

Doc. 300.3.1

Date: Date

# External Evaluation Report (Departmental)

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia
- **School/Faculty:** Humanities, Social and Education Sciences
- **Department:** Education Sciences
- **Programme(s) of study under evaluation**  
Name (Duration, ECTS, Cycle)

## Programme 1

**In Greek:**

Programme Name

**In English:**

Early Childhood Education (Bachelor of Arts)

## Programme 2

**In Greek:**

Programme Name

**In English:**

Education Sciences (MA)

## Programme 3

**In Greek:**

Programme Name

**In English:**

Doctor of Philosophy

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

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

## A. Introduction

*This part includes basic information regarding the onsite visit.*

Due to COVID 19, no on-site visit was conducted. The EEC committee was provided with pre-recorded virtual tours of various facilities (promotional videos). The committee met with university and departmental personnel virtually, via zoom, over a two-day period, 16th to 17th November 2020. The Agenda for the two day meeting covered Departmental and programme related issues and included meetings with a wide range of academic and administrative staff, undergraduate and postgraduate students and graduates. During the two-day meeting, the committee also convened in-camera for short periods of time to ensure, as far as possible, that issues were covered that it needed to consider. The committee appreciated the commitment that all staff made to attend and contribute to the discussions, and their open and thoughtful responses to our queries and feedback. The EEC would like to thank the leadership and academic staff at the University and the Quality Assurance Agency for timely arrangements of the visit via zoom-meetings.

## B. External Evaluation Committee (EEC)

| <i>Name</i>                | <i>Position</i> | <i>University</i>                  |
|----------------------------|-----------------|------------------------------------|
| <b>Frances Press</b>       | Chair           | Manchester Metropolitan University |
| <b>Anne-Li Lindgren</b>    | Member          | Stockholm University               |
| <b>Peter Van Petegem</b>   | Member          | University of Antwerp              |
| <b>Evrydiki Kolokoudia</b> | Member          | University of Cyprus               |
| <b>Name</b>                | Position        | University                         |
| <b>Name</b>                | Position        | University                         |

## 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  |  |              |
|--|--|--------------|
| <b>1. Department's academic profile and orientation</b>  |  |              |
| <b>1.1 Mission and strategic planning</b>  |  | <b>1 - 5</b> |
| 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.                                  | 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. |  |              |

*As the committee found the Department fully compliant in these areas, we have nothing to add to regarding deficiencies.*

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 offers a BA Early Childhood Education, a MA in Education Sciences with four concentrations and a PhD, all of which are compatible with, and relevant to, a Department of Education Sciences. Programmes at all levels have been developed in response to the needs of various education professions across the education spectrum. To a strong extent, close and collegiate working relationships of staff are a contributing factor to the cohesion and compatibility between courses. There is a clear line of sight between the undergraduate and postgraduate (masters level) early childhood related programs.*

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 |

## 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.   | 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.

Additionally, write:

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

At the time the Departmental report was submitted (2019), the Department expected to enrol 47 internal students across all the programmes under evaluation - 20 students from Cyprus and 27 international students; and 175 distance learning students -75 from Cyprus and 100 international students. 2019 figures from the Department's own report on Table 4 indicate that across the programmes under evaluation, students come from the following countries: Cyprus (162), Greece (216), Kenya (1), South Africa (1), China (25), Botswana (1), United Kingdom (1), Albania (1). Thus 408 students were enrolled in the programmes under evaluation at the time the report was submitted.

### Findings

The Department has a clear mission and strategic plan, with staged goals, that are available online and therefore easily accessible.

The Department has an advisory Board with representation from external stakeholders. This Board meets once every two years. The Board has a role in evaluation and informing the Departments Programmes. In addition, the Department's systematic and cyclical approach to evaluation (further outlined in the next section) ensures stakeholder input.

In addition, staff are well qualified in their respective areas, have strong links with their various professions, and are active in professional networks and organisations, nationally and internationally.

The presentations and responses from staff during the assessment indicated that they were knowledgeable about the needs and challenges facing their respective professions.

There are a number of university-wide schemes for maintaining contact with graduates. EUC has an Alumni Association that uses various form of social media to keep in contact with graduates. The EUC Career Center monitors graduates career paths and a Career survey is outsourced in order to track alumni career progression. These are university, rather than Departmental initiatives and it was not possible to discern how many graduates from Education Sciences are reached in this way.

Click to enter text.

### Strengths

The Department's approach to stakeholder input is systematic and meaningful (this is expanded upon in section 2. It is evident that programme development is informed by various data sources and stakeholder consultation.

