

Doc. 300.3.1/1

External Evaluation Report

(Programmatic within the framework of
Departmental Evaluation)

Date: 13/4/2023.

- **Higher Education Institution:**

University Of Cyprus

- **Town:** Nicosia

- **School/Faculty:** Pure and Applied Sciences

- **Department:** Physics

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

Programme 1 – [Title 1]

In Greek:

Πτυχίο στη Φυσική

In English:

Bachelor in Physics

Language(s) of instruction: Greek

Programme 2 – [Title 2]

In Greek:

Μάστερ στη Φυσική

In English:

MSc in Physics

Language(s) of instruction: Greek or English

Programme 3 – [Title 3]

In Greek:

Διδακτορικό στη Φυσική

In English:

PhD in Physics

Language(s) of instruction: Greek or English



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|----------------------------------|-----------------------------|---|
| George Palasantzas | Professor - Chair | University of Groningen, The Netherlands |
| Christos N. Likos | Professor - Member | University of Vienna, Austria |
| Margarita Niki Assimakopoulos | Associate Professor -Member | National and Kapodistrian University of Athens |
| Evangelos Kyriakides | Student - Member | Cyprus University of Technology, Cyprus |
| <i>Name</i> | <i>Position</i> | <i>University</i> |
| <i>Name</i> | <i>Position</i> | <i>University</i> |



C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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].



A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (hereafter referred to as the “Committee”) met in Cyprus between the 10th and 14th of April 2023, to carry out the Evaluation of the Department of Physics (hereafter referred to as the “Department”) of the University of Cyprus. In the morning of April 10th, the Committee first attended an introductory presentation in the University of Cyprus, providing general guidelines for the evaluation procedure. This was followed by an introductory presentation for the whole University given by the Rector of the University Professor T. Chrstofides who also provided some remarks on the legislative framework and highlighted some current concerns regarding the organisational processes of the University.

Following that, a series of 4 presentations by Professor N. Toumbas, Chairperson of the Department, Professor S. Skourtis, ViceChairperson of the Department, Professor G. Archontis, Coordinator of Undergraduate Studies and Professor F. Ptochos, Coordinator of Graduate Studies. A number of questions were posed by the members of the Committee for further clarification on various aspects of their presentations. During the above presentations the Committee was provided with factual data of the Departmental activities and statistical elements concerning the undergraduate and graduate programs and data on educational and research matters, student performance statistics, age profile of the academic staff, future plans and other relevant information. More specifically, the presenters described the Departmental structure, the number of academic, research, technical and administrative staff, the student intake and load at both undergraduate and postgraduate levels, as well as the number of courses offered at these levels. The Committee was provided with some information with regards to the technical and administrative personnel, including the Department’s secretariat and the provision of information technology services (number of employees, status and current concerns on their employment).

On the morning of April 11th, a meeting with the undergraduate, master and PhD students took place in the premises. The interaction with the students was very fruitful and provided information on teaching assistantship procedures, textbooks provided, access to the Library and internet.

A guided tour to the Stelios Ioannou Library as well as a visit to the teaching and research laboratories and teaching rooms was organised after the meeting with the students.

Following that, an exit meeting with the Heads of the Department and the programmes’ coordinators took place on April 11th where some clarifications were requested in order to assist the Committee in the writeup of the evaluation report.

Finally, closed sessions took place, from the afternoon of April 11th until April 13th, for the Committee members to consider all the information collected, to evaluate the Department and to write the External Evaluation Reports.

For the evaluation, the members of the Committee received and took into consideration the following electronic documents provided by the CYQAA:

1. The Applications for Evaluation – Accreditation for the Undergraduate and Graduate programmes of study, including the tables and annexes concerning the personnel and course programs and information on research programs, full CVs of the faculty members (with publications and citations).
2. Undergraduate and graduate studies curricula.
3. Presentations provided by the Chairman and the ViceChairperson of the Department, the Coordinators of Undergraduate and Graduate Studies.

