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

**Doc. 300.3.1**

**Date:** Date

# External Evaluation Report
## (Departmental)

- **Higher Education Institution:**
  Name
- **Town:** Town
- **School/Faculty:** School/Faculty
- **Department:** Department of Multimedia and Design
- **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

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

## A. Introduction

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

- The committee had been invited to Cyprus first, however due to the pandemic the onsite visit was shifted to an online meeting via Zoom.
- Video material has been provided, however it was rather not appropriate to replace an on-site visit. It has been a general promotion video on the university, showing different schools and departments, but not much of the Department of Design and Multimedia.
- The meetings with the academic staff were well prepared, and the staff was organized. There has been quite sufficient time to ask questions, and the tutors have been very supportive and helpful.

Two days of online meetings have been quite short to evaluate a complete department plus three study programs, regarding the situation of an online visit.
Evaluating all programs in the department would have been more purposeful, since it is hard to make judgements on a specific study program (B.A. Fine Art) without having had the chance to look into it.

## B. External Evaluation Committee (EEC)

C.

| Name | Position | University |
|---|---|---|
| **Walter Bergmoser** | Professor and Vice-Dean Academic Leader of the Campus Berlin | University of Europe for Applied Sciences Berlin |
| **Martin Lundell** | Professor and Head of Program Graphic Design and Illustration | Oslo National Academy of the Arts |
| **Alexander Tibus** | Professor and Head of Program Graphic Design and Visual Communication | Berlin International University of Applied Sciences |
| **Photini Symeou** | Bachelor Student, 3rd year | Cyprus University of Technology |
| Name | Position | University |
| Name | Position | University |

D.

## F. 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
*(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 - 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. | 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. | N/A |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |

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

**1.1.6 Under the impression of the committee, students might become involved more in the departmental development.**
**1.1.7 Could not be clarified in the online meetings.**

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 given structure is clear and transparent. The students can easily choose cross-disciplinary courses from different programs, and combine those.**


Provide suggestions for changes in case of incompatibility.

Click to enter text.

| 1. Department's academic profile and orientation | |
|---|---|

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

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

Click to enter text.
1.2.4 There is good communication and strong bonds between the graduates and the department's academic staff. This seems to happen on an interpersonal level and intermediately.

| 1. Department's academic profile and orientation | |
|---|---|

| 1.3 Development processes | | 1 - 5 |
|---|---|---|
| 1.3.1 | Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work. | 4 |
| 1.3.2 | Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan. | 4 |

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

| 1.3.3 | The Department applies an effective strategy of attracting high-level students from Cyprus and abroad. | 3 |
| 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. | N/A |

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

**1.3.3 It is questionable why the application numbers are quite low. With those numbers, it seems currently challenging to attract very qualified students.   1.3.4 Has not been addressed during the online visit.**

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

**The EC is not aware of those numbers.**

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

The application papers have been detailed and informative. The quality of the teaching staff described in the application has been proven in the online meetings. Due to the pandemic the onsite visit was shifted to online, therefore it is challenging to judge on the site.

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

- There are sufficientextracurricular activities
- The tutor to student ratio is sufficient, usually about 11:1
- The connection between students and tutors is close and sufficient
- The students get industry insights and contacts via their tutors and the projects offered

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

The evaluation committee recommends to offer options for the final semesters to go more in depth with the final project. There is a number of other projects in the final semester that all weigh the same amount of ECTS as the final project does. Two projects might be connected, and complement each other into a more extensive final project. By this, students can achieve 12 ECTS in their final projects.

**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 |

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

## 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**<br>**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. | 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. | N/A |
| 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 | 4 |

| | | |
|---|---|---|
| 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.

ENQA

ΔΙΠΑΕ
CYQAA

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

| 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. | | 4 |
| 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. | | 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. | | N/A |
| 2.2.6 | The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. | | N/A |
| 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. | | 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. | | N/A |
| 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 | 4 |
| | 2.2.12.2 | Library | 4 |
| | 2.2.12.3 | Rooms for theoretical, practical and laboratory lessons | 4 |

| | | | |
|---|---|---|---|
| | 2.2.12.4 | Technological infrastructure | 4 |
| | 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. | | N/A |
| 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. | | 4 |

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

**The student welfare and academic support is outstanding, and appropriate in the beginning of the studies. With further progress of the students into the higher semesters, this could be loosened more in order to foster the students' individual and autonomous development. Particularly in the realm of art and design, it is important to give individuals space and time to develop themselves.**

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

The EC's overall impression is that the department is compliant. Due to the information that was provided and that the committee could gain, the EC focused mainly on the study programs.

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

Great staff engagement towards students and teaching.

Sufficient activities such as inviting relevant designers for talks and participating in international competitions.

