External Evaluation Report

(Departmental)

- **Higher Education Institution:**
  Limassol International University (LIU) Formerly the Cyprus International Institute of Management

- **Town: Limassol**

- **School/Faculty: School**

- **Department: Department of Information Technologies in the Technology and Innovation School**

- **Department's Status: New**

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

Programme 1
In Greek:
Πτυχίο στην Πληροφορική και Επιχειρηματικές Τεχνολογίες
In English:
 BSc in Computing & Business Technologies

Programme 2
In Greek:
Programme Name
In English:
 MSc in Business Intelligence & Data Analytics

Programme 3
In Greek:
Programme Name
In English:
 MSc Green & Digital Management

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

DEPARTMENT	PROGRAMMES OF STUDY
Department of Information Technologies	BSc in Computing & Business Technologies / Submitted for accreditation as part of part of this Departmental Evaluation
	MSc in Business Intelligence & Data Analytics / (submitted for re-accreditation 15 June 2021; will be done as part of the Departmental evaluation)
	MSc in Applied Information Technologies / Accredited
	MSc Green & Digital Management (formerly MSc Business Management)/ (submitted for re-accreditation 15 June 2021; will be done as part of the Departmental evaluation)
	PhD in Data Science / To be submitted for accreditation in 2023-24 to be offered in 2024-25

A. Introduction

The External Evaluation Committee (EEC) would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the invitation to evaluate the Department of Information Technologies. This Department will be the first in the Technology and Innovation School of the new Limassol International University (LIU) (formerly the Cyprus International Institute of Management [CIIM]).

Considering the timing of the evaluation and the circumstances surrounding it, the EEC notes the ventures exciting prospects for the transformation of CIIM transforming into the LIU with a new campus and a new set of aspirations for the future. This report reflects the views of the EEC when it comes to the progress and current thinking that colleagues have with regards to how to best shape the Department and its programs. The report discusses areas of strength and areas that further consideration may be required. The EEC hopes that the constructive feedback provided can make a positive contribution and strengthen its success prospects.

With regards to the program (for which separate reports have been prepared) the BSc in Computing & Business Technologies is a new programme. The MSc Green & Digital Management aims to success the MSc Business Management while the MSc in Business Intelligence & Data Analytics has been submitted for reaccreditation. The Department will also offer MSc in Applied Information Technologies which has been accredited. In the future, it also plans to offer PhD in Data Science.

The evaluation took place over two days. The agenda included several meetings with the senior management, the program coordinators, teaching faculty, students, and administrative personnel. The evaluation and the findings and recommendations of this report were based on the meetings conducted and the evidence provided in the form of the self-evaluation report. Additional information was provided upon request (such as additional statistics, policies, and samples of student work, EDI policy, quality assurance meeting minutes/notes, etc.). Given the on-going pandemic restrictions, the evaluation took place online. Consequently, the EEC did not have the opportunity to visit the University and experience in-person the on-offer services and infrastructure. Still, a video was provided capturing the existing teaching, administration and social spaces were provided. Information was also made available about the new campus. The information provided was considered sufficient for the purposes of this evaluation.

If colleagues or the CYQAA have any queries with regards to the report, the EEC members will be more than happy to attend to them in due course.

B. External Evaluation Committee (EEC)

Name	Position	University
Savvas Papagiannidis	Professor of Innovation and Enterprise	Newcastle University Business School
Christina Lioma	Professor in Computer Science	University of Copenhagen
Christina Boutsouki	Professor in Marketing	Aristotle University of Thessaloniki, Greece
Pantelitsa Leonidou	Student Representative	Cyprus University of Technology

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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

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.	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.	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.	4
1.1.5 The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6 Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	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.	5

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

Overall the Department (as part of the School and the LIU) scores high when it comes to its vision and mission and the associated plans for fulfilling them. Although thought and effort has been investing in preparing the plans necessary for the transition, more focus and urgency is needed when it comes to addressing the inherent challenges of scaling up and of the higher expectations set by the new LIU vision.

