ΔΙΠΑΕ CYQAA

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

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Doc. 300.3.1

Date: Date

External Evaluation Report

(Departmental)

- **Higher Education Institution:**
  Name

- **Town:** Town

- **School/Faculty:** School/Faculty

- **Department:** Department

- **Department's Status:** Choose status

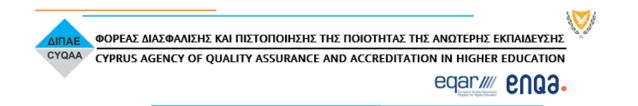- **Programme(s) of study under evaluation:**
  Name (Duration, ECTS, Cycle)

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

ΔΙΠΑΕ
CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

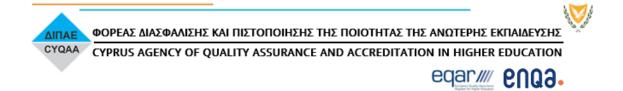| DEPARTMENT	PROGRAMMES OF STUDY

A. Introduction

This part includes basic information regarding the onsite visit.

Click to enter text.

B. External Evaluation Committee (EEC)

Name	Position	University
Michael Bruter	Professor of Political Science	London School of Economics and Political Science
Dimitris Papadimitriou	Professor of Politics	Manchester University
IAKOVOS MICHAILIDIS	PROFESSOR OF MODERN AND CONTEMPORARY HISTORY	ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE
George Christodoulou	student	Open University Cyprus
Name	Position	University
Name	Position	University

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)

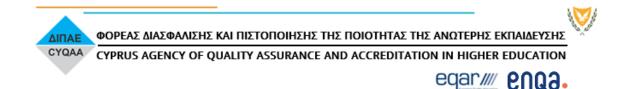**Sub-areas**

    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.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	2
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Click to enter text.

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 ambition of disciplinary breadth, as reflected, by the Department's mission statement on teaching and research (politics, history and IR) is not fully matched by the number and academic profile of its staff. This, inevitably, has an impact on the coherence and credibility of its programs. There are evidence of synergy between the programs offered by the Department and those available in the School of Social Sciences, Arts and Humanities.

Provide suggestions for changes in case of incompatibility.

The chronological coverage (and scope) of its history provision needs to be narrowed. The Politics (i.e. political science) provision is currently very thin. The IR provision is relatively stronger, but primarily focused on security studies.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	3
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.

The Department is well connected to its locality and has a positive agenda for the Greek Cypriot society. There is no evidence to suggest that the Department is pro-active in reaching out to the Turkish Cypriot community (or indeed to an international audience).

1. Department's academic profile and orientation

1.3 Development processes	1 - 5

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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.	3

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

There is not clear evidence of how the Department develops its staff recruitment strategy or the funding/training available for the development of its staff. The Department currently has a polarized staff profile, with a small number of Professor (all male) and all the rest placed at the Lecturer level. There needs to be greater clarity on the requirements for career progression and a transparent process to regulate this.

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

The Department attracts a large number of Greek students, but greater effort needs to be placed on diversifying its student intake

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

The Department's staff were professional and enthusiastic about the delivery of teaching.
The Department is well embedded in its locality and pursued a number of interesting projects that benefits the local community.
The Department is outward looking and has good external connections (primarily with Greece).

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

There is a discrepancy between the Department's ambitions in teaching/research and the profile/numbers of staff to support them.
There needs to be greater clarity on the requirements for staff recruitment and career progression and a transparent process to regulate this.
The Department should do more to reach out to the Turkish Cypriot Community and attract a more diverse student intake.

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	Partially Compliant
1.2 Connecting with society	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.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
	2.1.4.1 Teaching and learning	4
	2.1.4.2 Research	3
	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
2.1.6	Students' evaluation and feedback	4

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

Whilst the quality assurance strategy is generally good, the criteria are less clear notably in terms of 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.	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.	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.	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.	3
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.	3
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.	3
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.	5

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.		3
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.		4
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.		3
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.		3
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		4
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.

The quality assurance mechanisms for the programme of study are a little uneven. In particular, the panel noted with some worry the fact that for some distance learning degrees, none of the teaching and mentoring staff comes from the University itself. Whilst we accept that it is allowable to have associate staff contributing to such distance learning degrees, the panel was not reassured that not having any core staff in the teaching and mentoring staff for the specific degrees would ensure a homogeneous and reassuring experience for students or would enable a fully compliant quality assurance procedure for the programmes of study. The students recruitment also seems a little worrying in that it seems that very few candidates are denied entry, which may also impact quality.