Staff are well supported professionally. A structured orientation for new staff not only ensures newcomers are oriented to the expectations of the Department, but it ensures that new staff are mentored by existing staff. Staff's ongoing professional development is well supported through a regular evaluation process and importantly access to funding for conferences.

Noting the limitation stated previously that we do not know how many education graduates are actively engaged with the University Alumni Association, the committee notes that graduates attended the student discussion sessions of the evaluation. Further, several graduates commented on the professional support they had received from staff once they had graduated and entered the workforce. This support is indicative of tangible ongoing connection with former 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 most striking problem was that of attracting international students. To address this problem we recommend the Department adopt a staged approach to increasing the English component of all programmes by first, ensuring that all programmes provide at least one comprehensive course in English. This initiative could then be followed by offering full semester of English courses for each programme. We strongly support the Department's initiative to provide English version of the Masters concentrations. We strongly recommend that the PhD-programme is run in English and provides the option of submission of a thesis in English.

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

| Sub-area                           | <i>Non-compliant /<br/>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  |   |              |
|--|---|--------------|
| <b>2. Quality Assurance</b>  |   |              |
| <b>2.1 System and quality assurance strategy</b>   |   | <b>1 - 5</b> |
| 2.1.1  | The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.                                 | 4            |
| 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   | 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. |   |              |

*Although the committee is satisfied with the quality assurance process, we were unable to discern if this process is made public.*

## 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   | 5     |
| 2.2.12.2  | Library   | 4     |

|        |  |   |     |
|--------|--|---|-----|
|        | 2.2.12.3   | Rooms for theoretical, practical and laboratory lessons | 5   |
|        | 2.2.12.4   | Technological infrastructure                            | 5   |
|        | 2.2.12.5   | Academic support  | 5   |
| 2.2.13 | There is a student welfare service that supports students in regard to academic, personal problems and difficulties.   |   | 5   |
| 2.2.14 | The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. |   | N/A |
| 2.2.15 | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.   |   | 5   |
| 2.2.16 | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.   |   | 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.   |   | 5   |
| 2.2.19 | 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.

*2.2.11 It is evident that graduate employment data is gathered and informs the evaluation of programmes. However, it was not possible to discern whether this data is made public. It was not easily discoverable on the University's website.*

*2.2.12.2 The committee was informed that not all students were able to access the digital resources of the library. The reasons for this difficulty were unclear, however additional effort is required to remove the barriers to students' access.*

*2.2.14 The committee does not feel that it has the information to assess this criteria. The documentation references student societies, but we do not know their nature, membership or remit. Issue concerning student diversity were not raised during the student consultations.*

*2.2.19 The Department has a procedure for resolving disputes concerning intellectual property through the Intellectual Property Adjudication Committee. However, it does not have written guidelines concerning authorship.*

## Findings

As well as having an advisory board with stakeholder representation, the Department has a clearly documented and systematic process for evaluation. The PER-strategy includes programme review and input from external stakeholders, including industry, academic and collaborative staff, as well as students. This PER-strategy ensures programme review every five years.

Additionally, there are regular Programme Committee meetings that include issues of quality assurance. Minor changes in the programme, for instance those instigated through student feedback, are managed by the course coordinator in dialogue with the programme coordinator. The Programme Committee works closely with the Department Council on which there is representation from both staff and students.

The Department's own report asserts that its quality assurance processes: emphasise and support intrinsic motivation; that they are a shared activity; and are implemented as a professional exercise rather than a management function. This indeed was our impression from both the documentation and discussions with staff and students. For example, the committee notes that the Department has already implemented changes in response to the evaluation it conducted for this review in November 2019.

Evaluations are informed by a range of data including student performance, student drop-out rates, and graduate employment.

There is a clear and established grievance procedure that includes both staff and student representation. There is also an Intellectual Property Adjudication Committee in the case of disputes concerning intellectual property.

We were not able to visit facilities on site. However, the visual material provided showed modern facilities sufficient for teaching and research. The committee applauds the availability of specialist labs for teaching and research and the use of innovative technologies. The specialized laboratories enables interdisciplinary and transdisciplinary approaches to be explored and advanced in the programmes of the Department. The ECE simulation lab supports micro teaching lessons, and acts as a demonstration site.

The Library's collaboration with other Libraries in Cyprus is a useful initiative to support students' access to a wider range of library facilities.

Student welfare appears to be strongly supported. The statement on staff ethics places student welfare as the first concern of the university. Every student is assigned an Advisor from the Student Advising Center. Students have access to a number of schemes for financial support, including scholarships and access to counselling. Students also appear to have close and supportive relationships with their teachers and the teaching is student centered.

