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External Evaluation Report (Departmental)

- **Higher Education Institution:**

University of Nicosia

- **Town:** Nicosia

- **School/Faculty:** Life & Health Sciences

- **Department:** Life Sciences

- **Department's Status:**

- **Programme(s) of study under evaluation:**

Programme 1

In Greek:

Επιστήμη του Αθλητισμού (4 χρόνια, 240 ECTS, Πτυχίο)

In English:

Sports Science (4 years, 240 ECTS, Bachelor of Science)

Programme 2

In Greek:

Επιστήμη της Άσκησης και της Φυσικής Αγωγής (1.5 έτος, 90 ECTS, Μάστερ)

In English:

Exercise Science and Physical Education (1.5 years, 90 ECTS, MSc)

Programme 3

In Greek:

Επιστήμη της Άσκησης και της Φυσικής Αγωγής (3 χρόνια, 180 ECTS, Διδακτορικό)

In English:

Exercise Science and Physical Education (3 years, 180 ECTS, PhD)



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Life Sciences	Sports Science (240 ECTS, Bachelor of Science)
	Exercise Science and Physical Education (90 ECTS, MSc)
	Exercise Science and Physical Education (180 ECTS, PhD)



A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation committee was introduced to the university and faculty by the vice rector, dean and head of department. General organisational structures were outlined. Next, a departmental introduction was provided by the Dean. During the presentation questions were asked by the committee and answered by the staff. The duration of the introduction to the department was around 2 hours.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Nikolai B. Nordsborg	Professor, Head of Department	University of Copenhagen, DEN
Lee Ingle	Professor, Head of Sport, Health & Exercise Science	University of Hull, UK
Ralf Brand	Professor, Head of Sport and Exercise Psychology	University of Potsdam, GER
Andreas Evagorou	Professional Body - Physical Education and Sports Science Registry Board	
George Papgrigoriou	Student representative	Cyprus University of Technology

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- *The report may also address other issues which the EEC finds relevant.*

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 (including SWOT analysis)
- 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 (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	2
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.	2
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	3
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	2
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.	2

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

The Department is clearly newly established and we believe it is on the correct trajectory. The activities of the staff, lecturers and professors are clearly compliant with international research and teaching standards. Despite being presented to the panel, the departmental strategy was not obvious and is also not made available on the department's website. Importantly, it is unclear how stakeholders are involved in forming the departmental strategy. Indicators presented were limited to the number of publications, grants and rankings. More and well argued indicators are needed. The mechanism for analysing and collecting departmental data was not clear. A process for developing the departmental mission and strategy is needed.

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 three programmes evaluated were all compatible and clearly structured, both within the department and broader school structures.

Provide suggestions for changes in case of incompatibility.

There were no incompatibility issues in relation to coherence and compatibility of programmes.

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.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	2

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

A more effective alumni network is needed. The department should start collecting data of where their graduates have arrived after finishing their studies at the University of Nicosia.

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.	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.	3

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

There is a missed opportunity around developing business cases for investing in research within the department. For example, investing in support staff (e.g. technical/administrative staff) to help free up academic time. Freeing up academics to write grants would mean if successful the overhead could be used to employ more research staff and provide new staff with more funded teaching opportunities.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

We see that it is positive the university aims to recruit students from Greece and abroad. With regard to standards seen in Europe it is important that universities recruit the majority of their students from their home country. This is what we saw at the University of Nicosia.

Findings

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

With regard to the specialties and areas of expertise of the lecturers and professors there is a clear emphasis on the biomedical disciplines.

Strengths

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

The core activities related to teaching and research appeared strong.

Areas of improvement and recommendations

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

Strategic management and mission development should be improved. Especially, the balance between biomedical and social sciences should be considered. A more diverse staffing base including social scientists would fulfil the requirements of the programme offerings of MSc Exercise Science and Physical Education and PhD Exercise Science and Physical Education more broadly. Additionally, further investment in research and teaching support should be prioritised.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Partially compliant
1.2 Connecting with society	Partially compliant
1.3 Development processes	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.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	3
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	3
2.1.4.2	Research	3
2.1.4.3	The connection with society	3
2.1.4.4	Management and support services	3
2.1.5	The quality assurance system promotes a culture of quality.	4
2.1.6	Students' evaluation and feedback	3

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

Quality assurance structures at all relevant levels were presented and in place. No direct policy for countering discrimination was explicitly presented. It was unclear if the operation of the quality assurance system adequately ensures enforcement of high standards. For example, a sole focus on the number of publications may not result in high quality research.

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.	3
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	3
2.2.4	The results from student assessments are used to improve the programmes of study.	3
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	2
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	3
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	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

2.2.12	The Department analyses and publishes graduate employment information.	2
2.2.13	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
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	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
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	3
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	2
2.2.18	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
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	2
2.2.20	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.

2.2.5 No system for control of plagiarism was presented but may be in place.

2.2.12 Graduate employment information was unavailable.

2.2.17 Doctoral regulations might be in place but were not presented.

2.2.19 In general, funding during doctoral studies was raised as a critical issue including conference attendance.

Findings

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

Structures were in place to assure various aspects of quality assurance.

Strengths

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

Facilities and equipment are superb. It is very clear that the responsible staff and professors are highly motivated to meet the highest standards, and that they are on a very good way to reach it soon. We were convinced that the organisation was open to learning and developing in line with other European universities. .