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Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.
- The recruitment is not always compelling
- Recruitment strategy for students is not always very clear
- There is a need for greater clarity in what constitutes research "excellence" including clear criteria for promotion
- Some distance learning degrees are taught and mentored 100% by associate staff (no in house teaching), which does not seem entirely fair to students and can lead to inequalities in terms of experience, supervision, etc.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
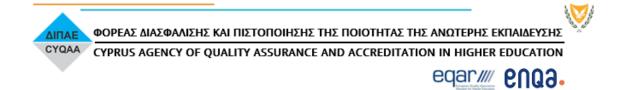
Good general processes and good facilities

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

Issues with the risk of inequalities and inconsistencies due to some distance learning degrees being entirely (rather than partly) outsourced in terms of teaching and mentoring. Very little student selection and lack of clarity on academic staff recruitment.

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	Partially 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.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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3.11	Internalization of the Department and external collaborations.	4

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

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

The structure of the Department is in line with the legal framework of the Republic of Cyprus and, generally, meets the international standards. The administrative staff, although small in number, perform their duties with dedication and success.

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

-Due to COVID-19 pandemic, the Department easily moved from conventional to distance learning.
-During the pandemic, the administrative staff organizes many events in order to maintain the previous normal atmosphere of the University.
-The Library has digitized much of the archive material from the period of the British administration as well as a number of local newspapers. In this way it has facilitated the research of the postgraduate students as well as that of the doctoral candidates.
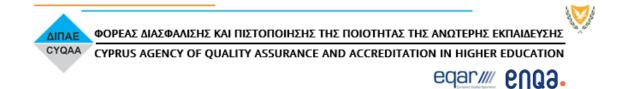Click to enter text.

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

Additional administrative staff needs to be recruited.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	Compliant

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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.	3
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).	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.	3
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.
There is a certain imbalance between the structure of the different degrees, notably on the availability of electives vs compulsory courses. There is also sometimes a mismatch between the broad ambitions of the programmes in theory and more restricted scope in practice.
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.	2
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.	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.	3
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
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.

There are sometimes inconsistencies between the different programmes of study. Students' recruitment is not entirely clear and does not seem sufficiently selective.

Findings

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

- Students' recruitment strategy is not always very clear
- There is sometimes a lack of clarity about the mission and a contradiction between broad announced ambitions and scope and a more "niche" reality. For instance, one degree refers to politics with almost no politics in it, the vision of IR is somewhat specific with main focus on strategic studies, and the conceptions of history ignore many periods.
- Unfortunately, the panel found it very difficult to get much information from students about the student experience due to the very restricted sample of students meeting the panel. The number was small (only one undergraduate for instance), they were almost exclusively mature students whilst the students themselves confirmed to us that there is in fact a mixture of mature and traditional students, and only one student was actually from Cyprus. There was also no students from the degrees fully taught by associated staff which are

those the panel had most questions about. In terms of visit preparation and organization, the panel felt that it would be far more productive if the panel was sent long list of possible students to interview and chose how many and which it would be helpful to talk to. This also means that students were referring to quality supervision with only one specific member of staff which makes it very difficult to assess the experience of the student body as a whole.

- Student experience seems to vary a lot by degree, with some degrees having almost no elective, and little chance of mixing and matching across the three named disciplines at the heart of the department's identity.
- The PhD programme does not seem to have sufficient numbers of structure to be fully fulfilling for students and may not be entirely realistic

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

- The documents supplied to students are generally good and coherent
- There is an effort to be fair in assessment
- There is an effort to offer events outside of teaching

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

- Student recruitment is too unclear
- The student experience varies a lot across degrees, with some offering almost no choice and little scope for multidisciplinarity whilst others are more open
- The student experience may vary between degrees taught fully or partly in house and those taught entirely by outside staff
- The PhD experience does not offer enough structure and seems not to have sufficient numbers to be sustainable at the moment.

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	Partially Compliant
4.2 Organisation of teaching	Partially Compliant

5. Teaching Staff *(ESG 1.5)*

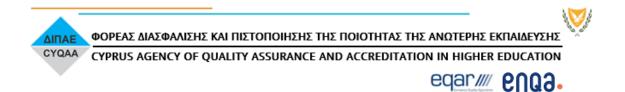Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

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.	2
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.	2
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.	3
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	1
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.	1
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.

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Unfortunately, the panel felt that there is a significant problem with some distance learning degrees being entirely taught and supervised by associated staff.

This creates uneven student experience and makes accountability harder for the students involved.

The panel was also concerned that there is very little in terms of research-led teaching

Finally, the staff available is simply not enough to cover the breadth of the claimed disciplinary expertise associated with the department. Politics is mentioned in some degrees without any foundations of political science being taught, history and international relations are conceived in fairly limited ways with some significant gaps, and there is little effort to provide connections between those disciplines.

