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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Doc. 300.3.1

Date: Date

External Evaluation Report
(Departmental)

- **Higher Education Institution:**
  Cyprus University of Technology
- **Town: Limassol**
- **School/Faculty: Communication and Media Studies**
- **Department: Integrated Marketing Communications**
- **Programme(s) of study under evaluation**
  Name (Duration, ECTS, Cycle)

Programme 1
In Greek:
Programme Name
In English:
Programme Name

Programme 2
In Greek:
Programme Name
In English:
Programme Name

Programme 3
In Greek:
Programme Name
In English:
 Programme Name

- **Department's Status: New**
-

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

Many thanks for the invitation to evaluate the proposed Department of Integrated Marketing Communications (IMC) of the Cyprus University of Technology (CUT), Limassol. The committee consisted of three academics with relevant expertise in the field of marketing and communications and a student representative.

Given the current circumstances, the evaluation took place online, on the 29th of July 2020 between 10am and 2.30pm. The committee had the opportunity to meet with the Rector of the University, the Dean of the School of Communication and Media Studies, academic faculty, doctoral students and administrative staff. During the online meeting the committee had the chance to attend presentations by the Rector and the academic team and ask questions pertinent to the proposed Department. Although the evaluation committee did not visit in person the University's premises, this was not considered an issue as the same members of the committee have visited the campus during the evaluation of the BA in Integrated Marketing Communications.

The external evaluation committee would like to thank all parties involved for their cooperation and support during the evaluation. The evaluation committee would also like to thank the CYQAA coordinator for managing the process both efficiently and effectively.

B. External Evaluation Committee (EEC)

Name	Position	University
Prof Savvas Papagiannidis	David Goldman Professor of Innovation of Enterprise	Newcastle University Business School
Dr Anastasia Veneti	Associate Professor	Bournemouth University
Dr Simos Chari	Associate Professor	Alliance Manchester Business School
Christos Hasapis	Student Rep	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

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

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

- **1.1 Mission and strategic planning**
- **1.2 Connecting with society**
- **1.3 Development processes**

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

Quality indicators/criteria		1 - 5
1. Department's academic profile and orientation		
1.1 Mission and strategic planning		**1 - 5**
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	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.	3
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	4
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.	5

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

Although the committee welcomes the effort of the Faculty to establish a Department that has a distinctive identity and culture, this is not always evident by the current mission, structure and expertise of the current staff (that typically belong to the Department of Communications and Internet Studies that overalls with the proposed one). A single individual has expertise in Integrated Marketing Communications but he is expected to retire in due course. This possess

significant risks and challenges to the academic leadership and future direction of the new Department. Despite the fact that assurances have been given in the past that more/specialized members of staff were to be imminently appointed this has not taken place to date. Such appointments would have minimised the risks and help build the basis for the future development of the Department.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The proposed Department has a BA in Integrated Marketing Communications which has recently been approved and is expected to recruit its first cohort in September 2020. The approved programme benefits by the input and contributions of the staff that belong to the Department of Communications and Internet Studies. A similarly synergetic approach has been adopted for doctoral recruitment and supervisions. Although such synergies are welcome, overreliance on Department of Communications and Internet Studies, threatens the distinctive identity of the proposed Department.

Provide suggestions for changes in case of incompatibility.

Sole emphasis on marketing communications would have helped distinguish clearly the mission and objectives of the proposed Department from those of the Department of Communications and Internet Studies.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	N/A

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

The committee was overall satisfied with the Faculty's engagement with external stakeholders. There is evidence of industry relations (e.g. IKEA) and consultation projects.

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1. Department's academic profile and orientation	
1.3 Development processes	**1 - 5**
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	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.

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

The BA in Integrated Marketing Communications is expected to recruit about 35-40 students via the Pancyprian Examination process. The fact that language of instruction is Greek potentially limits the attractiveness of the programmes to International students which in turn may impact on recruitment from overseas.

When it comes to teaching staff recruitment, despite the fact that repeated assurances have been given in the past that more/specialized academic staff were to be imminently appointed this has not taken place to date. Such appointments would have minimised the risks and help build the basis for the future development of the Department. The committee notes the positive practice related to offering doctoral students the opportunity to gain valuable teaching experience. This can further their academic and professional development. Still more permanent and specialized teaching staff would have ensured the programmes consistent and effective delivery.

Findings

The mission and objectives of the Department could have been more explicit with regards to what differentiates the proposed Department both internally and externally.

The developmental processes are in line with University practices. There is a will to support the Department with the necessary resources.

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

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There are clear links with external stakeholders that can bring value to both research and teaching and learning activities. These can potentially provide a valuable platform on which to stage a distinctive teaching and learning offering.

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

A clear long-term view needs to be adopted, taking into consideration where the Department would like to be in 5-7 years time. Then investment and effort should directed accordingly.

New members of staff need to be in place as soon as possible and recruitment to consider their synergies strategically. This will help both the Department meet its objectives but also encourage interdisciplinary activities, especially when it comes to research.