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 programs are inline with the themes expected by such a Department.

Provide suggestions for changes in case of incompatibility.

N/A

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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.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

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

Given the nature of the relationships that CIIM has developed over the years with the local market, the Department inherits an effective mechanism for reaching out to stakeholders. It can potentially use this valuable resource (especially its alumni) more effectively in wide range of activities.

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.	5
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.	5

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

Although the Department scores high in most areas related to development processes, more can be done when it comes to recruiting academic staff to underpin the new vision. Similarly, more can be done to ensure consistency in student recruitment.

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Findings

The EEC notes that this is an exciting time for LIU and a unique opportunity for colleagues involved in not just shaping but also effectively establishing a new Department within a new School and a new University. This makes it possible to address existing structural challenges and create a solid foundation for the future.

The Department aims to operationalise the strategy set the University level in the context of research and teaching in the area of Information Technologies. More specifically, the vision of the University is to become a premier international University, a catalyst for innovation and change, known and chosen for its educational quality, frontier research, innovation, and transformative culture in addressing real-world problems. The vision is expected to be implemented by a) providing a conducive environment for students and faculty to learn, to research and to innovate b) delivering an education that motivates students to explore, to create, to challenge, and to lead c) generating and disseminate new knowledge.

When it comes to the research a number of new strategies are planned in order to encourage and facilitate research. As far as teaching is concerned the Department of Information Technologies aims to provide relevant postgraduate courses continuing on well-established track record of CIIM. It also aims to introduce a BSc programme and a PhD one later on.

In both cases the investment in people and infrastructure (especially when it comes to the campus) signals senior management commitment to the success of this new venture.

Strengths

The mission and vision set are on par with what one would have expected from a new Higher Education Institution that aspired not just to create knowledge and train the next generation of professionals, but also to create an impact to its community and beyond.

The is significant financial commitment that underpins the transformation of CIIM into LIU which opens up new opportunities for the future. Having the opportunity to create a new University by maintaining all the positive aspects of the existing practice and addressing areas of weaknesses can give the new Institution a major boost in its first steps.

Strategic plans appear to be pragmatic and feasible. The governance put in place is in line with good practice.

Areas of improvement and recommendations

Although a plan may be in place for the new University, it's Schools and Departments, the challenges associated with the changing nature of the Institution aspirations as well as its scale should not be underestimated. This is especially true as this transformation is going to take place while maintain continuity of existing activities. More urgency is necessary when it comes to the recruitment, induction, and further development of both academic and support staff so that when the new campus is ready, and the new programs are offered the transition is a smooth one. Considering the current workloads involved, the additional demands for planning and implementing the Department/School,

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the move to the new campus, the launch of the new program and all the external surrounding uncertainty (e.g. pandemic relapses; the war continues and expands; economic disruptions and inflation accelerates etc), the current approach may not result in recruiting the numbers necessary for underpinning the vision of LIU. An effectively executed recruitment strategy will plan the seed for the long-term success of the Department. Manageable workloads will make it possible for colleagues to focus their attention where it matters and deliver the expected results. This is imperative when it comes to creating a thriving research community, which is going to be a key metric of the success of LIU.

Although CIIM has very strong links with the local community and beyond these relationships do not seem to inform its strategy and operations as much as they could have done. The EEC considers these relationships as one of the most valuable assets of LIU. They can help shape and operationalize the vision of the University (and in turn the School and Department) in a distinctive manner. Such links are of vital importance not just for teaching and learning but now also for research and impact. As such the EEC recommends that there needs to be investment in systematically managing these relationships in order to maximize their utility for all stakeholders involved.

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	Compliant

2. Quality Assurance

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.	3
2.1.2 Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	3
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	5
2.1.4.2 Research	4
2.1.4.3 The connection with society	4
2.1.4.4 Management and support services	5
2.1.5 The quality assurance system promotes a culture of quality.	4
2.1.6 Students' evaluation and feedback	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
The scores indicate that overall although there are systems in place with regards to quality assurance, there is room for improvement when it comes to how the policy is communicated and what it aims to achieve as well as how it involves external stakeholders.	