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1. Policy for quality assurance
- 1.2. Design, approval, on-going monitoring and review
- 1.3. Public information
- 1.4. Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - o *has a formal status and is publicly available*
 - o *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - o *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - o *ensures academic integrity and freedom and is vigilant against academic fraud*
 - o *guards against intolerance of any kind or discrimination against the students or staff*
 - o *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - o *is designed by involving students and other stakeholders*
 - o *benefits from external expertise*
 - o *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - o *is designed so that it enables smooth student progression*

- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - o *selection criteria*
 - o *intended learning outcomes*
 - o *qualification awarded*
 - o *teaching, learning and assessment procedures*
 - o *pass rates*
 - o *learning opportunities available to the students*
 - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - o *key performance indicators*
 - o *profile of the student population*
 - o *student progression, success and drop-out rates*
 - o *students' satisfaction with their programmes*
 - o *learning resources and student support available*

ο *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*



- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*



Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for [Bachelor in Physics]

As far as the Quality Assurance is concerned the Committee believes that the current program is in line with international standards as listed above. More specifically, the ECTS credit accumulation is used and successful completion of the program is achieved when 240 ECTS have been acquired. Courses are evaluated on a regular basis with the use of questionnaires prepared by the UC 'Center of Teaching and Learning'. The results are available to the instructors of each course and to the Department's Chairperson. All curriculum and course content is updated every few years aiming at improving the quality and effectiveness of the program. The Department follows the University's policies for plagiarism, unacceptable behaviour/harassment toward students and discrimination.

The Department has formed a Quality Assurance (QA) committee in order to monitor several important issues that affect the operation of the Department. More specifically, the elements monitored are structure and content of curriculum, teaching methods, teaching staff while giving special attention to students' performance, counselling and feedback. Assistance to the Department on sustaining QA is given by the University Center for Teaching and Learning (KEDIMA).

Findings for [M.Sc. in Physics]

As far as the Quality Assurance is concerned the Committee believes that the current program is in line with international standards as listed above. More specifically, the ECTS credit accumulation is used and successful completion of the program is achieved when 120 ECTS have been acquired. Courses are evaluated on a regular basis with the use of questionnaires prepared by the UC 'Center of Teaching and Learning'. The results are available to the instructors of each course and to the Department's Chairperson. All curriculum and course content is updated every few years aiming at improving the quality and effectiveness of the program. The Department follows the University's policies for plagiarism, unacceptable behaviour/harassment toward students and discrimination.

The Department has formed a Quality Assurance (QA) committee in order to monitor several important issues that affect the operation of the Department. More specifically, the elements monitored are structure and content of curriculum, teaching methods, teaching staff while giving special attention to students' performance, counselling and feedback. Assistance to the Department on sustaining QA is given by the University Center for Teaching and Learning (KEDIMA).

Findings for [Ph.D. in Physics]

As far as the Quality Assurance is concerned the Committee believes that the current program is in line with international standards as listed above. More specifically, the ECTS credit accumulation is used and successful completion of the program is achieved when 240 ECTS have been acquired. Courses are evaluated on a regular basis with the use of questionnaires prepared by the UC 'Center of Teaching and Learning'. The results are available to the instructors of each course and to the Department's Chairperson. All curriculum and course content is updated every few years aiming at improving the quality and effectiveness of the program. The Department follows the University's policies for plagiarism, unacceptable behaviour/harassment toward students and discrimination.

The Department has formed a Quality Assurance (QA) committee in order to monitor several important issues that affect the operation of the Department. More specifically, the elements monitored are structure and content of curriculum, teaching methods, teaching staff while giving special attention to students' performance, counselling and feedback. Assistance to the Department on sustaining QA is given by the University Center for Teaching and Learning (KEDIMA).

Strengths

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





Strengths for [Bachelor in Physics]

Well designed program, Academic staff keeping up with the workload through fair rotation of the courses, Academic staff shows strong outreach activities to support higher education in schools, excellence in teaching and research awards, teaching innovation proposals

Strengths for [M.Sc. in Physics]

Provide students with a strong background in theoretical and experimental physics, develop independent and critical thinking, produce high quality graduates who can pursue careers in academia, research, industry, education.

Strengths for [Ph.D. in Physics]

Provide researchers with a strong background in physics, provide researchers with independent and critical thinking, produce high quality graduates who can pursue careers in academia, research, industry.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for [Bachelor in Physics]

The curriculum should include 1-2 new courses related to digital technologies, such as Machine Learning, AI and Quantum Computing in Physics, to better prepare the students for the new challenges in the job market and life. New faculty hirings should keep this aspect into consideration.

Areas of improvement and recommendations for [M.Sc. in Physics]

The number of compulsory modules for the Master's Programme could be reduced/relaxed, so as to better reflect the goals and aims of the participating students.

