Doc. 300.3.1

Date: Date

External Evaluation Report

(Departmental)

- **Higher Education Institution: University of Cyprus**
- **Town: Nicosia**
- **School/Faculty:** School/Faculty
- **Department: Social and Political Sciences**
- **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:** Choose status

A. Introduction

This part includes basic information regarding the onsite visit.

The committee visited the Department of Social and Political Science on 18 November 2019, met with the Vice-Rector and University and Departmental administrations, the teaching staff, students from all levels and programmes, as well as the administrative staff and colleagues in charge of journalism lab facilities and the library. The visit was well organized, required documents were provided promptly, the committee was given access to all the facilities that it requested to visit, and effective presentations were provided by all parts of the department and University.

B. External Evaluation Committee (EEC)

Name	Position	University
Antoinette Hetzler	Position	Lund University
Suzanne Franks	Position	City University of London
Michael Bruter	Position	London School of Economics
Emily Kouzaridi	Position	Cyprus University of Technology
Name	Position	University
Name	Position	University

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.***

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

1. Department's academic profile and orientation

Sub-areas

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

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

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

Quality indicators/criteria	
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.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	3

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

This is a generally conscientious and well-managed department, which members communicate internally about mission and strategic planning. The programmes of study is aligned with European and international practice in most respects. However, the Committee felt that there are a number of areas which could or should be improved in

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

order to improve strategic planning as a developmental tool for the department. Notably:

1) **Collecting and analyzing data: we believe that the University or Department must systematically track the destination of graduates and collect precise information on employability. Additionally, while the Department obtains high student satisfaction scores, those must be analysed by individual programme.**

2) Long term strategy and analysis of challenges and areas for improvement. Formally, the Department has developed short, medium, and long term strategies as well as a SWOT analysis. However, those should be further developed and remain too general. There needs to be clarity about the timeframe of periodic reviews. Furthermore, the Committee felt that the analysis of challenges and areas for improvement could be far more effective. At the moment, it focuses on the Department's needs in terms of allocation and provision which are real. However, this does preclude a more reflective analysis focusing on what the Department itself could do better, and how it could demonstrate its capacity to offer further benefits to the University and society if it is allowed to expand.

3) Finally, whilst the three undergraduate programmes have a clear place in the department's strategy, the Master level remains insufficiently developed and coherent. The strategic must further clarify what are the Department's goals and targets at that level.

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 internal departmental coherence is convincing. We do not have sufficient information to comment on coherent with other Departments.

Provide suggestions for changes in case of incompatibility.

N/A

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.	3
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	4

graduates.

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

In some respect, given the limited size of the Department, a lot of activities (conferences, events, etc) are highly beneficial to society. Moreover, the Department boasts contacts with significant stakeholders. However, given the unique place of Cyprus at the heart of a number of critical contemporary social and political challenges the Committee that felt that even more could be done to engage with the needs of demands of society in Cyprus and beyond (including but not limited to issues of defense, migration, multi-culturalism, employment, etc). With regards to relations to alumni, we note the existence of an association and a facebook page, however, tracking alumni immediately from the moment that they graduate would make those efforts more effective (jobs, communication).

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	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.	4

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

Standards are high, however, recruitment of foreign students could be improved. The department generally functions well but has demonstrated a capacity for expansion.

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

Programmes attract 10-20% foreign students. That proportion could be increased notably from the regional market (Mediterranean, Middle East, etc) as long as more teaching is done in English.

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

The Department is the leading one of its type within Cyprus and does a lot of things well. However, it could take a more pro-active approach to planning its development and strategy and connecting with present day societal challenges

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

Academic quality, dedicated staff, and quality students.

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

Need to be more reflective on challenges and what the department could do better, should further address present day societal challenges, improve systematicity in data collection and analysis (notably recent graduates) and think about the place of Masters degrees within the Department's strategy.