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

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

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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

Quality indicators/criteria	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
	2.1.4.1 Teaching and learning	5
	2.1.4.2 Research	4
	2.1.4.3 The connection with society	5
	2.1.4.4 Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5

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

The established policies and practices related to quality assurance were along the expected lines. They followed the University's framework and were effectively operationalized.

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.		N/A
2.2.3	The quality control system refers to specific indicators and is effective.		N/A
2.2.4	The results from student assessments are used to improve the programmes of study.		N/A
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.		5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.		5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.		5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.		5
2.2.9	The Department flexibly uses a variety of pedagogical methods.		5
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.		N/A
2.2.11	The Department analyses and publishes graduate employment information.		5
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:		
	2.2.12.1	Building facilities	5
	2.2.12.2	Library	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

2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	4
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	4
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.19	There is a clear policy on authorship and intellectual property.	5

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

The evaluation committee was satisfied with the quality assurance processes related to the questions asked in this section. The N/A ratings reflect the fact that the proposed Department does not currently have an actively running programme and as such the data in question does not yet exist. As a result, it is not possible to answer these questions. A future evaluation can revisit 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 processes followed are in line with the legal frameworks dictating how governance, quality assurance, new programme development, dispute handling etc should take place. They are also in line with current practice within the University and in other Departments.

The University provides all the necessary supporting infrastructure required to ensure a sound learning experience. Given the current circumstances digital infrastructure is of relatively higher importance. The university has put in place the necessary provisions for ensuring smooth operations.

Strengths

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Following the established practice and process of other Departments within the Faculty ensure that the effort can be invested where it matters the most, namely research, teaching and learning and the engagement with external stakeholders.

Areas of improvement and recommendations
A more systematic capacity building scheme will ensure that doctoral supervision can be scaled up.

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

Sub-area	*Non-compliant /* *Partially Compliant / Compliant*
2.1 System and quality assurance strategy	*Compliant*
2.2 Quality assurance for the programmes of study	*Compliant*

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3. Administration
(ESG 1.1, 1.3, 1.6)

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

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	4
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
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.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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

The professional support staff met the expectations of the committee demonstrating sufficiently their competencies in their respective areas.

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

To the best of our knowledge, the university and the department abides by laws and regulations and transparency standards. Moreover, the administrative staff is very well qualified and successfully supports the operation of the Department.

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

It seems that there are clear procedures and services in place, both at Faculty and Department level, that allow for transparency in decision-making for diverse academic matters. The administrative staff is well informed and highly qualified to support such services.

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

N/A

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
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

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	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 development of new programmes of study meets the University's guidelines and takes into consideration external standards and market requirements. This can help in increasing the employability prospects of future graduates.

4. Learning and Teaching	
4.2 Organisation of teaching	**1 - 5**
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5

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.	4
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	N/A
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	N/A

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

Overall, the Faculty employs student centered learning activities that promote the theoretical and practical development of students. Where we answered questions with N/A, this is because the undergraduate programme does not currently run and as a result not all module details are yet available.

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

The program of study was based on primary and secondary research on market needs and expectations. That has offered useful insights in the design of the program and its link to real industry needs. This is also evident in the Faculty's employment of a student-centered learning approach that promotes the theoretical and practical development of students. Moreover, during the discussion, the EEC was informed that there is a system in place that monitors and periodically reviews the design of programs of study. It was made clear that the programmes of study in the department are in compliance with the existing legislation.

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

The programme seems to have been designed in order to prepare well for professional practice and jobs after graduation.

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

For the leadership and teaching team to continue with their teaching approach infused by theoretical and practical aspects.

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

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

5. Teaching Staff *(ESG 1.5)*

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

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
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.	3
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.	3
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.

Despite the fact that repeated assurances have been given in the past that more/specialized members of staff were to be imminently appointed this has not taken place to date. Such appointments would have minimised the risks and help build the basis for the future development of the Department. In doing so, the appointments would have improved the ratio of full-time / part-time teaching staff. It would have also improved the ratio full-time staff / students. More permanent and specialized teaching staff (across all ranks) would have ensured the programmes consistent and effective delivery.

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

The faculty consists of a small number of specialized personnel in the general field of Marketing and more specifically in that of Integrated Marketing Communications. The ratio of part-time (specialised) staff to the total number of teaching staff is considered to be on the lower end. High number of course units of the programme of study are taught exclusively by part-time teaching staff. As it stands, the ratio of the number of students to the total number of teaching staff is relatively low; which my compromise the quality delivery of the programme.

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

It is evident from their CVs and research records, that the current teaching staff (i.e., permanent, and special scientists) have the required qualifications, sufficient professional experience and expertise to teaching their respective course units.

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

More members of staff, with teaching and research expertise in Marketing and Integrated Marketing Communication, need to be appointed imminently.

