



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



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Doc. 300.3.1

External Evaluation Report

Date: March 7, 2022

(Departmental)

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **School/Faculty:** School/Faculty
- **Department:** Department of Communication
- **Department's Status:** Choose status

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

Programme 1

In Greek:

Programme Name

In English:

Programme Name

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

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

DEPARTMENT	PROGRAMMES OF STUDY
DEPARTMENT OF COMMUNICATION	Digital Communications and Mass Media (4 academic years, 240 ECTS, BA)
	Master of Arts in Digital Media and Communications (1,5 years, 90 ECTS, Master)
	PH.D. in Media and Communications (3 academic years, 180 ECTS, PhD)

A. Introduction

The External Evaluation Committee (EEC) would like to thank the CYQAA for the invitation to evaluate the following programs at the University of Nicosia: BA Digital Communications and Mass Media, MA in Digital Media and Communications, PhD Media and Communications. The committee consisted of three academics with relevant disciplinary expertise and a student representative. Given the current circumstances due to the on-going pandemic, the evaluation took place online. The committee had the opportunity to meet with the senior management of the University and the School, the academic faculty and administrative/support staff, and the students. During the online meetings, the committee had the chance to attend presentations related to the University, the Department and the programs and ask questions pertinent to the under-review programs. The EEC committee also had the chance to watch via live stream a lecture delivered for the UG module Gender and Communication. Overall, staff has been very open and responsive to all questions of the members of the evaluation committee. The committee also had the opportunity to review the physical infrastructure via the videos provided and examine the relevant documents provided by the Department of Communications. The external evaluation committee would like to thank all parties involved for their cooperation and support during the evaluation. The committee would also like to thank the CYQAA coordinator for managing the process both efficiently and effectively.

This part includes basic information regarding the onsite visit.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Name	Position	University
Nikos Bakounakis	Professor	Panteion University
Anastasia Veneti	Associate Professor	Bournemouth University
Andriani Yiangou	Student Representative	University of Cyprus
Christian Christensen	Professor	Stockholm 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:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- *The report may also address other issues which the EEC finds relevant.*



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1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

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

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	3
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.		

1.1.4. The MA program does not require a Research Design/Methods course prior to writing the Thesis (which is not in line with standard European practice), and the fact that MA students can graduate with an MA degree without taking a Research Design/Methods course AND writing and MA Thesis is also a point of concern.

Additionally, provide information on the following:

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.	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.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
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.	3

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

the deficiencies.

1.3.2. No documentation on attracting staff given plans to expand & economics; 1.3.4. The review group could find no clear documentation (and did not find out during interviews) on the funding and operation of the department (beyond generalized information that finances came from tuition). A more detailed accounting of finances (eg financial allocation per BA, MA, PhD student per year; if there are differences in allocation between courses with practical components)

Click to enter text.

Findings

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

The academic profile of the Department is strong, and follows a logical and coherent structure. The materials provided, together with interviews with staff, are indicative of a coherent, collaborative environment.

Strengths

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

Department is engaged and integrated with the surrounding community in Cyprus. Goals and learning objectives of the department clearly articulated.

Areas of improvement and recommendations

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

The following are recommendations:

- The MA program does not require a Research Design/Methods course prior to writing the Thesis (which is not in line with standard European practice), and the fact that MA students can graduate with an MA degree without taking a Research Design/Methods course AND writing and MA Thesis is also a point of concern. The first must be remedied (requiring Research Design/Methods in order to write the thesis), the latter should be strongly considered;
- No documentation on attracting staff given plans to expand & economics;
- The review group could find no clear documentation (and did not find out during interviews) on the funding and operation of the department (beyond generalized information that finances came from tuition). A more detailed accounting of finances (eg financial allocation per BA, MA, PhD student per year; if there are differences in allocation between courses with practical components) would be helpful to assess future stability.

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

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.	3
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
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 group could not find the presentation of a clear Clause on Discrimination (gender, ethnicity, etc.) applying to BOTH students and staff.

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.	4
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.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	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.	3
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	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.	3
2.2.20	There is a clear policy on authorship and intellectual property.	3

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

2.2.12. Unclear if graduate employment numbers are available; 2.2.19. Unclear in documentation if there is support for Ph.D. students attending conferences; 2.2.20. Unclear in documentation if there is intellectual property policy,

Findings

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

Quality assurance within the department is clearly taken seriously, and all indications from the meetings were that there were few areas of concern.