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

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

2. Quality Assurance

Sub-areas

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

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

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

Quality indicators/criteria	
2.1 System and quality assurance strategy	**1 - 5**
2.1.1	The committee and the internal quality assurance system work systematically and effectively.	4
2.1.2	Quality assurance policies are being developed with the active engagement of interested parties.	4
2.1.3	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
	2.1.3.1	Teaching and learning	5
	2.1.3.2	Research	4
	2.1.3.3	The connection with society	4
	2.1.3.4	Management and support services	4
2.1.4	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.

There are systematic course evaluations though the Quality Assurance focuses predominantly on teaching, in which the department receives positive results. Some students regretted not to be more involved with the follow up of the course evaluation and discussion of how teaching could be further improved.

2.2 Quality assurance for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
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.	4
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.	4
2.2.11	The Department has and analyses employability records of graduates.	3
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	4
2.2.13	There is a student welfare service that supports students in regard to	4

	academic, personal problems and difficulties.	
2.2.14	The Department has the appropriate mechanisms, processes and infrastructure to facilitate 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.	4
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.19	There is a clear policy on authorship and intellectual property.	5

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

Whilst the department has a culture of quality assurance, a number of elements could be improved. The level of personal support to students is in the process of improvement but could be more transparent and systematic. Similarly, the students the Committee talked too were unsure about processes in case of significant problems. Ultimately, the onus is on the Department to ensure that all students are fully aware of complaint and resolution procedures should they experience significant difficulties during their time at the University. A systemic understanding of graduate destinations is missing.

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

The department recognized that this was an area in need of changes and explained that they have initiated some improvements, which effects should be visible by the time of the next evaluation.

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

The Department staff is clearly genuinely engaged and the students happy with the courses.

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

As pointed out earlier, transparency of procedures, understanding of graduate destinations and employability need to be systematic and a key focus. We also note that a number of improvements have just initiated and the Committee expects them to be fully implemented in coming years.

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	☐	☐	☒
2.2 Quality assurance for the programmes of study	☐	☐	☒

3. Administration

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

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

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	4

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

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

the deficiencies.

Generally, procedures are well-thought through and discussed broadly within the department. It is however important to ensure that staff and students alike are always fully aware of them.

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

Procedures are widely discussed within the Department and students are involved through representation at the council.

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

The department appears collegial.

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

It is critical to ensure that staff and especially students are fully aware of existing complaint and resolution procedures.

Please √ what is appropriate for the following assessment area:

Sub-area	Non-Compliant	Partially Compliant	Compliant
3. Administration	☐	☐	☒

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study
4.2 Organisation of teaching

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

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

Quality indicators/criteria	
4.1 Planning the programmes of study	**1 - 5**
4.1.1 The Department provides an effective system for designing, approving, monitoring and revising the programmes of study.	3
4.1.2 An effective mechanism for evaluating programmes of study is ensured by the students and the teaching staff of the Department.	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 programmes of study rely very heavily on a large proportion of compulsory courses, especially for political science and sociology. This limits students' choices and makes it harder for permanent staff to offer specialized research-lead courses and to regularly update the curriculum and course choices. A dissertation/final projects should be systematically offered to final year students across programmes.**	
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	5

	regulations that are in line with European standards and/or international practices.	
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.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5

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

The department clearly cares about giving students a good teaching and learning experience, although this remains an area where one must constantly strive to engage students fully and to diversify approaches and experiences (problem solving, etc).

Findings

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

The Committee would have preferred to speak to a broader representation of undergraduate students. A joint meeting with Undergraduates and class teachers (if in their capacity as PhD students) was not conducive to a sufficiently frank and free dialogue with the Committee. Most of the students had participated in previous evaluations and more variety would have been useful.

Strengths

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

The Department clearly cares about giving students a positive experience.

Areas of improvement and recommendations

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

The committee notes that a number of students have experienced other academic systems through education exchange. The department could usefully rely on them to enrich its perspective with comparative input.

