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# External Evaluation Report (Departmental)

- **Higher Education Institution:**  
NKUA
- **Town:** Nicosia
- **School/Faculty:** School of Economics and Political Sciences
- **Department:** Department of Economics
- **Department's Status:** New
  
- **Programme(s) of study under evaluation:**  
Name Economics, 4 years, 240 ECTS, Bachelor  
(Duration, ECTS, Cycle)

## Programme 1

### **In Greek:**

Programme Name

### **In English:**

Economics

## 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



## A. Introduction

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

The visit took place over two days, Monday 21 and Tuesday 22 July, 2025. The visit was to assess NKAU's application and substantive plans for opening a new Branch in Nicosia, Cyprus (findings in a separate report). As part of this evaluation the Committee undertook a specific evaluation of the Department of Economics (and its proposed new 4-year Bachelors programme in Economics). The Committee comprised university professors, a civil engineer, a Student Welfare expert from the University of Cyprus, and a student representative from University of Cyprus. The sessions were productive and, along with the documentation provided by NKAU, form the basis of the findings in this Report. The Committee records its sincere thanks to the members of the Agency who provided excellent support in advance of, and throughout, the visit.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Kevin Orr	Professor	University of St Andrews, Scotland
Louis Brennan	Professor	University of Dublin, Ireland
Hanna-Leena Pesonen	Professor	University of Jyväskylä, Finland
Denis Derenovschii	Student	University of Cyprus
Alexis Valiantis	Civil Engineer	ETEK
Katerina Evangelou	Student Welfare Expert	University of Cyprus

## C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

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

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

### Findings

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

### Strengths

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

### Areas of improvement and recommendations

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

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

**1. Department's academic profile and orientation**  
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

**Sub-areas**

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

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

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

Quality indicators/criteria		
<b>1. Department's academic profile and orientation</b>		
<b>1.1 Mission and strategic planning (including SWOT analysis)</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.	4
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	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.		

**Where we have put 4's rather than 5's reflects that the plans are in prospect. The track record of the parent institution is impressive.**

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).

**This is a well-established Department which sits nicely within the wider interdisciplinary School.**

Provide suggestions for changes in case of incompatibility.

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## 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.	4
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.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	4

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

**Again the scores reflect the fact that the new Branch is not yet operational, and yet confidence that the parent institution's expertise and reputation will enable a successful launch.**

## 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.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5

1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

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

**As above, these are positive scores reflecting confidence in the plans, and respect for the parent department.**

Additionally, write:

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

**Numbers are subject to successful recruitment, pending accreditation, and the initial target markets are mainly Cyprus and Greece.**

### Findings

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

The Department of Economics is one of the eight Departments of the School of Economics and Political Sciences of the NKUA. It is also one of the oldest departments of the NKUA, established in 1837, and operating in its current form since 1972. It has 30 Faculty Members, including 14 Professors; 6 Associate Professors; 10 Assistant Professors; 2 Laboratory Teaching Staff; 2 Special Teaching Staff; 7 Visiting Professors; 10 Postdoctoral Researchers; 8 (Active Emeritus Professors); and 135 external teachers (postgraduate programmes). It currently looks after 1,680 undergraduate students and 1,000 postgraduate students.

### Strengths

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

Graduates of the Department have made significant contributions to the country's economic and social life and serve in top positions in the public and private sectors.

It is a well-respected and highly regarded Department with a rich research ecosystem and a commitment to pluralism and interdisciplinarity.

It has a well-articulated vision and mission, informing its activities and strategic plans.

### Areas of improvement and recommendations

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

Recruitment challenges and competition from other HE providers

Faculty retention

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

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

## 2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

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

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

Quality indicators/criteria		
<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.	3
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	3
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4
2.1.6	Students' evaluation and feedback	5

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

The policy for quality assurance follows the NKUA quality policy. It is an integral part of the overall academic strategy of the University and adheres to the standards and guidelines for quality assurance of the European Higher Education Area.

Quality Assurance Unit of the Branch has been established by the temporary Academic Council and the Unit's responsibilities have been defined. While the Branch has no faculty or staff at the time of evaluation, the stakeholders involved in developing the quality policy have been those of NKUA.