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

The staff is motivated and dedicated

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

- Too much is outsourced especially in some distance learning degrees

- The department is unable to match the disciplinary claims that define its identity and there are glaring omissions notably in politics and history, and to some extent in international relations

- There is very little in terms of research-led teaching.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	Non Compliant
Teaching staff recruitment and development	Partially Compliant
Synergies of teaching and research	Non 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.	3
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.	3
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.	2
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.	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.	

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

There is evidence of some research expertise within the Department and a number of research-related activities/events do regularly take place. There is also evidence of research training for students at both UG and PGT/PGR levels. The research profile of most staff in the Department is not competitive by international standards, in terms of the volume of publications and the credibility of the publication outlets chosen. There is little evidence of external research funding and the level of research support for staff is limited.

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

Provision of research training to students at all levels
Good research infrastructure in terms of library resourcing and physical infrastructure in the campus
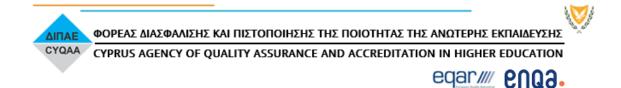Evidence of some external research networks.

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

The publication record of staff is very modest by international standards.
The Department would benefit from a clearer research strategy with realistic, but measurable, targets, to empower all staff to develop their research profile.
The Department should develop further its external research funding record.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	Partially Compliant
External and internal funding	Non Compliant
Motives for research	Partially Compliant
Publications	Partially Compliant

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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

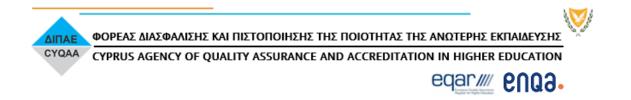| Quality indicators/criteria	
7. Resources	**1 - 5**
7.1 The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2 The Department follows sound and efficient management of the available financial resources in order to develop 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.	5
7.4 The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5 The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6 The Department's external audit and the transparent management of its finances are ensured.	5
7.7 The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.	

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

The Department has sufficient resources to support its operations. The control over the transparency of finances is satisfactory.

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

The Department has secured some financial resources from the local community and various Cypriot institutions in order to support its services.
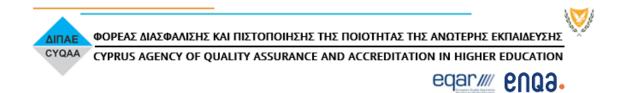
Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

-More funding is needed for the academic staff research.
-An effort is needed to seek research funding from abroad, especially from the European Union programmes.

Please √ what is appropriate for the following assessment area:

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

The Department includes motivated and dedicated staff,has useful ambitions, and is aiming to offer good and transparent information to students.

Considering the size of the university, the facilities are also generally good and the infrastructural and administrative support is excellent despite limited staff numbers.

Nevertheless, there are a number of important issues that the Department needs to consider.

First, there is a mismatch between the disciplinary claims made by the department in the definition of its identity and what it can offer in practice. This is problematic, because a student who would choose to study history or European politics would not be considered to have had adequate and sufficient training in those disciplines if (s)he applied to continue to study those disciplines elsewhere.

Second, the panel considers that there is too much heterogeneity in the student experience. This has multiple causes. For instance, students on some distance learning degrees will effectively take a Neapolis university degree without ever having been taught or supervised by a Neapolis university staff member and this, in turn, makes it very hard to ensure quality control and a consistent and accountable experience. Even though the university can of course stop hiring an associate staff later if students are dissatisfied, this would not really be a clear resolution for the students affected. Similarly, degree structure varies a lot. Some include plenty of choice, others get almost no choice at all.

Third, the provisions for research-lead teaching are insufficient and more broadly the place of research in the department is not always sufficiently clear, be it in terms of the training of doctoral students or even in terms of understanding criteria of "research excellence" as they apply to recruitment and promotion. External funding and publications by staff were also deemed not to be sufficient.

As discussed in our report, some of those issues were partly made more worrying that the panel felt that it did not have access to a sufficient number and diversity of students and that this made it difficult to alleviate some of its worries, notably about the experience of traditional students and those studying in degrees where none of the teaching or mentoring is done by core Neapolis staff.

Finally, the panel noted two important elements of equality and diversity. The first is that there is a certain gender imbalance in the department, notably at senior level. This makes the panel's earlier point about clarity in criteria for excellence in research in recruitment and promotion all the more important. The second is that the panel felt that it would be good for the department to be more reflexive about ensuring that its academic and societal contribution is broad and comprehensive, including in terms of taking into account the specific place of the Turkish-speaking minority as part of Cyprus's history, politics, and international relations.

E.   Signatures of the EEC

Name	*Signature*
Prof. Michael Bruter	
Prof. Dimitris Papadimitriou	
Prof. Iakovos Michailidis	
George Christodoulou	
FullName	

Date: Click to enter date