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

Sub-area	Non-compliant	Partially compliant	Compliant

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

4.1 Planning the programmes of study	☐	☒	☐
4.2 Organisation of teaching	☐	☐	☒

5. Teaching Staff

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

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

Quality indicators/criteria	
5. Teaching staff	**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
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.	N/A
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.	4
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.	4
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.	4
5.8	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
5.9	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
5.10	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

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

The Department believes that it would require larger numbers of permanent staff to

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

deliver its full potential. The current staffing levels enable the department to deliver the current programme well, however, a higher proportion of permanent staff would make it possible for the Department to offer a larger number of electives in the core disciplines of the department (notably in 3rd and 4th years) which would benefit students choice and lead to a higher programme quality.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work

See above

- Number of special teaching staff working full-time and having exclusive work

See above

- Number of visiting Professors

We did not receive information on visiting professors

- Number of special scientists on lease services

Not applicable

Click or tap here to enter text.

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

There seems to be a disagreement between the Department and University on the ideal staffing size as well as the balance between permanent and adjunct staff. This question will become even more relevant if the department was to split along disciplinary lines and has an impact on the availability of electives in the core disciplines for 3rd year 4th year, and Masters students.

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

High quality of committed staff (both permanent and adjunct)

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

The question of staffing (both in terms of numbers and types) should be at the heart of Strategic planning. It has important implications for the nature of the teaching of sociology, political sicence, and journalism at the University in one or separate departments. Those questions affect the student experience through a limited number of elective courses in the core disciplines.

Please √ what is appropriate for the following assessment area:

6. Research

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

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

Quality indicators/criteria	
6. Research	**1 - 5**
6.1 The Department has a research policy formulated in line with its mission.	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.	5
6.6 The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	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.	3
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.	
On the whole, the department has a strong research profile in terms of publications and coverage. However, more attention should be given to encouraging staff to apply for	

external funding, and benefit from adequate incentives when obtaining large grants. Moreover, research led teaching is critical in the form of specialized elective modules and dissertations/final projects.

Findings

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

On the whole, the department has a strong research profile in terms of publications and coverage. However, more attention should be given to encouraging staff to apply for external funding, and benefit from adequate incentives when obtaining large grants. Moreover, research led teaching is critical in the form of specialized elective modules and dissertations/final projects.

Strengths

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

Good publications

Areas of improvement and recommendations

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

Needs to put more emphasis on large external grants and research led teaching. We support the fact that the department has identified those as priorities in the coming years.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant	Partially compliant	Compliant
6. Research	☐	☒	☐

7. Resources

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

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

7.1	**The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.**	Choose mark
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	N/A
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	N/A
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.	N/A
7.6	The Department's external audit and the transparent management of its finances are ensured.	N/A
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. **The scope of our work did not entail a detailed analysis of the financial situation of the Department**		

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

Not applicable

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

The investment into the journalism studio and technical facilities is very encouraging and building facilities excellent

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

Not applicable

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant	Partially compliant	Compliant
7. Resources	☐	☐	☒

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

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.

In many ways, this is a strong department with committed and well-trained staff, who are motivated to deliver high quality teaching and publications in a collegial environment. The facilities, administrative support , and environment are first class. The department also seems receptive to suggestions about improving the teaching experience of students. Nevertheless, the Committee thought that the strategic plan could be focused more effectively and reflectively to define what the Department (or if it were to split, departments) want to be in the next 10 years. A number of key issues include enforcing the highest level of transparency of procedures for the students, tracking graduate destinations and employability, as well as reacting to fundamental societal challenges to be more pro-active in adapting the programme of studies. More specific areas of attention should include the regular updating of the programme, the provision of more electives in the core disciplines, and a final year dissertation/project for undergraduate students as well as the Department strategy when it comes to Masters programmes. The development of English language courses would open opportunities to recruit high quality students from the wider region (Mediterranean, Middle East, etc). The department also needs to carefully consider incentivizing colleagues to apply for large external grants and produce a narrative that will convince the university and national authorities that appropriate expansion would be beneficial to them.

E. Signatures of the EEC

Name	Signature
Antoinette Hetzler	
Suzanne Franks	
Michael Bruter	
Emily Kouzaridi	
Click to enter Name	
Click to enter Name	

Date: 19/11/2019