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.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
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.	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.	4
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.	5
2.2.12	The Department analyses and publishes graduate employment information.	4
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	4
	2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5

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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.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
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.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
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.

Overall although quality assurance is broadly operationalized as expected admissions need to become more consistent.

Findings

The EEC finds that the department has a quality assurance policy in place. Internal stakeholders develop and implement the quality assurance policy through structures and processes that are appropriate in their design. The department's teaching staff has the responsibility for decision-making and monitoring the implementation of the department's programs of study. The quality assurance policy supports guarding against intolerance or discrimination against both students and staff, and covers all functions and sectors of the department. Student evaluation and feedback is part of the quality assurance process.

The EEC further finds that the assessment of student performance meets the standards of CYQAA, and that the policies for handling plagiarism, academic ethics and grade disputes are effective. Adequate information related to the programs of study are published by the department. Admission criteria for students are consistent to the department's policy.

Graduate employment information is also collected.

With respect to teaching, a variety of teaching methods is used. Resources such as building facilities, library, theoretical and practical teaching rooms, technological infrastructure and broadly academic support and student welfare services are offered. Student diversity is handled appropriately. Student mentoring is offered. Clear policies on authorship and intellectual property are in place.

Strengths

The department's management, administration and teaching staff are willing to improve their modus operandi with respect to quality assurance. There is a common culture of working together, learning from past mistakes, and improving practices. Such dynamics are a definite strength.

Areas of improvement and recommendations

The minutes of the meetings of the quality assurance committee can be accessible upon request, but are not publicly available by default. The EEC recommends that this practice is amended, so that the schedule of the planned meetings of the quality assurance committee and their respective minutes are posted on the institution´s website and made accessible to all.

Minute should be detailed and adhere to the usual standards. They form evidence of quality assurance. Such administrative practices should be exercised appropriately.

External stakeholders are involved in the quality assurance process on an ad hoc basis. The EEC recommends that external stakeholders are involved in the quality assurance process in a structured and systematic way, not only on an ad hoc basis.

The EEC noted that, on few occasions, items that had gone through the quality assurance process, were incomplete (for instance, course descriptions without workload specifications) or substandard (for instance, listing "Object-Oriented Programming for Dummies" as the primary textbook for a bachelors programming course). The EEC recommends that the quality assurance process is carefully monitored, so that results meet CYQAA standards and so that a culture of quality is promoted.

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Partially Compliant
2.2 Quality assurance for the programmes of study	Compliant

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3. Administration

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	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.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5
3.11	Internalization of the Department and external collaborations.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Although the Department scores high in most areas related to administration practices, more can be done when it comes to disseminating and implementing their decisions. Similarly, The Department must act with respect to the statutory sessions. Minutes should be kept of theses sessions and be made available to all stakeholders.		

Findings

The department has a clear administrative structure as presented in the committee, which is in line with the CIIM mission to become a premier international University.

Teaching, administrative staff and students participate in the department's procedures. Administrative staff is actively involved and supports the operation of the department.

Procedures are in place to ensure transparency in the decision-making process and to control academic misconduct. With respect to the student body, procedures are also designed to effectively deal with complaints.

Strengths

The department has a clear organogram in line with the organization's mission to excel through its novel MSc programs and its research focus.

Academics, administrative staff and students are involved in the procedures set in motion to manage the department.

Emphasis is placed on the Department's internationalization and the external collaborations.

The Department is actively engaged to recruit new members of academic staff from international institutions based on their strong research profile. There is also commitment to increase the number of new academic staff recruited from international universities.

Areas of improvement and recommendations

Although the administrative structure is clear and a number of committees have been specified to participate in the administration process, there is little/no evidence that these committees are in place. No evidence with respect to the members and the role of these committees has been provided. Action should be taken with respect to naming these committees, identifying their members, clarifying their role, and making all the above publicly available on the department's website.

