

Doc. 300.1.2

Date: Date.

## Higher Education Institution's Response

- **Higher Education Institution:** Cyprus University of Technology

**Town:** Limassol, **School:** Communication and Media Studies, **Department:** Communication and Marketing

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

**In Greek** - Επικοινωνία και Μάρκετινγκ (4 έτη / 247 ECTS, Πτυχίο)

**In English** - Communication and Marketing (4 years, 247 ECTS, Bachelor of Science)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**
  - Corporate Communication
  - Political Communication



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].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### *EEC comments*

The BSc Communication and Marketing with specialization in a) Corporate Communication or b) Political Communication of Cyprus University of Technology has been in operation for more than 4 years and is now being reaccredited. The first students have graduated from the program and found their first jobs, and some individuals have continued in master's level programmes at CUT or other universities. The program is aligned with industry and societal needs. In general, the program seeks to prepare students for jobs within business and management. The program is a 4-year, full-time program and requires a minimum of 240 ECTS. Its objectives are in accordance with the overall strategy and educational philosophy of CUT and the intended learning outcomes stem from and are relevant and consistent with the content of the program. The purpose, objectives, and learning outcomes are available to current and potential students on the website of the program.

From an overall curriculum approach, the program would gain from adding a strategic perspective perhaps in a capstone course, regardless of focus on corporate or political communication. This would enhance cross-program cohesion.

The programme has a clear curriculum structure that gradually develops knowledge in communication and marketing. Basic programme information such as admission criteria and course descriptions appears to be available. However, programme-specific indicators such as departmental drop-out rates are not clearly presented. It is also not fully clear whether the programme regularly reviews market developments and updates the curriculum accordingly. Even though they seem to progress from when they initially started the programme taking in account their limited abilities at the beginning.

CUT has developed and implemented a robust quality assurance policy that fosters a culture of continuous improvement and academic integrity. Policies and procedures are documented in the Quality Assurance Manual and are consistent with CYQAA standards. The university conducts annual internal evaluations and uses student and faculty feedback to inform programme improvements.

### *Strengths*

1. Strong sense of community among faculty, students, and alumni.
2. Design of the program meets industry standards.
3. Strong multidisciplinary and holistic profile mirroring the current societal and corporate challenges
4. Comprehensive QA framework formally approved by the university.
5. Clear documentation of learning outcomes and assessment alignment.

### *Reply*

The faculty of the department of Communication and Marketing along with its administrative staff would like to collectively thank the EEC members for taking the time to review our curriculum for BSc in Communication and Marketing along with its two main specialisations. Encouraging are the comments regarding the alignment of the program to the standards set by the industry and that the philosophy that underpins the educational ecosystem of the department covers societal needs and prospects of employment of our graduates. In more detail, our views align regarding the curriculum and its structure along with overall quality and academic integrity. Lastly, the clear

documentation of learning objectives and how the latter are achieved aimed to assist with the assessment and we are glad that these were found to be thorough and overall sufficient.

| Areas of improvement and recommendations <b>by EEC</b>                                                                                                                                                                                                                                                                                      | Actions Taken by the Institution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | For Official Use ONLY              |
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| <ul style="list-style-type: none"> <li>The program would benefit from an overall strategic approach, so that the learning outcomes could be more distinctly aligned with the program vision. This would foster a core identity of the program and tie together the communicative aspects and issues taught in different courses.</li> </ul> | <p>We agree with this comment. Latest changed aim to make the two main academic trajectories more distinct (Corporate; Political Communication). This will not only allow the offering of options to students interested in either of the two paths, but simultaneously contribute to the program vision which is the ability to educate students in holistic fashion between political and corporal environments. Furthermore faculty members will enhance their engagement via roundtable discussions on ensure no overlaps between modules are present and modules complement rather repeat each other. The objective is to provide a more tied curriculum.</p> | <p>Choose level of compliance:</p> |
| <ul style="list-style-type: none"> <li>There is need of more literature that connects the different strands of the program, e.g. in strategic marketing, strategic communication, corporate communication, political strategy.</li> </ul>                                                                                                   | <p>Thank you for this insight. We further reviewed the literature/readings of the program's modules and made comparisons followed by changes to ensure a closer level of cohesion between the literature of each module and how these streams can be interlinked.</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p>Choose level of compliance:</p> |

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

### *EEC comments*

Cyprus University of Technology Department of Communication and Marketing has adopted a student-centred education philosophy that prioritizes active engagement, critical thinking, and the personal development of each student.