Less use of doctoral students in delivering taught UGT course units and marking assessments

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
5. Teaching Staff	*Partially Compliant*

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6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

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

Quality indicators/criteria	
6. Research	**1 - 5**
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.	5
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.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

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

Colleagues in the proposed Department and in the associated Department of Communication and Internet Studies regularly publish in relevant academic journals. They also present their work in international conferences. There also evidence of securing external funding for international research projects (e.g. Horizon2020). The above indicate a strong research culture and aspirations to become a competitive players in Cyprus and beyond (via international collaborations). To some

extent there is evidence of research outputs being blended in the teaching and learning processes.

Findings

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

There is evidence of a strong research culture within the department and its staff members. Also, internal and external funds are available to support staffs' and students' research activities.

Strengths

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

- *The school promotes research activities, collaborations and synergies between departments*
- *The school has key resources (e.g., infrastructure) and mechanisms to support research activities*
- *Members of staff have been successful in securing external funds (e.g., Horizon2020)*

Areas of improvement and recommendations

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

Incorporate to a greater extent research in teaching (e.g., research-led).

Please √ what is appropriate for the following assessment area:

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

7. Resources *(ESG 1.6)*

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

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1 The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2 The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3 The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4 The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
The committee notes that the University has made available in its budget the necessary funding for recruiting 7 additional members of academic staff. Such a recruitment (in September 2020 and then January 2021) will hopefully address many of the experience/expertise issues noted above and boost the Departments capabilities, not just when it comes to teaching and learning but also when it comes to research and engagement. Without such recruitment coming to fruition the Department will not be able to fully meet its mission and objectives and produce the expected outcomes in the areas of interest.	

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

The University has showcased that there has been great use of its resources granted through financial support. The contribution of financial aid was given by European Organisations which have inevitably supported functions of the Department. There has evidently been great use of the available financial

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resources which have abated in further developing the research faculties of the department. Profits and donations have been efficiently utilised for the benefit of the university community which plays a huge role in the smooth operation of the university environment. The budget is aligned with the mission and the required implementation steps for its strategic planning. The required risk assessment has been completed adequately providing feedback on the operation of the department. Transparency has been ensured through the external financial audit. Lastly, fitness-for-purpose of support facilities and services of the department is regularly assessed.

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

Among the strengths of the resources offered by the University to students are access to exceptional equipment including hard copy resources as well as online publications and software. There is a collaboration between the University with the University of Cyprus in order to ensure the access to books and publications which are not made available in the University library. This ensures the access to an even broader variety of resources to students which is guaranteed through the partnership of the two Universities. The modern facilities combined with the variety offered by the University in hard copy as well as online bibliography safeguards the well function of research required by students.

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

Despite the fact that there is not much space for improvement given the resource functions on the University; it must be noted that the recruitment of additional staff will likely prove beneficial for the maintenance of the Department. The continuous updating of resources is essential especially given the significance of the Department as well as the optimisation and decluttering of unnecessary resources.

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
7. Resources	*Compliant*

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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 the Department under review may be achieved.

We hope that the University and the academic team find the feedback provided constructive and useful. Overall, the committee believes that the University and new proposed Department is in line with expectations in a number of areas such as quality assurances, research efforts, administrative support, financial security/investment, etc., as indicated in our scores and feedback in the earlier sections of this report.

However, the committee strongly believes that the following areas require further consideration by the University and colleagues in the Faculty. Please see our respective comments below:

1) *Mission / Vision – Objectives*
2) *Structure*
3) *Staffing - Employment*

Mission / Vision – Objectives:
The mission statement needs to be reflected in all the activities performed by the Department (e.g., research, teaching etc). As it stands, this Department is in a rather niche area of Marketing which can potentially limit opportunities for further development.

Structure:
The way the proposed Department is structured it limits its distinctive character. There are too many similarities, synergies, and overlaps between the proposed Department and the Department of Communications and Internet Studies. In principle, inter-departmental synergies are welcomed and encouraged; however, in this case the Department of Communications and Internet Studies dominates all the operational space of the proposed Department. For instance, the four registered doctoral candidates are currently under the Department of Communications and Internet Studies which does not impede their academic and professional development in any significant way.

Staffing - Employment:
Staffing is at the core of the issues identified, including the two other points listed above. The University has reassured the Committee to sufficiently staff the department. However, we remain concerned that since our last evaluation of the BA of Integrated Marketing Communications, the proposed Department has not made any developments in the staffing / employment; the new programnme is to commence in September 2020 and currently there are three individuals in the roster of the Department (one with specialized knowledge that retires in a year), another that has already left the school in January 2020, and the third is coming from the Department of Communications and Internet Studies with specialization in Journalism. It is imperative that the school recruits imminently permanent staff, across all the ranks (i.e., assistant, associate, and full professors), with specialized expertise in Marketing and Marketing Communications. The committee strongly believes that the new hires will help the proposed Department to address not just this issue but also the two above (i.e., Mission/Vision and Structure). The committee proposes that that new hires should be able to undertake Leadership Roles in the proposed Department.

We wish colleagues all the best in the next steps.
We remain at the disposal of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education for any clarification necessary.

E. Signatures of the EEC

Name	Signature
Prof Savvas Papagiannidis	
Dr Anastasia Veneti	
Dr Simos Chari	
Christos Hasapis	

Date: 30/07/2020