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

Please refer to the text above

### Strengths

Strengths include: 1) a systematic and meaningful approach to programme evaluation that is ongoing and involves a range of stakeholders; 2) laboratories and teaching facilities that support interdisciplinary approaches to teaching and research, student learning and innovation; 3) a strong ethic of student centeredness.

Areas of improvement and recommendations

Ensure students have easy access to the digital resources of the library (and other learning environment). More detailed user information of the library services could inform and deliver evidence, relevant to further develop the library policies.

Consider allocating to specific members of the library team a remit to support particular Departments, including of course, the Department of Education Sciences.

There is no policy regarding authorship of publications in relation to jointly publications with students. Guidelines or principles would benefit both the student and their supervisors and prevent disputes and unethical behaviour. These guidelines could be included in the framework regarding research ethics and scientific integrity.

Click to enter text.

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

| Sub-area  | <i>Non-compliant /<br/>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 |  | 1 - 5        |
|-----------------------------|--|--------------|
| <b>3. Administration</b>    |  | <b>1 - 5</b> |
| 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            |
| Click to enter text.        |  |              |

*As the committee found the Department fully compliant in these areas, we have nothing to add to regarding deficiencies.*

### Findings

The administrative structure is in line with legislation and the Departments' mission.

The Departmental report clearly sets out its administrative and decision-making processes, including committee membership, and record keeping. There are clear and established policies for responding to grievances; and academic misconduct.

### Strengths

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

Relevant policies are clear and easy to follow. Academic and administrative staff actively participate in the management of the Department. There is a structure for student involvement.

### Areas of improvement and recommendations

Although students are invited to participate, they are not always responsive to this invitation.

**Please select what is appropriate for the following assessment area:**

| <b>Assessment area</b> | <b><i>Non-compliant /<br/>Partially Compliant / Compliant</i></b> |
|------------------------|---|
| 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  |  |              |
|--|--|--------------|
| <b>4. Learning and Teaching</b>  |  |              |
| <b>4.1 Planning the programmes of study</b>  |  | <b>1 - 5</b> |
| 4.1.1  | The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.   | 5            |
| 4.1.2  | Students and other stakeholders, including employers, are actively involved on the programmes' review and development.   | 5            |
| 4.1.3  | The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). | 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.           |  |              |
| <i>As the committee found the Department fully compliant in these areas, we have nothing to add to regarding deficiencies.</i> |  |              |
| <b>4. Learning and Teaching</b>  |  |              |
| <b>4.2 Organisation of teaching</b>  |  | <b>1 - 5</b> |

|       |  |     |
|-------|--|-----|
| 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.  | N/A |
| 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.  | N/A |
| 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.

*4.2.3 We were only able to observe an on-line class. As we have not had the opportunity to physically visit the facilities, we are unable to comment on this section.*

*4.2.7 We are unable to read the student materials which are in Greek, so we cannot comment on this section.*

### Findings

As noted previously, the Department's programmes are regularly reviewed and evaluated through processes that involve a range of stakeholders. As well formal systematic review processes (for example, PER), it is clear that the Department supports the implementation of iterative improvements in response to feedback and changing circumstances.

The committee's very strong impression from documentation and interviews with staff and students is that the Department is very student centered. Student centeredness is codified in the statement on staff ethics. There is an atmosphere of mutual respect between the students and the teachers. Student progress is closely monitored and students are supported to be successful.

### Strengths

Please refer to the comment above

Areas of improvement and recommendations

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

In relation to postgraduate study, the committee recommends that the Department develop a procedure to recognize competencies that students have acquired elsewhere, e.g. in non-formal education settings in the labour market.

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

| Sub-area                             | <i>Non-compliant /<br/>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 |   | 1 - 5        |
|-----------------------------|---|--------------|
| <b>5. Teaching Staff</b>    |   | <b>1 - 5</b> |
| 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.

*As the committee found the Department fully compliant in these areas, we have nothing to add to regarding deficiencies.*

There are 11 teaching staff working full-time and having exclusive work  
There is 1 special teaching staff working full-time and having exclusive work  
There are no visiting Professors  
There are 37 special scientists on lease services. NB: These figures are taken from p.157 of the Departmental report.

Click to enter text.

### Findings

The teaching staff are appropriately qualified to teach in their programmes. Staff have strong connections with their professions, most have PhDs and actively publish. The staff student ratio is appropriate and enables staff to offer students strong support. In addition, specialist staff from other Departments contribute to programmes where appropriate

There are formal processes for gathering student feedback on courses. It was evident that staff act on feedback in evaluating and modifying course and programme content and approaches to teaching.

### Strengths

Not only are the staff well qualified, they exhibited a strong commitment to their professions and to the student experience.

The small numbers of students to staff enable a very student centered approach to teaching and support.

