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ΔΙΠΑΕ CYQAA

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

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Date: 9/10/2020

External Evaluation Report
(Departmental)

- **Higher Education Institution:**
Neapolis University

- **Town: Pafos**

- **School/Faculty: Economics, Administration and Computer Science**

- **Department: Economics & Business**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – Business Administration (4 years, 240 ECTS, Bachelor)
In Greek:
Πτυχίο στη Διοίκηση Επιχειρήσεων
In English:
 BSc in Business Administration
Language(s) of instruction: English/Greek

Programme 2 – Public Administration (1.5 years, 90 ECTS, Master)
In Greek:
Μεταπτυχιακό Πρόγραμμα στη Δημόσια Διοίκηση
In English:
 Master in Public Administration
Language(s) of instruction: Greek

Programme 3 – Business Administration (1.5 years, 90 ECTS, MBA)
In Greek:
Μεταπτυχιακό Πρόγραμμα στη Διοίκηση Επιχειρήσεων
In English:
 Master in Business Administration
Language(s) of instruction: English

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

Due to COVID-19 travel restrictions, the evaluation of the Department of Economics & Business at Neapolis University took place virtually via a Zoom meeting on October 8, 2020.

Prior to the meeting, we were submitted all relevant documents such as the Application for Evaluation-Accreditation of the BSc in Business Administration, the Application for Evaluation-Accreditation of the Master in Public Administration, the Application-Accreditation of the Master in Business Administration, the Department of Economics & Business Handbook, and documents that include analytical information about the faculty, the infrastructure, the quality assurance mechanisms and the teaching and research procedures.

The EEC had the opportunity to meet with the Rector Professor Pantelis Sklias, the Dean of the School of Economics, Administration and Computer Science, Prof. Maria Psillaki, the Head of the Economics & Finance Department Associate Professor Christos Christodoulou-Volos, and leaders of the programs Dr Nikolaos Apostolopoulos, Coordinator of the MBA, Dr Andreas Masouras, Coordinator of BSc in Business Administration, Dr Charalampos Chrysomallidis, Coordinator of Master in Public Administration.

Furthermore, the committee interviewed members of the teaching staff, a group of undergraduate students from the various years of the BSc programme, as well as postgraduate students, administrative staff in charge of admissions, registration, library facilities, IT and other administrative support staff. Then, we had a virtual visit of Neapolis University facilities. More specifically, we were shown the impressive exterior premises, various teaching areas, the Library, meeting rooms, staff offices, student accommodation, and some open areas.

Moreover, the internal evaluation 'Application' and associated documents, which were submitted by Neapolis University and examined, were considered complete, satisfactory and informative.

Finally, the EEC has to point out its disappointment and dissatisfaction that all faculty members had their cameras turned off during the remote evaluation. Thus, the Committee had not the opportunity of a face to face discussion with all members, although it was mentioned many times by the Chairman, members of the Committee and representative of the CYQAA to turn on their cameras.

B. External Evaluation Committee (EEC)

Name	Position	University
Aard Groen	Professor (Chair)	University of Groningen
Kevin Orr	Professor (Member)	University of St Andrews
Kyriaki Kosmidou	Professor (Member)	Aristotle University of Thessaloniki
Maria Averkiou	Student (Member)	Cyprus University of Technology

C. Guidelines on content and structure of the report

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

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

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning	**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.	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.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	3
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4

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

For 1.1.6 the voices of alumni and of the public sector stakeholders appear to be less than central to the strategic processes of the Department. Given the popularity of the MPA programme for example, this looks like a missed opportunity.

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).

There is reasonable coherence and compatibility within and across the programmes of study offered by the Department. Programme objectives have been articulated and are appropriate. The Programmes are also being developed in line with a strategy of expansion and wider recruitment.

Provide suggestions for changes in case of incompatibility.

Nothing arising but we do make some suggestions about aspects of the MPA programme in our separate Report.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	3

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

The linkages with private sector organisations appear to be strong, extensive and well developed. We heard of some linkages with public sector agencies, but these appeared to be far fewer in number, and in some cases more informal. In relation to 1.2.4 above, we learned that there is not formal and systematic way of managing and developing alumni relations and we see this as a missed opportunity to further support students and develop the institution.

1. Department's academic profile and orientation

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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.	3
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.	4

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

We are generally positive about the work of the institution. However, given its ambitions to expand and to mature, it faces challenges in supporting staff to further develop their research profiles; and challenges in succeeding in recruiting high performing research active staff. We acknowledge the existing efforts being made and the seeming awareness of these issues among the university and departmental leadership.

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

We understand the institution to be recruiting Cypriot and Greek students, but is developing its recruitment strategies for Africa and the Middle East. Moving to greater levels of teaching provision in English will of course involve significant effort and support for staff.