Statutory sessions and their minutes should be kept. There is no evidence that minutes are kept now.

The Department's prevention and disciplinary control policies should be clearly stated to all stakeholders. A formal complaint process should be clearly defined and made public in the website.

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

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4. Learning and Teaching

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.	4
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.	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.	
Click or tap here to enter text.	
4. Learning and Teaching	
4.2 Organisation of teaching	**1 - 5**
4.2.1 The Department establishes student admission criteria for each programme, which are adhered to consistently.	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.	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.	4
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. Click to enter text.		

Findings

The EEC finds that the department has effective practices in place for designing, approving, monitoring and reviewing its programs of study. Intended learning outcomes, content, assignments and final exams meet CYQAA standards and comply with local legislation. Theory and practice are integrated in a balanced and effective way.

The EEC further finds that student admission criteria are consistent and accommodate cases of credit transfer and recognition of prior studies. The number of students in the teaching rooms is suitable presently. Feedback is provided to students in a timely and effective way. Marking criteria are clear, available to students, and match the intended learning outcomes. Student-teacher communication if regular, effective and promotes mutual respect.

Strengths

The students (present and past) that the EEC met with were motivated, reflective and engaged. They all spoke highly of their experience at the department, and praised the flexibility of the teaching approach, and their own personal gain out of their programs of study.

Areas of improvement and recommendations

The EEC recommends that external stakeholders from local industry should be regularly and formally involved in the design and reviewing of programs of study. This is missing right now from the department's workflow.

The EEC was informed that the intended student intake will grow significantly in the upcoming years. As a result of this, the present computer laboratory facilities will not suffice. The EEC notes that the department has plans to increase the number of student machines in the computer labs, however these plans did not have a concrete timeline and did not specify a clear number of machines. The EEC recommends that the department commits the necessary resources to make sure that computer labs have adequate places for the growing number of students that is expected.

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)*

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
Overall, following on CIIM, the Department and its resident and visiting staff have a track record of providing quality education. **There is an increasing number of faculty in the Department with plans to effectively double its size.**	

Findings

The EEC was provided with a copy of the Staff Handbook for 2022/23. This is a comprehensive document covering all expected areas, including expectations and responsibilities, workload and performance evaluation. Overall, these appear in line with expectations.

As thing stand there is a sufficient number of resident and visiting staff to deliver the postgraduate courses. Block delivery makes it possible to effectively engage with visiting staff when it comes to existing program. The ration of resident vs visiting staff is considered reasonable.

Staff have the required qualifications and experience to deliver the programs in which they are involved.

Students provided feedback at the end of each course which makes it possible to inform its development. The EEC was provided with tangible examples in which such feedback was considered and actions implemented.

Strengths

The EEC acknowledges that plans to recruit new members of staff (such as assistants) who will contribute to teaching and help spread the workload involved. This will be a positive development. Still such appointments should not involved current students (except in the case of PhD candidates for whom such experiences would be useful for their future academic careers).

It is positive to see that there is an EDI strategy that can help shape the development of the Department.

Areas of improvement and recommendations

The 2022/23 handbook provided, states that resident academic faculty members have a teaching load of 40 ECTS and the following teaching, examination and final project supervision responsibilities. Considering that these ECTs can be delivered twice (in two different sites) this can potentially result in a significant workload balance that is likely to exceed the expected 30%. To this end it is important that workload policy is not just treated as a high-level guideline for the allocation of duties but also implemented in a way that makes it possible to provide more specific estimates of the work involved for all activities. This will not only ensure that members of staff are treated in a fair and consistent manner but also help protect their research time and career development.

The EEC notes that there may be ad hoc activities related to continuous pedagogic training and innovation. It will be useful to systematize these in order to support colleagues' development (e.g. by organizing regular T&L workshops and seminars) and the spread of good practice (e.g. via peer-observation in teaching).