Areas of improvement and recommendations for [Ph.D. in Physics]

The time-spans from admission to Ph.D. programme till completion of the Doctoral Dissertation are often too long.

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

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> | | |
|----------|--|---|-----------------------|-----------------------|
| | | [Bachelor in Physics] | [M.Sc. in Physics] | [Ph.D. in Physics] |
| 1.1 | Policy for quality assurance | Compliant | Compliant | Compliant |
| 1.2 | Design, approval, on-going monitoring and review | Compliant | Compliant | Compliant |



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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|-----|------------------------|-----------|-----------|-----------|
| 1.3 | Public information | Compliant | Compliant | Compliant |
| 1.4 | Information management | Compliant | Compliant | Compliant |

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology
- 2.2 Practical training
- 2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*



Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for [Bachelor in Physics]

Courses are organised in small classes (typically 10-30 students per class). All lectures (3 hrs/week) are accompanied by tutorials (1 hr/week) and a tutorial (1 hr/week administered by TAs).

All Instructors are available in office hours but also throughout the week to address questions and concerns of the students regarding not only classes but also their Theses.

All learning material is readily available on the University's platform.

The Course content is satisfactory, giving space to the students to grow and be actively involved in the learning process by participating in the design and execution of experiments and demonstrations.

Elements that are promoting the student-centred methodology are:

1. The engagement of Undergraduate students in novel research(theory/experiments/simulations/education) through a thesis that lasts 2 semesters and the results of which have to be orally presented.
2. A relatively new program introduced which offers placements in industry and research centres typically for 2 months.

As far as the students' evaluation is concerned, the methodology followed includes a final exam with maximum contribution of 60% of the final grade as well as at least one more assessment method (midterm, homework, quizzes, oral presentations etc.)

Provisions are made for students with special needs (extra time in exams, help in lecture recording, escorting).

Findings for [MSc in Physics]

The Graduate Program combines studies for MSc and PhD.

Concerning the MSc program the course content is satisfactory and is similar to other international Universities graduate programs. The course content is divided in Core and Specialisation courses (in line with the active research areas of the Department).

All graduate students must complete a Research Thesis on an original, creative subject that advances human knowledge within their subfield.

Findings for [PhD in Physics]

The Graduate Program combines studies for MSc and PhD.

In order for a student to advance towards the completion of the Ph.D. degree, it is required to successfully pass their Ph.D. candidacy exam (qualifying exam). The qualifying exam, adapted by the Department following recommendation of the 2012 Department Evaluation, is an oral exam which aims at identifying and promoting the research potential and creativity while developing autonomous preparation and critical thinking.

The minimum prerequisite set by the Department for the award of a Ph.D. degree by the Department, includes at least 1 peer review paper published or accepted for publication in an international, peer-reviewed journal on the Ph.D. research area. It is also encouraged but not required that the candidate has 1 or more presentations in international conferences in the form of talk or a poster.

Strengths

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

Strengths for [Bachelor in Physics]

Innovative development of laboratories to enhance the connection between theory and experiment, Course evaluations satisfy EFQ standards, Continuous feedback with students, Timely updated curricula and in relation to



changes in secondary education, Teaching and learning is student centred to support their individual and social development.

Strengths for [M.Sc. in Physics]

Course evaluations satisfy EFQ standards, Continuous feedback with students, Teaching and learning is student centred to support their individual and social development, The teaching methods and labs are modern and regularly updated, Students learn to communicate their research results, Courses are taught by permanent personnel to ensure effective learning by the students at the required level.

Strengths for [Ph.D. in Physics]

Course evaluations satisfy EFQ standards, Continuous feedback with students, Teaching and learning is student centred to support their individual and social development, The teaching methods and labs are modern and regularly updated, Courses are taught by permanent personnel to ensure effective learning by the students at the required level, Students learn to communicate their research results, Strong interaction between PhD students and thesis advisors towards research.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for [Bachelor in Physics]

No weaknesses have been identified by the Committee.

Areas of improvement and recommendations for [M.Sc. in Physics]

No weaknesses have been identified by the Committee.

Areas of improvement and recommendations for [Ph.D. in Physics]

No weaknesses have been identified by the Committee.