Strengths

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

Students were clear in their praise of the department in terms of teaching quality, resources and willingness of staff to take comments and critique on board.

Areas of improvement and recommendations

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

The Department needs to

- provide updated information on graduate employment;
- provide clarity on financial support for PhD students attending conferences;
- provide clarity on intellectual property regulations;
- provide a clear statement on zero-tolerance policy on all forms of discrimination (against students and staff).

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.	3
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'	5

	complaints.	
3.11	Internalization of the Department and external collaborations.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
3.6. Unclear if minutes of department meetings are available.		

Findings

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

Administration (from Department up to university level) was organized and transparent.

Strengths

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

Engaged administrative staff with a great deal of experience at the university/department. Staff answered all questions with informed and detailed answers.

Areas of improvement and recommendations

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

Recommendation:

- Unclear if minutes of department meetings are available. If not, amend.

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.

[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,	5
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	which are adhered to consistently.	
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
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.

Well-organized teaching and course plans in compliance with European and international standards. Admissions criteria clear.

Strengths

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

Staff clearly well-qualified for the teaching loads, and experienced in the areas of teaching (both practical and theoretical).

Areas of improvement and recommendations

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

NA

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.

[Click to enter text.](#)

Also, write the following:

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

Click to enter text.

Findings

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

Inspired and knowledgeable academic and teaching staff. Efficacy of teaching

Strengths

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

Team spirit that creates a collaborative and co-creative peer atmosphere

Areas of improvement and recommendations

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

Future graduate and PhD levels expansion will likely mean the need for additional staff.

Please ✓ what is appropriate for the following assessment area:

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

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any)		

the deficiencies.

6.9. INCREASE possibility of internal funding for research, incl. time.

Findings

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

Click to enter text.

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.

Recommendation:

- INCREASE possibility of internal funding for research, incl. time.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	COMPLIANT
External and internal funding	COMPLIANT
Motives for research	COMPLIANT
Publications	COMPLIANT

7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
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.	3
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	3
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>7.4. Clarification of budget in relation to long-term goals needed?: 7.6. & 7.7. Unclear from documentation re external audit of finances, and unclear about periodical review of facilities.</p>		

Findings

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

Click to enter text.

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.

Recommendations:

- Clarification of budget in relation to long-term goals needed?; 7.6. & 7.7. Unclear from documentation re external audit of finances, and unclear about periodical review of facilities.

Please ✓ what is appropriate for the following assessment area:

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

D. Conclusions and final remarks

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

The overall impression of the EEC is of a well-organized department with a well-thought-out set of programs and a clear administrative and teaching structure. Staff were motivated and well-qualified to teach the courses, and displayed an impressive breadth of knowledge and enthusiasm. The EEC were impressed with the depth of the responses given to questions asked during interviews. The department holds a high standard not only in terms of teaching, but also in terms of staff research, publication and practical engagement. There is a clear chain of command within not only the department, but also the university, and there is no evidence of disconnect between the various decision-making entities.

The purpose of the EEC, of course, is to look for areas in need of improvement, amendment or addition. While the EEC in this case did not find significant areas of need, there were, however, a number of areas/issues which should be addressed. While a number of issues are addressed in this document (in the sections above), the following are the recommendations the EEC consider to be most important:

- Ensure that the MA program meets established international standards by requiring Research Design/Methods in order to write the Thesis;
- Strongly consider making a Thesis mandatory for the MA;
- Clarify the funding situation for the department in transparent terms, and address how departmental expansion (in terms of students at all levels and staff) can/will be accounted for;
- provide a clear statement on zero-tolerance policy on all forms of discrimination (against students and staff).
- INCREASE possibility of internal funding for research on the part of staff, including research time away from teaching.

We hope that the University and the academic team find the feedback provided constructive and useful. We remain at the disposal of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education for any clarification necessary.

E. Signatures of the EEC

Name	Signature
FullName	
Nikos Bakounakis	
Anastasia Veneti	
Andriani Yiangou	
Christian Christensen	
FullName	

Date: March 7, 2022