The expertise of various staff enables the specialist laboratories to support specialist and innovative teaching delivery.

### Areas of improvement and recommendations

N/A

Please ✓ what is appropriate for the following assessment area:

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

## 6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

| Quality indicators/criteria  |   |              |
|--|---|--------------|
| <b>6. Research</b>   |   | <b>1 - 5</b> |
| 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. |   |              |

*As the committee found the Department fully compliant in these areas, we have nothing to add to regarding deficiencies.*

[Click to enter text.](#)

### Findings

The external, non-governmental, funding of research activities of academic staff is similar to other Departments in Cyprus and abroad.

The University has a Research Policy in place that provides incentives to staff for collaborating in research projects and seeking funded research (e.g. through teaching load reduction). This is a transparent policy which has the support of staff.

The academic staff have been active in disseminating their research through peer reviewed publications and conference proceedings. There is financial support for staff to attend conferences.

Plemochoe is institutional open access repository for distributing original research material produced by the EUC faculty and researchers.

### Strengths

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

The Department's research trajectory appears to be increasing (until the impact of COVID-19). Staff are active researchers who are also successful in attracting external funding. There is a clear synchronicity between the programmes taught and the research strengths of staff.

The committee anticipates that the University's Centre of Excellence in Research & Innovation in the Social Sciences, the Arts and the Humanities will further support the research culture of the Department.

### Areas of improvement and recommendations

N/A

Please ✓ what is appropriate for the following assessment area:

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



## 7. Resources (ESG 1.6)

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

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

| Quality indicators/criteria  |  |              |
|--|--|--------------|
| <b>7. Resources</b>  |  | <b>1 - 5</b> |
| 7.1  | The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.                        | 5            |
| 7.2  | The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.           | 5            |
| 7.3  | The Department's profits and donations are used for its development and for the benefit of the university community.                                     | N/A          |
| 7.4  | The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.  | 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.  | N/A          |
| 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. |  |              |
| 7.3 and 7.6 <i>No information is available to the committee to make this assessment.</i>                             |  |              |

### Findings

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

It is evident that facilities have been upgrade and are fit for purpose. The Department's evaluation process includes an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT). The outcomes of this analysis are considered in the revision of programmes.

### Strengths

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

As above

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 /<br/>Partially Compliant / Compliant</i> |
|-----------------|--|
| 7. Resources    | Compliant  |

## C. 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.*

The Department has a clearly articulated mission that includes research, teaching and service to the community. The committee observed a dynamic department engaged in meaningful evaluation of its work. The staff team were cohesive and reflective, and clearly committed to the Department, its programmes and students.

Staff and programmes were strongly student centered. There is good support available to students, both in relation to their academic performance and their welfare. The committee heard positive feedback from students and graduates about the quality of the programmes and the levels of support they had received. Staff are well supported through professional development and training.

The Department's research profile and specialist laboratories support interdisciplinary and transdisciplinary approaches to research and teaching in ways that will benefit students and the education profession.

The Department makes a worthwhile local social contribution through its various public events. This creates connections with the profession, with school students, and the general public. At the same time it is forging international connections through such programmes as Erasmus and its membership with Utrecht.

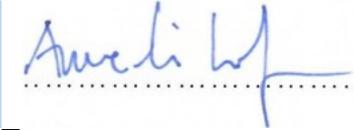
The Department will need to take measures to ensure that staffing can properly support the anticipated expansion of programmes e.g. the Masters offerings, without diluting current strengths. The Department may wish to consider reducing the number of Masters concentrations to three. We suggest that if it decides to pursue this course of action, it should consider in relation to each programme - current and projected enrolments (nationally and internationally); the capacity for an offering in English; that the programme is taught by staff with a relevant research profile.

The committee's strongest recommendations relate to the internationalisation of the Department's work. This could be achieved by the greater use of courses in English at both the undergraduate and post graduate level. We strongly endorse the option of an PhD in English and we also recommend that the PhD programme introduce the option of a compilation thesis/ thesis by publication. These measures would enhance the academic profile of the Department internationally, and may support both greater international enrolments and the visibility of the work of Cypriot and Greek students.

Other recommendations relating to the programmes can be found in the programme report.

The committee found the Department's staff open and receptive to its questions.

**D. Signatures of the EEC**

| <i>Name</i>                | <i>Signature</i>   |
|----------------------------|--|
| <b>Frances Press</b>       |  |
| <b>Anne-Li Lindgren</b>    |  |
| <b>Peter Van Petegem</b>   |  |
| <b>Evrydiki Kolokoudia</b> |  |
| FullName                   |  |
| FullName                   |  |

**Date:** November 20<sup>th</sup>, 2020