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

| Sub-area | | Non-compliant/ Partially Compliant/Compliant | | |
|----------|---|---|-----------------------|-----------------------|
| | | [Bachelor in Physics] | [M.Sc. in Physics] | [Ph.D. in Physics] |
| 2.1 | Process of teaching and learning and student-centred teaching methodology | Compliant | Compliant | Compliant |



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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|-----|--------------------|-----------|-----------|-----------|
| 2.2 | Practical training | Compliant | Compliant | Compliant |
| 2.3 | Student assessment | Compliant | Compliant | Compliant |



3. Teaching staff (ESG 1.5)

Sub-areas

3.1. Teaching staff recruitment and development

~~3.2.~~ Teaching staff number and status

3.3. Synergies of teaching and research

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

~~3.2.~~ Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*



- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for [Bachelor in Physics]

The academic staff of the Department is currently composed of 14+1 full time faculty members; 6 Professors, 6 Associate Professors, 1 Assistant Professors + new faculty member to assume duties in 09/2023, 1 Lecturer. However, in the near future, this number will decay because no detailed planning for replacements of the retired faculty members has been put in place.

The Committee was impressed by the CV's of the teaching staff, each one of them having graduated from top International Universities, such as Yale, Cambridge, MIT, Cornell, Stanford, Harvard etc. All of them have managed to sustain relations with those institutions and establish many more with other institutions which rank high in their fields via scientific collaborations. The teaching staff publications are within the discipline.

All members of the Department's academic staff participate equally in the teaching of the program.

Evaluation of the teaching staff is performed based on questionnaires prepared by the UC "Center of Teaching and Learning". The results are available to the instructor of each course, and to the Departmental Chairperson.

Strong synergies are established between research and teaching, actively involving students in research projects, covering recent research results and developments in specialisation courses.

Findings for [M.Sc. in Physics]

The academic staff of the Department is currently composed of 14+1 full time faculty members; 6 Professors, 6 Associate Professors, 1 Assistant Professors + new faculty member to assume duties in 09/2023, 1 Lecturer. However, in the near future, this number will decay because no detailed planning for replacements of the retired faculty members has been put in place.

The Committee was impressed by the CV's of the teaching staff, each one of them having graduated from top International Universities, such as Yale, Cambridge, MIT, Cornell, Stanford, Harvard etc. All of them have managed to



sustain relations with those institutions and establish many more with other institutions which rank high in their fields via scientific collaborations. The teaching staff publications are within the discipline.

All members of the Department's academic staff participate equally in the teaching of the program.

Evaluation of the teaching staff is performed based on questionnaires prepared by the UC "Center of Teaching and Learning". The results are available to the instructor of each course, and to the Departmental Chairperson.

Strong synergies are established between research and teaching, actively involving students in research projects, covering recent research results and developments in specialisation courses.

Findings for [Ph.D. in Physics]

The academic staff of the Department is currently composed of 14+1 full time faculty members; 6 Professors, 6 Associate Professors, 1 Assistant Professors + new faculty member to assume duties in 09/2023, 1 Lecturer. However, in the near future, this number will decay because no detailed planning for replacements of the retired faculty members has been put in place.

The Committee was impressed by the CV's of the teaching staff, each one of them having graduated from top International Universities, such as Yale, Cambridge, MIT, Cornell, Stanford, Harvard etc. All of them have managed to sustain relations with those institutions and establish many more with other institutions which rank high in their fields via scientific collaborations. The teaching staff publications are within the discipline.

All members of the Department's academic staff participate equally in the teaching of the program.

Evaluation of the teaching staff is performed based on questionnaires prepared by the UC "Center of Teaching and Learning". The results are available to the instructor of each course, and to the Departmental Chairperson.

Strong synergies are established between research and teaching, actively involving students in research projects, covering recent research results and developments in specialisation courses.

Strengths

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

Strengths for [Bachelor in Physics]

The current institutions ensure that the teaching staff are highly competent, The qualifications of the teaching staff are adequate to achieve the learning outcomes and objectives of the study programme, It ensures the quality and sustainability of the teaching and learning goals, The number of the teaching staff is adequate to support the current programme of study, The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside.

Strengths for [M.Sc. in Physics]

The current institutions ensure that the teaching staff are highly competent, The qualifications of the teaching staff are adequate to achieve the learning outcomes and objectives of the study programme, It ensures the quality and sustainability of the teaching and learning goals, The number of the teaching staff is adequate to support the current programme of study, The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside, The teaching staff publications are well within the discipline and are closely related to the programme's courses.