Quality assurance policy guarding against intolerance of discrimination against students and staff is evident through principles of equality, transparency and professional development as well as culture of respect through modern management practices.

The quality assurance system covers teaching and learning, research, and management and support services. The Department applies policy for teaching, risk assessment, introduction of new programmes, as well as monitoring and revision of existing programmes. It also engages with teachers and students' evaluation and feedback. However, there is a room for improvement to formalise research informed teaching. Quality assurance system of the connection with society could, however, be strengthened. Strengthening cooperation with external stakeholders in program evaluations is recognized as an area of improvement for the Branch.

Development of a quality culture through training and community involvement is emphasized in the quality policy.

## 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.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5

2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	3
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.	4
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.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A

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.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	N/A

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

The curricula define clear and sufficient systems and criteria for assessing students' performance. Use of diverse teaching methods accommodates different learning styles, enhancing the overall educational experience for all students. There are course and programme evaluation mechanisms to ensure teaching staff are taking ownership of their courses. Student feedback is collected systematically from all courses and used in improving the programmes of study. The Academic Council coordinates the procedures for preventing and addressing plagiarism. A policy dealing with plagiarism exists, and technological means (Turnitin) is used to identify plagiarism. The Academic Council accepts and examines any student appeals. In the discussion with the NKUA students, they were not aware of the official procedures of raising objections on their evaluation. Processes for student admission, progression, recognition, and certification are clearly defined, following the policies and practices of the parent University. Material and documentation about the Department's activities have been prepared and will be published as soon as the Branch has the successfully passed the accreditation and has received a permission to launch its operations. The evaluation committee has visited the facilities, which by the time of the visit are still under construction, and received information about the plans for technological infrastructure, support structures and student welfare services. They all are of good standard.

### Findings

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

In quality assurance, the Cyprus Branch follows the policies and procedures of the parent University. The quality policy and assurance system and clear, however by the time of the evaluation the effectiveness of the assurance system still relies on the parent University's experiences because the Branch has no faculty, staff or students and the operations have not been launched.

### Strengths

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

The Department applies policies for teaching, risk assessment, introduction of new programmes, monitoring and revision of existing programmes. It also engages with teachers and students' evaluation and feedback. Strong support from the parent University and the local stakeholders in quality management. External stakeholders are part in these processes, especially about operations which was confirmed by the external stakeholders' panel.

Areas of improvement and recommendations

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

Strengthening cooperation with external stakeholders in program evaluations.

Clear communication to students of appeals processes and related mechanisms.

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		
<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.	4

3.11 Internationalization of the Department and external collaborations. 5

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

**We have applied the scores to our sense of the parent institution and expect that these processes and practices will be developed in the new Branch accordingly.**

### Findings

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

The Department's administrative office comprises: 8 permanent staff; 10 temporary staff for postgraduate programmes; 1 IT specialist; 3 building supervisors; 1 Public Relations Officer, responsible for the promotion of the Department, its external outreach and communication activities. The staff whom we met are well motivated and appear to be enthusiastic about the new Branch.

### Strengths

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

A track record of managing a sizeable department, and a large student body.

Administrative support is in place for the rich ecosystem of research groups, labs, and for different teaching programmes.

### Areas of improvement and recommendations

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

A robust recruitment process and appropriate training and development for new hires is an important priority.

Attention to development needs in both the parent institution and the new Branch is vital to the sustainability of the internationalization strategy.

**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		
<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	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.		
The long history of designing and delivering programmes at NKUA underpins the robustness of the approach and this is an area of strength.		
<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.	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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Design and monitoring of programmes is well developed, reflecting the longstanding experience of the institution and its staff.</p>		

### Findings

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

The undergraduate study program of the Department has been operating successfully for years at NKUA and is accredited by the corresponding bodies in Greece.

### Strengths

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

The Department has a well-developed approach to research-led and research-informed teaching. Faculty draw upon their industry and policy-making experiences and networks to the benefit of programmes. Industry connections are used to the benefit of the student experience. There is a strong tradition of interdisciplinarity within and across the programmes.

The Department has an innovative and conducive learning environment. It actively experiments with new approaches to student-centred learning.