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

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6. Research

Quality indicators/criteria		
6. Research		**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	4
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	n/a
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	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.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Overall, the research undertaken is in line with expectations for such a Department.		

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Findings

Members of staff in the Department of Information Technology had the necessary qualifications for undertaking such research.

The EEC notes that there are a number of policies in places to encourage and support research. These applies not just to new members of staff, but also existing ones. There is seed funding for new research projects, a budget for attending conferences, sufficiently developed infrastructure for research, plans for new research centers etc.

A significant proportion of existing Faculty is research active, publishing work in relevant peer-reviewed journals and other outlets. As such there is a good basis on which to stage the development of the Department's future research strategy. New appointments are typically expected to be research active.

Strengths

Staff were very positive about the Department's prospects when it comes to generating research of an international standing.

There are many relationships with external stakeholders that can be exploited for both generating new research but also disseminating and making an impact through it.

The aspirations and commitment to developing research is reflected on the generous research allowance that staff can enjoy, subject to their contract arrangements.

Areas of improvement and recommendations

More senior appoints would help create capacity when it comes to mentoring and nurturing a thriving research environment. It is important that such capacity and such an environment is developed with much urgency as without it, it will not be possible to launch the PhD program (for which many supervisors will be needed) that the Department envisages to launch in due course.

It was positive to see that visiting staff make a contribution to the School's existing research outputs. Going forward their contribution will needed to be formalised, encouraging interactions with resident LIU staff.

The EEC notes that there is an explicit workload allowance for outreach activities. This is very positive indeed. Still, it would be useful that this is coupled to not just engagement activities but also impact-oriented ones.

The EEC believes that all programmes should feature a research project that is underpinned by the existing training provided in research methods. On one hand this will ensure consistency in the student experience and provide rationale as to why research skills (and not just wider analytical skills) are offered. On the other involving students in research projects can help scale up research generation (and outputs) and create a sustainable stream of PhD candidates.

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

7. Resources *(ESG 1.6)*

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.	5
7.2 The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
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.	4
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.	
The Department has indicated the availability of sufficient financial resources to support its functions. New facilities are being constructed to support the programs, teaching and research activities of members of staff and students. Facilities are also being developed to support the administrative functions of the Department. Transparent management of the financial resources is evident. Although the support facilities and mechanisms are being currently developed, a review process is in place to ensure fitness-for-purpose.	

Findings

The Department has secured sufficient financial resources to support its operation. New facilities are being constructed and considerable resources are being allocated to the recruitment of both academic and administrative personnel. Evidence of clear transparent management of financial resources is provided.

Strengths

Significant financial resources are allocated for the development of new facilities, as well as the recruitment of academic and administrative personnel to secure the operation of the department alongside the bachelor and MSc programs currently introduced.

Resources have been also allocated to the communication and promotion of the new programs to attract high quality students.

Areas of improvement and recommendations

Although there is assessment of the risks and sustainability of the programs of study, the EEC notes that the proposed new programs alongside the Departments stated commitment to excel in research activities are highly ambitious and a very strenuous task.

The Department must ensure the recruitment of new academic and administrative staff and provide support to existing members of staff in order to make the transition to a research-oriented institution.

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

D. Conclusions and final remarks

The report outlines the key findings, highlights areas of strength and proposes actions to improve things further for the proposed Department of Technology and Innovation School. We hope that the feedback and suggestions provided in a constructive manner will inform plans for developing the Department underpin a positive teaching and research experience for all stakeholders.

We would like to thank all colleagues at LIU/CIIM for their cooperation during this evaluation. The EEC would also like to take this opportunity and thank the CYQAA coordinator for managing the process both efficiently and effectively.

Finally, once more, should the Cyprus Agency of Quality Assurance and Accreditation in Higher Education require any clarifications with regards to the points raised in the report, the EEC remains at the Agency's disposal.

E.   Signatures of the EEC

Name	Signature
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Christina Lioma	
Christina Boutsouki	
Pantelitsa Leonidou	

Date: 06/06/2022