Strengths for [Ph.D. in Physics]

The current institutions ensure that the teaching staff are highly competent, The qualifications of the teaching staff are adequate to achieve the learning outcomes and objectives of the study programme, It ensures the quality and sustainability of the teaching and learning goals, The number of the teaching staff is adequate to support the current programme of study, The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside, The teaching staff publications are well within the discipline and are closely related to the programme's courses.





Areas of improvement and recommendations

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

Areas of improvement and recommendations for [Bachelor in Physics]

In view of the upcoming wave of retirement of as many as 50% of current faculty members within the next few years, it is absolutely necessary to fill-in the vacant positions with new hires, so that the current, adequate offer in teaching can be continued at the same completeness and level.

Areas of improvement and recommendations for [M.Sc. in Physics]

In view of the upcoming wave of retirement of as many as 50% of current faculty members within the next few years, it is absolutely necessary to fill-in the vacant positions with new hires, so that the current, adequate offer in teaching can be continued at the same completeness and level.

Areas of improvement and recommendations for [Ph.D. in Physics]

In view of the upcoming wave of retirement of as many as 50% of current faculty members within the next few years, it is absolutely necessary to fill-in the vacant positions with new hires, so that the current, adequate offer in teaching can be continued at the same completeness and level.

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

| Sub-area | | Non-compliant/ Partially Compliant/Compliant | | |
|------------|--|---|--------------------|--------------------|
| | | [Bachelor in Physics] | [M.Sc. in Physics] | [Ph.D. in Physics] |
| 3.1 | Teaching staff recruitment and development | Compliant | Compliant | Compliant |
| 3.2 | Teaching staff number and status | Compliant | Compliant | Compliant |
| 3.3 | Synergies of teaching and research | Compliant | Compliant | Compliant |

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

4.1. Student admission, processes and criteria

4.2. Student progression

4.3. Student recognition

4.4. Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*



4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for [Bachelor in Physics]

The vast majority of students admitted to the Department are admitted according to their scores in the Pan-Cyprian Examinations. 10% of the total number of positions offered are given to students from Greece depending on their scores at the Pan-Hellenic Exams in Greece. Also Turkish-Cypriot graduates of Secondary Education are able to apply for admission. 3% of positions can be filled by students based on their results in international examinations. Transfers from other universities are also considered.

The evaluation methods and criteria for undergraduate students is clearly described in full detail. Special mention is given to the assessment of the Bachelor's Thesis.

Samples of the Degrees awarded to the students are also provided.

Findings for [M.Sc. in Physics]

Applicants holding a recognised university degree or expect to acquire one can apply for admission at a postgraduate program. Selection of the students to be admitted is done by the Departments Graduate Programs Committee according to specific criteria clearly depicted in the rules.

The evaluation methods and criteria for graduate students is clearly described in full detail. Special mention is given to the assessment of the Master's Thesis.

Samples of the Degrees awarded to the students are also provided.

Findings for [Ph.D. in Physics]

Applicants holding a recognised university degree or expect to acquire one can apply for admission at a postgraduate program. Selection of the students to be admitted is done by the Departments Graduate Programs Committee according to specific criteria clearly depicted in the rules.



The evaluation methods and criteria for graduate students is clearly described in full detail. Special mention is given to the assessment of the Doctoral Thesis.

Samples of the Degrees awarded to the students are also provided.

Strengths

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

Strengths for [Bachelor in Physics]

Clear regulations for student admission are in place, Policies and criteria are consistent and transparent, Clear regulations regarding student recognition are in place, Transparent recognition of higher education qualifications via, e.g., teaching wards.

Strengths for [M.Sc. in Physics]

Clear regulations for student admission are in place, Policies and criteria are consistent and transparent, Clear regulations regarding student recognition are in place, Transparent recognition of higher education qualifications via, e.g., research wards.

Strengths for [Ph.D. in Physics]

Clear regulations for student admission are in place, Policies and criteria are consistent and transparent, Clear regulations regarding student recognition are in place, Transparent recognition of higher education qualifications via, e.g., research wards.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for [Bachelor in Physics]

The Committee urges that efforts be intensified to attract a larger number of entering Cypriot and/or foreign students. It recommends that the language of instruction at the Bachelor's level be changed into English, removing thereby a serious barrier for the enrollment of foreign students.

Areas of improvement and recommendations for [M.Sc. in Physics]

The strong coupling of the M.Sc. curriculum to the research-oriented courses of the Ph.D. course may discourage potential Master's students without academic ambitions from enrolling in it. Relaxation of the core-course criteria in this program of study is recommended.