Areas of improvement and recommendations

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

Graduate employment information was unavailable. We recommend systematic collection of graduate employment via alumni network.

Doctoral regulations might be in place but were not presented. We advise to make these more visible.

In general, funding during doctoral studies was raised as a critical issue including conference attendance. We advise to ensure better financial support for phd students.

Usage of student feedback and other data was not clearly outlined. We advise establishing formal ways of integrating student feedback in development processes.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	3
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.	5

3.11 Internationalization of the Department and external collaborations.

5

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

We must assume policies are in place although they were not presented to us during our site visit.

Findings

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

We are not sure whether the students are having a voice in the management of the department.

Strengths

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

Structures and processes are implemented and professionally led.

Areas of improvement and recommendations

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

3.6 indicates that some of the policies were not presented to the committee.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	3
4.1.3	Intended learning outcomes, 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.		
It is unclear to what extent students are involved in program review and development.		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	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.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	3

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

It was unclear how assessment allows students to demonstrate the extent to which the intended learning outcome have been achieved.

Findings

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

Teaching activities have clearly been a departmental priority.

Strengths

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

There is a strong focus on development of an efficient and relevant program.

Areas of improvement and recommendations

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

Student involvement in curriculum development is unclear and should be clarified or developed.



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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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		1 - 5
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	2
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	3
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	2
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.

5.3 More visiting professors could support development of the department and program, which must be considered relatively small in a European context.

5.7 The relatively limited permanent staff and the relatively high usage of part time lecturers may be a challenge for teaching continuity and especially for research development and thus research based education.

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

It is a concern that a high number of part time employees are forced to work elsewhere at the same time as being hired by the University of Nicosia. A primary concern is that the research based teaching is compromised, since not all teachers have the possibility to engage in research.

Findings

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

Teaching is a clear priority of the department.

Strengths

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

Obviously a well developed study program, which is in full accordance with European standards. Highly motivated group of teachers. Interaction between research methodology and teaching was clearly demonstrated during the laboratory visit. Students were enthusiastic about the openness and availability of teachers for help and questions.

Areas of improvement and recommendations

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

Seeing the university's strategic goal to further accelerate research outputs from the university, there is much room for improving synergies of teaching and research in that professors should be given more time and resources to invest in doing research (so that the teaching may profit even more from it).

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Partially compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Partially 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.	2
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.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	2
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.	2

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

6.1 We were unable to review a research policy for the department and it was not clear if one had been produced.

6.8 The external, non-governmental, funding of research activities of teaching staff appeared well below other Departments abroad. The comparability to other departments in Cyprus was unclear to the panel.

6.9 The policy, indirect or direct, of internal funding of the research activities of the teaching staff appeared inadequate based on European and international practices.

Findings

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

Research strengths and weaknesses existed within the department.

Strengths

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

Staff appear to be publishing their research as indicated by the high number of publications (related to the number of full-time staff) over the past few years.

Areas of improvement and recommendations

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

In general, in order to write successful grant proposals the professors obviously need more time to focus on this part of their duties. This could be achieved, for example, by supporting them with workforce from administrative and or technical staff for everyday business.

The department is expected to continue to improve the quality and quantity of research outcomes over the next few years. The development of a research framework engaging staff from multidisciplinary backgrounds where research themes can have a positive impact on society should be developed.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Partially compliant
External and internal funding	Partially compliant
Motives for research	Partially compliant
Publications	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.	3
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.	3
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	2
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	2
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>7.4; 7.6: The Department's finances and budget appear to be in good overall shape. However, the details have not been presented to us.</p>		

Findings

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

The department and the programs are led professionally with a clear focus on efficiency. It is clear that the university leaders will invest in future departmental developments if provided with rational arguments.

Strengths

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

The laboratory space and specific laboratory equipment were generally very good and to a high standard. It was excellent to hear that new facilities are to be built in the near future which will continue to improve the sport science offer at the University of Nicosia.

Areas of improvement and recommendations

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

In general, the impression was that the University is run very professionally as a business entity with teaching as the primary product. This is not in itself a problem but carries the inherent risk that investment in classical university core tasks like research and development is under prioritised. Also, it generates a risk that faculty staff priorities are not aligned with overall goals of the business.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Partially compliant



D. Conclusions and final remarks

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

We would like to thank the students, academic staff and members of the management team for their openness and hospitality during the evaluation committee's visit. Overall we were very impressed with the team, facilities and equipment. Our recommendations and suggestions are designed to continue to improve the trajectory of the department over the next 5-year period. We wish this team only the best and good luck for the future

The department is encouraged to define a process by which faculty staff, part time staff and students are engaged in developing a departmental vision and mission. These overall aims should be operationalized via development of specific goals for teaching, research and societal interaction. It is imperative that this process is coupled to budget algorithms that also allows research to be prioritised to the extent expected from European universities. Important elements include the number of permanent staff as well as allocation of support staff both in laboratories and for example to funding support units.

It must be highlighted that investment in research not only increases the quality of the University. Investments can also be expected to provide economic return in the form of more and larger grants with overhead as well as increased international recognition followed by elevated student application rates.



E. Signatures of the EEC

Name	Signature
Nikolai B. Nordsborg	
Lee Ingle	
Ralf Brand	
Andreas Evagorou	
George Papgrigoriou	

Date: 18 January 2023