Staff is committed to their subject areas and covers a great bandwidth of specializations.

Strong support in cross-disciplinary studies, and by the collaboration of different departments sharing labs and facilities.

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

In the Fine Art B.A., there is a four project structure starting in the 5$^{th}$ semester. Those projects include 6 ECTS each, and one encompasses 12 ECTS. Since the diverse distribution of credit points to specific subject works here, this could also be applied to the other B.A. programs. The EC recommends to introduce this also for the other two B.A. programs, starting from the 5$^{th}$ semester. If this should cause implications, it can also be introduced to the 7$^{th}$ semester.

**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. | 4 |
| 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. | N/A |
| 3.3 | The administrative staff adequately supports the operation of the Department. | 4 |
| 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. | N/A |
| 3.5 | The Department applies effective procedures to ensure transparency in the decision-making process. | N/A |
| 3.6 | Statutory sessions of the Department are held and minutes are kept. | N/A |
| 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. | N/A |
| 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. | N/A |
| 3.9 | The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism. | N/A |
| 3.10 | The Department has appropriate procedures for dealing with students' complaints. | N/A |

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

**In the short presentations and the discussions, those points have not been addressed, nor there was time to look into them closely.**

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

N/A

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

N/A

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

The overall impression is good, however due to the course of the online evaluation the EC cannot give any details.

**Please select what is appropriate for the following assessment area:**

| Assessment area | Non-compliant / Partially Compliant / Compliant |
|---|---|
| 3. Administration | 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. Learning and Teaching
*(ESG 1.2, 1.3, 1.4, 1.9)*

| **Sub-areas** |
| --- |
| **4.1 Planning the programmes of study**<br>**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. | 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). | 4 |
| 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. | N/A |
| 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.<br><br>**4.1.4 The committee is not familiar with the Cyprus legislation.**<br>**4.1.5. The impression is good, however theory could be strengthened more in the Bachelor programs.** | |
| **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. | 4 |
|---|---|---|
| 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. | N/A |
| 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. | 5 |
| 4.2.6 | The teaching staff of the Department provides timely and effective feedback to their students. | 5 |
| 4.2.7 | The criteria and the method of assessment as well as the criteria for marking are published in advance. | 4 |
| 4.2.8 | The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. | 4 |

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

**4.2.2 Transcripts and acceptance of achievements of transfer students has not been addressed in the online evaluation.**

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

The overall impression towards learning and teaching is satisfactory.

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

The teaching staff accommodates a high amount of office hours to support the students individually. The average number of students that are in a classroom or lab is good.

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

No issues identified.

**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. | 5 |
| 5.2 | The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. | 5 |
| 5.3 | The visiting Professors' subject areas adequately support the Department's programmes of study. | 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. | 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. | 5 |
| 5.8 | Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. | N/A |

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

**5.3 and 5.8 have not been addressed in the meetings online.**

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

**The EC is not aware of the detailed numbers.**

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

The overall impression of learning and teaching is satisfactory. The teaching staff, as well as the structures implemented, are convincing.

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

Good number of teaching staff.
Ratio of academic staff in relation to students is good.
Many of the teaching staff are experts from the industry.
The staff CVs make a good impression, and demonstrate a good bandwidth.

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

The process of student feedback, and how the department responds to those, remains unclear after the online meetings and presentations.

**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)*

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. | N/A |
| 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. | N/A |
| 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. | N/A |
| 6.8 | The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad. | N/A |
| 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. | N/A |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |

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

The academic staff engages in research, and carries their findings into their teaching. Particularly on the MA program, there are convincing methods to equip students with research skills, and include them into the staff's research.

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

Specific staff members evidence strong research profiles.

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

None.

**Please √ what is appropriate for the following assessment area:**

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

## 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. | N/A |
| 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 |
| 7.7 The fitness-for-purpose of support facilities and services is periodically reviewed. | N/A |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.<br><br>**The committees impression is, based on seeing the new buildings and some of the equipment, positive. However, information to answer the points above has not been given during the meetings.** | |

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

Click to enter text.

*Strengths*

![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

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

Click to enter text.

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

Click to enter text.

**Please √ what is appropriate for the following assessment area:**

| Assessment area | Non-compliant / Partially Compliant / Compliant |
|---|---|
| 7. Resources | Choose answer |

## G. Conclusions and final remarks

*Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.*

The committee agrees that the department is sufficiently equipped. The structures appear satisfying, the staff is qualified and committed. Overall, the committee agrees the department is fully compliant.

## H.    Signatures of the EEC

| Name | Signature |
|---|---|
| Walter Bergmoser | |
| Martin Lundell | |
| Alexander Tibus | |
| Photini Symeou | |

**Date:**  15.12.2020