Areas of improvement and recommendations for [Ph.D. in Physics]

The admission and graduation criteria are appropriate; however, the duration of obtaining a Ph.D. degree is sometimes too long, conditioned by the necessity of doctoral students to find unrelated employment for covering their financial needs. Consistent and predictable doctoral fellowships are strongly recommended.

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



| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> | | |
|----------|---|---|-----------------------|-----------------------|
| | | [Bachelor in Physics] | [M.Sc. in Physics] | [Ph.D. in Physics] |
| 4.1 | Student admission, processes and criteria | Compliant | Compliant | Compliant |
| 4.2 | Student progression | Compliant | Compliant | Compliant |
| 4.3 | Student recognition | Compliant | Compliant | Compliant |
| 4.4 | Student certification | Compliant | Compliant | Compliant |

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1. Teaching and Learning resources
- 5.2. Physical resources
- 5.3. Human support resources
- 5.4. Student support

5.1 Teaching and Learning resources

Standards

- Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose.
- Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.

5.2 Physical resources

Standards

- Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose and students are informed about the services available to them.

5.3 Human support resources

Standards

- Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.



- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose and students are informed about the services available to them.

5.4 Student support

Standards

- Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.
- Students are informed about the services available to them.
- Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.
- Students' mobility within and across higher education systems is encouraged and supported.

You may also consider the following questions:

- Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?
- What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?
- Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?
- What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?
- Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?
- How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?
- How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?
- How is student mobility being supported?



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for [Bachelor in Physics]

The Department has very satisfactory building facilities, which includes offices, teaching and research laboratories as well as adequate classrooms and conference rooms. The Stelios Ioannou Library located in the premises of the University serves the Department of Physics, giving access to a large number of books, e-books and journal databases. The Department gives access to its students to computer rooms which are used as teaching computing laboratories. Future planning for a Mechanical Workshop is made.

The Department takes into consideration the special needs of students with disabilities or health issues. Moreover, the Department offers a number of services to the students such as:

1. Counselling services
2. Placement of students in companies for internships through the Careers Office
3. Mobility office assisting with the exchange of students
4. Student welfare association to financially support student with severe financial issues
5. Other organisations of students in clubs

The University of Cyprus provides a number of scholarships for the financial support of the undergraduate students even though undergraduate studies are free for Cypriots and citizens of the European Union.

Findings for [M.Sc. in Physics]

The Department has very satisfactory building facilities, which includes offices, teaching and research laboratories as well as adequate classrooms and conference rooms. The Stelios Ioannou Library located in the premises of the University serves the Department of Physics, giving access to a large number of books, e-books and journal databases. The Department gives access to its students to computer rooms which are used as teaching computing laboratories. Future planning for a Mechanical Workshop is made.

The Department takes into consideration the special needs of students with disabilities or health issues. Moreover, the Department offers a number of services to the students such as:

1. Counselling services
2. Placement of students in companies for internships through the Careers Office
3. Mobility office assisting with the exchange of students
4. Student welfare association to financially support student with severe financial issues
5. Other organisations of students in clubs

The University of Cyprus provides a number of scholarships for the financial support of the graduate students in the Master Programme.

Findings for [Ph.D. in Physics]

The Department has very satisfactory building facilities, which includes offices, teaching and research laboratories as well as adequate classrooms and conference rooms. The Stelios Ioannou Library located in the premises of the University serves the Department of Physics, giving access to a large number of books, e-books and journal databases. The Department gives access to its students to computer rooms which are used as teaching computing laboratories. Future planning for a Mechanical Workshop is made.

The Department takes into consideration the special needs of students with disabilities or health issues. Moreover, the Department offers a number of services to the students such as:

1. Counselling services



2. Placement of students in companies for internships through the Careers Office
3. Student welfare association to financially support student with severe financial issues
4. Other organisations of students in clubs

The University of Cyprus provides a number of scholarships for the financial support of the graduate students in the Doctoral Programme. Scholarships are also provided by the Department for Doctoral Students.

Strengths

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

Strengths for [Bachelor in Physics]

Adequate and readily accessible teaching and learning resources that are fit for its purpose, Student-centred learning, Students are informed about the available services, The mobility of students across higher education systems is supported and encouraged (e.g. Erasmus), Placement of students in companies for internships through the Careers Office, Scholarships are offered by the University.