Findings

We looked in most depth at the MPA programme but have a good understanding of how this fits with wider provision. As peers, it was interesting to hear about the Department, the School, the University and the future plans.

Strengths

- Active private sector partnerships
- Strong levels of investment underpinning the growth strategy
- Good international linkages in particular regions
- Good approach to quality assurance
- Very good administrative staff

- Ambitious plans for the Smart Eco City campus project
- A good sense of corporate identity

Areas of improvement and recommendations

- There is scope to make the international institutional partnerships with other UK universities more active to the benefit of staff and students
- There is a need to systematize the approach to alumni relations
- We heard that the location of the University is felt by some to act as a barrier to recruitment of staff
- Given the ambitions of the Department, the need to invest in the development of research is very important
- There is a need to ensure that the department matches staff with relevant expertise to deliver the specialist elements of programmes. We elaborate further on this in Section 5.

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	Partially Compliant
1.3 Development processes	Partially Compliant

2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

> **Sub-areas**
>
> **2.1   System and quality assurance strategy**
> **2.2   Quality assurance for the programmes of study**

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

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

Quality indicators/criteria	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	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	4
	2.1.4.2	Research	4
	2.1.4.3	The connection with society	4
	2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
Click to enter text.	

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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.		4
2.2.3	The quality control system refers to specific indicators and is effective.		4
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.		4
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.		5
2.2.11	The Department analyses and publishes graduate employment information.		4
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.	N/A
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.	N/A
2.2.18		The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
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.

Click to enter text.

Findings

The committee was satisfied with the systems, regulations and facilities. It seems that the university has structures in place to manage quality. The ambitions put forward and the role models of UK universities taken into consideration, the committee thinks that the overall level is satisfactory.

Strengths

The IT facilities seem to be managed very well

Areas of improvement and recommendations
The systems are in place, however, we feel that the quality level with regard to the extend to which the programs are research based from own staff still can use improvement.

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

3. Administration
(ESG 1.1, 1.3, 1.6)

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

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

Quality indicators/criteria		
3. Administration		**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
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.	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.	4
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.	4

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

Click to enter text.

Findings

The administration and governance of the department works in general well. The connection to the leadership of the university is strong also witnessed in the role of the rector and strong presence in the process of the audit.

Strengths

The administrative staff of IT and library seem to be excellent handling the growing online processes

Areas of improvement and recommendations

No specific elements to improve based on these observations.

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

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

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
Click or tap here to enter text.	
4. Learning and Teaching	
4.2 Organisation of teaching	**1 - 5**
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5

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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.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to enter text.		

Findings

The overall quality assurance, planning and assessment of the program are in line with expectations of the committee. Students we met expressed also high level of satisfaction.

Strengths

The use of the eqf system is very explicit

Areas of improvement and recommendations

The combination of theory and practice is a matter which can still be enhanced, based on a better connection to high level research of the staff, which could be organized more in line with specializations in programs which then could lead as guiding practices to a better connection between research and teaching.

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)*

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.	4
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.	4
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	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.

Click to enter text.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

Click to enter text.

Findings

The current teaching staff is quite well qualified and most of the faculty members have adequate experience in the business world. This enables them to offer teaching, which is balanced between theory and practice which is very important for the students.

Based on the documents that were submitted 11 full time faculty members are assigned at the Department of Economics & Business. Looking at the web site of the Department, 17 faculty members are assigned at the Department. From these 17 faculty members, we understood that 12 are full timers and 5 are visiting professors/part timers.

Strengths

Students are highly satisfied from the quality of learning and teaching. Academics are always available to the students and help them in solving questions.

Areas of improvement and recommendations

The Department of Economics & Business offers many academic graduate and postgraduate programs. The permanent staff is not enough to run all these programs. That means, that there are postgraduate programs, such as Master in Public Administration, that run mainly by visiting professors (academics). The Committee encourages the University to create a strong team of permanent academics in short or mid term.

Due to the above, the committee finds that the teaching load is relatively heavy and the faculty members do not have enough time to develop their research in top listed journals.

Finally, the committee would encourage the internationalization and the collaboration with other universities. Moreover, we encourage a stronger collaboration and students' exchange with the University of Middlesex and Hull University in order for the students to enhance their horizons.

Please √ what is appropriate for the following assessment area:

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

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>

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.	3
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
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.	3
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.	3
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.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

> **The EEC believes that although there is quality of the teaching, research is the weaker part in the Department. Although they have added research seminars in their programs and there are faculty members with publications in top listed journals, the Department should make few steps on the research level. The Department could encourage the "good research" and the publication to top listed journals (i.e. publications in ABS 3, ABS 4 and ABS 4* journals).**

Findings

Although the Department seems to organize research seminars, the EEC encounters low active research environment. We encourage faculty members to develop internal collaborations.