Areas of improvement and recommendations

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

Ensuring sufficient faculty resources is crucial for the successful launch of the programs.

Supporting existing staff in their mentoring and developmental roles is vital to the success of the new Branch.

Ensuring parity of support across the Branch and the parent institution is very important, e.g. in relation to research time, and developmental support.

**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		
<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.	N/A
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
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 planned number of teaching staff and the subject areas of the staff sufficiently support the programme of study. The teaching staff recruited will have the relevant formal and substantive qualifications for teaching the individual subjects. The proposed 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. It is expected that feedback processes for teaching**

**staff in regard to the evaluation of their teaching work, by the students, will be satisfactory.**

Also, write the following:

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

**A minimum of 5 teaching staff working full-time and having exclusive work will be recruited initially**

### Findings

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

There is a very clear commitment to immediately recruit five new faculty members for the proposed programme. Those recruited will be of a similar caliber to those based at NKUA in Athens.

### Strengths

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

Iron clad commitment to immediately recruit new faculty members for the Cyprus branch

### Areas of improvement and recommendations

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

It is strongly recommended that the work load arrangements in terms of teaching/research/administration for the new faculty at the Cyprus branch be the same as those that obtain for faculty colleagues at NKUA in Athens.

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		
<b>6. Research</b>		<b>1 - 5</b>
6.1	The Department has a research policy formulated in line with its mission.	4
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.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
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.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	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.	4

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

**As per other sections of this report the plans are yet to be implemented but there is confidence in their potential stemming from the parent department's track record in these areas.**

### Findings

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

The research of staff appears in well ranked journals, as well as featuring in books and other publications.

There is good evidence of successful grant applications and research programmes.

There is a nice ecosystem of groupings and sub-units, including:

Accounting Education and Applications

UOA Center for Financial Studies

Political Economy of Sustainable Development

International Economics and Development

Athens Banking

Analytics and Data

Center for Dynamic Macroeconomics

International Strategic Management and Competitiveness

### Strengths

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

Rich research ecosystem

Well-established reputation in the field

Commitment to policy relevance

Opportunities for new collaborations and projects via the Cyprus Branch, including partnerships with business and government in the region.

### Areas of improvement and recommendations

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

Retention of staff

Appropriate research support (including time) in the new Branch



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		
<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.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>The Department has in place sufficient resources to support its functions. It follows sound and efficient management of the available financial resources in order to develop academically and research wise.</b></p>		

### Findings

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

The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning. It has carried out an assessment of the risks and sustainability of the proposed programme of study.

**Strengths**

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

Robust planning of resources and prudent management of resources appears to be in place.

**Areas of improvement and recommendations**

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

As of now there are no problem areas. However, the Department will need to keep a keen eye on the management of its resources as it rolls out its new activities in Cyprus.

**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 Department of Economics at NKUA is a long-established department with a stellar reputation and a long record of highly meaningful engagement with society. It is recognised for its teaching quality, its research prowess and for its impact on government and commerce.

The Department has developed a convincing plan to establish itself in the proposed Cyprus branch of NKUA. The plan is very well prepared and included the undertaking of appropriate risk and sustainability analyses as well as a fully costed budget for the initial years of operation.

Very appropriately the plans for the branch Department include the initial recruitment of a minimum of five new Faculty members as well as administrative staff. It is important that the newly recruited faculty members have the same workload conditions in terms of teaching/research and administration as their NKUA Athens based colleagues.

The new branch Department has an opportunity to engage with local stakeholders in terms of teaching programmes, research and other initiatives that capitalise on the unique locational aspects of Cyprus. Embedding into the local context has the possibility of delivering rich dividends for both the local society and for faculty members as it helps to secure the branch as a key feature of the educational landscape in Cyprus.

The parent department embraces intellectual pluralism, and this is an important tradition to embed within the new Branch.

The EEC are confident of the potential of the new Department at the Cyprus branch of NKUA and wishes it and its stakeholders every success as it develops into the future.



**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
Kevin Orr	
Louis Brennan	
Hanna-Leena Pesonen	
Denis Derenovschii	
Alexis Valiantis	
Katerina Evangelou	

**Date:** 25.05.2025