Strengths for [M.Sc. in Physics]

Adequate and readily accessible teaching and learning resources that are fit for its purpose, Student-centred learning, Students are informed about the available services, The mobility of students across higher education systems is supported and encouraged (e.g. Erasmus), Scholarships are offered by the University.

Strengths for [Ph.D. in Physics]

Adequate and readily accessible teaching and learning resources that are fit for its purpose, Student-centred learning, Students are informed about the available services, Scholarships are offered by the University and the department.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for [Bachelor in Physics]

The reading list assigned by teaching personnel for some undergraduate courses includes books that are too expensive to buy and the copies available at the library are insufficient.

Areas of improvement and recommendations for [M.Sc. in Physics]

No weaknesses identified by the Committee.

Areas of improvement and recommendations for [Ph.D. in Physics]

A state-of-the-art Mechanical Workshop is necessary for the expedient execution of experimental research work in Physics and the Committee recommends that it be established with high priority.

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





| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> | | |
|----------|---------------------------------|---|-----------------------|-----------------------|
| | | [Bachelors in Physics] | [M.Sc. in Physics] | [Ph.D. in Physics] |
| 5.1 | Teaching and Learning resources | Compliant | Compliant | Compliant |
| 5.2 | Physical resources | Compliant | Compliant | Compliant |
| 5.3 | Human support resources | Compliant | Compliant | Compliant |
| 5.4 | Student support | Compliant | Compliant | Compliant |



6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1. Selection criteria and requirements
- 6.2. Proposal and dissertation
- 6.3. Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - o *the stages of completion*
 - o *the minimum and maximum time of completing the programme*
 - o *the examinations*
 - o *the procedures for supporting and accepting the student's proposal*
 - o *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - o *the chapters that are contained*
 - o *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - o *the minimum word limit*
 - o *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.
- The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.
- The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:
 - o regular meetings
 - o reports per semester and feedback from supervisors
 - o support for writing research papers
 - o participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Department's process is clearly described. More specifically, a student can advance towards the completion of the Ph.D. degree if they successfully pass their Ph.D. candidacy exam (qualifying exam) on the selected research topic. The qualifying exam was adapted by the Department following recommendation of the 2012 Department Evaluation.

The student is required to ascertain the level of knowledge and understanding of the subfield and the project itself, the initiatives taken, the critical thinking, and the ability of the student to respond adequately and critically to the posed questions.

A committee that oversees the candidate's progress towards the Ph.D. completion is formed by two of the members of the qualifying committee and the research advisor. Based on the performance of the candidate, the committee files an assessment report along with the recommendation of "pass" or "fail" to the Department's Council for approval.



The Doctoral Thesis should describe a significant piece of original and novel research that contributes to the advancement of scientific knowledge in the Physics subfield of specialisation. The Department appoints a five member committee for the evaluation of the thesis. The committee consists of the three faculty members of the overseeing committee, a faculty member from another department of the University in a related discipline or from another university of research centre, and a faculty member from another university expert in the subfield of the Ph.D. thesis. The committee reviews the Ph.D. thesis and submits a written assessment report prior to the defence. The Ph.D. defence involves a seminar open to the public, followed by questions from the public and a closed session of the committee with the candidate.

The minimum prerequisite set by the department for the award of a Ph.D. degree by the Department, includes at least 1 peer review paper published or accepted for publication in an international, peer-reviewed journal on the Ph.D. research area. It is also encouraged but not required, the candidate to have 1 or more presentations in international conferences in the form of talk or a poster.

Strengths

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

The criteria that the potential students need to meet for admission in the programme and the selection procedures are defined, The necessary requirements of the doctoral degree programme are analysed and published, The scientific quality of the PhD thesis ensured by at list one publication in a peer reviewed journal.

Areas of improvement and recommendations

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

No weaknesses have been identified by the Committee.

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

| Sub-areas | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|-----------|-------------------------------------|---|
| 6.1 | Selection criteria and requirements | Compliant |
| 6.2 | Proposal and dissertation | Compliant |
| 6.3 | Supervision and committees | Compliant |



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Following the discussion in the more specific sections above, the Committee concluded that the study programmes adhere to high international standards in all aspects: content, implementation, quality assurance, student support and connection to society. The continuation of these activities at the same level requires adequate scientific personnel, rendering thereby indispensable the filling of the upcoming vacancies in faculty positions through new hirings in the Department of Physics. The new hirings should reflect current trends in research and teaching, carrying thereby this unique Department in the Republic of Cyprus well into the 21st Century.