There are incentives towards those that deal with research, such as less teaching hours, or financing. In order to improve the research level of the Department, the Committee would encourage the incentives to be given to those that publish in top listed journals.

Strengths

Based on the cvs of the academics, it seems that very few academics are active into research (based on the productivity and quality of articles).

Areas of improvement and recommendations

Neapolis University and the Department of Economics & Business could encourage the "good research" and the publication to top listed journals. That means that the Department could formally incorporate a certain level of research quality indicators (based on e.g. the ABS journal quality lists, that is publications in ABS 3, ABS 4 and ABS 4* journals) and peer-reviewed work so that online publications and conference submissions (which sometimes may not be peer reviewed) are discussed with respective communities. It was pointed out through our discussion that incentives are given to the teaching staff referring to their publications. We see good attempts, but we believe that the academic staff of Neapolis University could make few steps on the research level.

We could suggest financial incentives to publish in top journals.

Finally, although there are few research seminars that take place, we encourage the organization of more research seminars in order to improve the quality of research. The COVID-19 global situation could foster the introduction of virtual research seminars inviting renowned speakers from abroad to present their work at little or no cost.

Please √ what is appropriate for the following assessment area:

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

7. Resources *(ESG 1.6)*

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

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

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	3
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
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.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

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

Our score in 7.2 reflects our comments in earlier sections of this Report in relation to the research profile and environment of the Department. Further investment of resources are required to lift the Department to the level of its ambitions. In saying this, we recognize that the Department is in a developmental phase, and is trying different approaches to address this. More might be done via the existing academic institutional partnerships to support the Department.

Findings

This is not a financial assessment report and so we did not look at financial figures. We were briefed on student and staff numbers, the strategy of the Department, School and University,

including current issues and future plans. We saw evidence of good practices, and committed staff. There are also systems in place for faculty and student to benefit from professional support staff. The students spoke positively about their experiences in the Department.

Strengths

- Strong and active linkages with the private sector, including well developed presence in other regions
- Modern and robust learning technologies
- Committed teaching staff
- Well resourced library provision, within an international network
- A young university with ambitions to expand and mature

Areas of improvement and recommendations

- The intended rise in student recruitment needs to be matched by investment in teaching and support staff
- As discussed in other sections, the need to develop the research profile of staff is a key strategic requirement
- There are some relationships (e.g. alumni and with public agencies) that appear to be relatively informal and which would benefit from a more systematic approach.
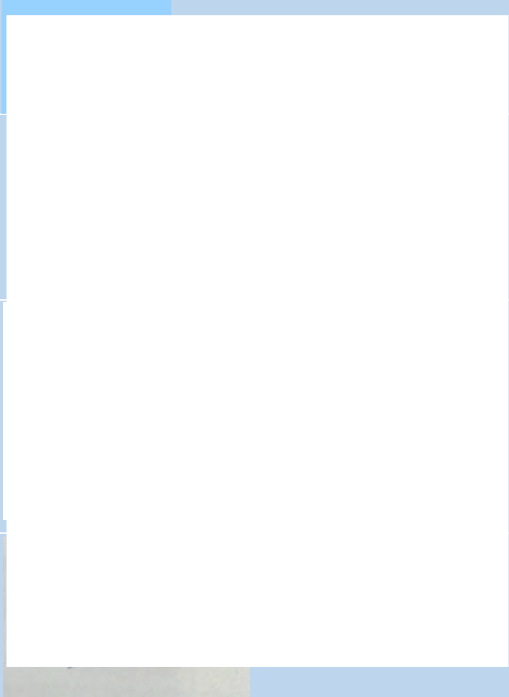
Please √ what is appropriate for the following assessment area:

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

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D. Conclusions and final remarks

Overall satisfied but a department in its developmental path. Therefore we see especially improvements possible in the research base of the department. For this to happen one of the issues to be resolved is the number of permanent staff, with short to medium term we think it is necessary to have enough permanent staff to manage and deliver the programs. The use of visiting professors is for additional developmental power, not for standard delivery of programs. The level of research could at the same time rise to a higher level, shown in publications in ABS 4 and ABS4*, by giving staff more time for research (4 courses per semester means no time for research in those two semesters, so only summer period available for research. Research, certainly empirical research is a matter of long time processes and cannot be forced in a summer period only). Hiring new staff with a good to excellent research track record may speed up the research development.

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E.   Signatures of the EEC

Name	Signature
Aard Groen	
Kevin Orr	
Kyriaki Kosmidou	
Maria Averkiou	

Date: 9/10/2020