best practice to be shared. At the level of the Department, there is a clear strategic plan around Teaching and Learning, International Engagement, Research Excellence, Contribution to Society and a Quality Work Environment.

Strengths

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

A Strategic Plan and 2 Year Action Plan guides practices in the Department. Processes to oversight quality are clear and timely. There is an expectation that students are engaged in the review processes (20%). Highlights include:
- strong sense of the unique contribution that Frederick University and the Department can make to society, including creating new knowledge;
- financial support to selective students based on need is available;
- students able to work in the Robotics Institute and in some cases in exchange for fees very effective in ensuring inclusion and progress for the students;
- a strong social culture in the Department that enables a sense of belonging for students;
- doctoral students to publish 2 pieces of writing in an international journal will ensure that they are competitive in terms of employment;
- there is evidence of diversity in pedagogy;
- excellent links to schools and specific initiatives in the community to draw prospective student in, and also to place the students in the community; and
- exploration of new initiatives including a Centre for Excellence in Education.

Areas of improvement and recommendations

Some scope to widen modes of assessment for Masters students; develop a formal system (currently informal) for monitoring of PhD progress to ensure that those who are taking a break are not lost as numbers expand.

Click to enter text.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
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.	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.

These aspects, as far as we could see from our virtual visit and the paperwork were all in place.

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

There is a close link between the Department, the School and the central administration of the University. This is an efficient and effective set of governance arrangements (often this is not the case) and might be a reflection of size.

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 select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	compliant

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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.	4
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).	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.	4
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4
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, which are adhered to consistently.	5

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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.	4
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.

From the paperwork, presentations and interviews that included teaching staff and students, we were able to form an adequate view of the organization of teaching and learning. The department's procedures for programme planning and the organisation of the process of learning and teaching are in place. Staff are aware of these procedures and implement these when needed or relevant. The connection between teaching, research and society is supported at the departmental level. Students are involved in the evaluation as well as the redesign of the programmes. Students are supervised in small groups and a learner centred approach is adopted.

Strengths

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

The strengths of the department are:

1. Clear structure of quality assurance related to teaching and learning
2. Student involvement in the evaluation and redesign of the programmes
3. Personalized teaching and small student groups

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

The integration of theory and practice could be enhanced, not only in the teacher education programme but as a means of realising the student-centred approach that is part of the mission of the university. As it is now. it depends on the teachers and students, and because of the small student groups this works well. But a vision at department level on the integration of theory and practice, could support the teachers in the programme with projects and tasks that are relevant for both academia and society.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	compliant
4.2 Organisation of teaching	compliant

![ENQA - European Association for Quality Assurance in Higher Education]

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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.	4
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.

The paperwork provided and the discussions with a large cross-section of teaching staff indicated very clearly the high level of commitment among the staff to their work. For this reason, the scores are very high and no deficiencies of any kind were evident in this domain of the review.

Click to enter text.

Also, write the following:

19- Number of teaching staff working full-time and having exclusive work

6 - Number of visiting Professors

65 Part-time Staff

Findings

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

We reviewed all elements of the comprehensive paperwork provided and engaged in a number of detailed discussions with the staff on their areas of expertise, teaching and assessment strategies and their approach to student support and research scholarship. These discussions revealed a high level of competence among the staff, an exceptional level of support for all aspects of pedagogy including targeted and responsive models of student support. The overall assessment of the review team in this domain of practice was very positive. The leadership and staff are to be commended for the high quality of this practice.

Strengths

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

- The strong commitment of staff to all aspects of the work reviewed
- The alignment between staff expertise and programme content. This was one of the most notable features of the review
- The clear and transparent workload allocation model in operation
- The level of detailed planning of coursework and the commitment to regular and reflective review
- Small class sizes and the degree of connectedness between staff, students and course material.
- The range of assessment methods used to ensure that students' experience is varied and commensurate with the area of learning- art, museum studies etcetera.

Areas of improvement and recommendations

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

One of the main challenges that may present in the future would relate to sustaining this high level of support for students in terms of high levels of staff engagement if number were to grow on the different courses. It would be important that the staff prepare for increased student numbers in a planned and proactive way in order to ensure that support is maintained in a way that is proportionate to the capacity of staff to meet future demands.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
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	
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.	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.	4
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.	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.	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 has installed procedures to support research of both teachers and students, including time and facilities. Almost all teachers are also active as researchers in their discipline and bring in new insights and literature from their research into their teaching. Research activities of both teachers and students are focused on conferences and publications for academia, less on how insights from research can be used in practice and society

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

The strengths of the department with respect to research are:
- The connection between teaching and research, which allows students to connect to the research of the staff and get the most recent insight and literature
- Teachers are facilitated to do their research and link it to teaching
- External funded research projects provide possibilities for staff to do research as well as to join international networks of researchers

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

Procedures could be installed to stimulate not only academic output (conferences, journal articles), but relevance of research for society as well

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
6. Research	Compliant

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

7. Resources *(ESG 1.6)*

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

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.	4
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.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

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

The Department is well resourced. It is clear the University provides strong support for this Department. In areas where student numbers are low e.g. the BEd the University is happy to continue to resource this course in order to give it time to recover numbers. The permanent staff in the Department are supported by part-time staff where necessary t0 ensure that overload in terms of teaching does not appear to be an issue for staff. This allows staff to carry out research, and to engage in programme review and development, in a sustainable fashion.

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

We engaged in a number of conversations on the level of resourcing for this Department. It is clear that this is not an issue for staff and that they feel very well supported by the University. Many staff spoke openly and with strong conviction about their high level of job satisfaction and their overall contentment working in the University. This is a very positive outcome for the University, the Department and the students.

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

- High level of staff morale
- Level of resourcing for the Department
- The creation of space to review programmes in an ongoing and proactive way
- A sense of long-term, strategic commitment to ideals related to particular areas and strengths both in the Department and in the University
- Low student numbers and the support of part-time teachers in online /distance learning courses
- The manner in which programme and module leadership is always the responsibility of a permeant member of staff ensuring that quality control is always maintained.

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	Non-compliant / Partially Compliant / Compliant
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.

There is a clear vision at the level of the University around a student-centric approach to the overall programme offer. Students experience this and the Department espouses it. This is very gratifying to see.

Strategic planning cycles and quality review cycles are evident. The governance structures which involve students are robust.

There is evidence of very good to excellent practice in the Department regarding its overall organization and in relation to its programs. The leadership is effective and also has a sense of how to address the inevitable challenges that it is facing.

Faculty are active in research communities, in securing research funds, and in publishing.

E. Signatures of the EEC

Name	Signature
Susan L. Robertson	
Wilfried F. Admiraal	
Gerry Mac Ruairc	
Marina Neophytou	
FullName	
FullName	

Date: 12 February, 2021