The Program is well-structured and consists of 4 years with relevant and logical overarching themes for each study year and the two concentrations of the program. Student assessment practices are varied and transparent. They are designed to measure learning outcomes accurately and support continuous learning. Assessments are communicated to students in advance. The assessment system and criteria regarding student course performance are clear, adequate and are communicated to the students. A formal procedure for student appeals exists, supporting fairness in the assessment process.

Student feedback reflected a generally positive experience of the programme, particularly in relation to its balance of theory and practice and the emphasis on practical output. Students valued opportunities to apply what they had learned through projects and assignments that connected with professional communication practice. At the same time, several students felt there could be even more emphasis on demonstrating practical experience that would translate clearly into the job market.

Students also reported that the programme was responsive to feedback. For example, concerns about the order and structure of course delivery had already been addressed, with adjustments made to the sequencing of modules. Similarly, earlier concerns about mixed cohorts had been acknowledged and changes introduced. The “you said, we did” approach was noted as evidence that student feedback is taken seriously and acted upon.

The programme currently has a strongly female student and staff profile. Students spoke positively about this environment, describing it as supportive and empowering, while also noting that a more gender-balanced cohort would be welcome in the future.

Students described a structured evaluation system that includes feedback on individual lecturers, the experience of specific modules, and the overall programme. To encourage participation in evaluations, grades are only released once the evaluation process has been completed, which has helped address low response rates.

Several practical suggestions emerged from the discussion. Students highlighted the value of access to professional software and suggested that institutional subscriptions to commonly used platforms (for example design and communication tools) would further strengthen their learning experience. Some library resources were also mentioned as areas where additional provision could be helpful.

Students were aware of the rapid development of AI tools in communication and marketing practice. While they did not criticise the programme for any lack of coverage, they recognised that these technologies are evolving quickly within industry and saw this as an area where teaching and practice could continue to develop. Given that members of the academic team are already conducting research on AI and related technologies, there may be opportunities to integrate this work further into curriculum design, pedagogy, and assessment.

A few issues raised were more structural or administrative in nature. Students noted university-wide challenges with systems used for registration and assignment submission, as well as occasional mismatches between module capacity and cohort size. They also mentioned that the division between political communication and advertising pathways sometimes limited module choice, meaning some modules were offered regardless of demand. Finally, students indicated that an increased number of English-language modules would be beneficial.

## Strengths

1. The university has a low student-faculty ratio, which ensures a student-centric approach.
2. The program gives students a solid basis for the job market and further studies.
3. The availability of the European University of Technology, EUT+, is a major advantage, as it offers students

important opportunities for personal, academic, and professional development through international experience.

4. There is also a strong sense of community across academics, students, and stakeholders.

5. The program uses multiple methods to collect feedback from students and staff, allowing continuous improvement. The fact that this process is anonymous makes it more objective and encourages honest participation. This benefits both students and professors by helping them identify strengths, weaknesses, and areas for improvement.

## Reply

Thank you for the constructive and comprehensive feedback regarding the curriculum and delivery of the Degree. The Department appreciates the positive recognition of the programme's student-centred educational philosophy. We are committed to address the diverse academic and professional needs of students. We are encouraged by your comments pertaining to the curriculum structure, teaching practices, and assessment strategies are perceived as clear, equitable, and supportive of student learning outcomes.

We acknowledge the favourable comments concerning the balance between theoretical foundations and practical application within the curriculum. The integration of project-based learning, opportunities for professional communication practice, and exposure to contemporary industry tools reflects the programme's objective of preparing graduates who are academically grounded and professionally competent in the evolving field of communication and marketing practice. The revisions made to the second-year modules, including modifications to assessment methods and sequencing of content, demonstrate the Department's ongoing commitment to quality assurance and continuous curriculum enhancement. Overall we thank you for the constructive comments here.

| Areas of improvement and recommendations <b>by EEC</b>                                                                                                                 | Actions Taken by the Institution                                                                                                                                                                                                                                   | For Official Use ONLY              |
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| <ul style="list-style-type: none"> <li>Boost practical experience with more structured internships, industry projects, and job-market-oriented assignments.</li> </ul> | <p>Thank you for this. We have expanded the range of industry collaborators to enhance student experience pertaining to the different work streams they can undertake. Industry collaborators include from marketing agencies, inhouse branding department for</p> | <p>Choose level of compliance:</p> |

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|                                                                                                                                                                                                                                        | companies ranging from security solutions to multi brand portfolio management.                                                                                                                                                                                                                                                                                                                                                  |                             |
| <ul style="list-style-type: none"> <li>Improve gender and international diversity across both student cohorts and faculty recruitment.</li> </ul>                                                                                      | Indeed we have a strong presense of a diverse student cohort with numbers favoring females yet with male students joining the university via a small delay due to obligatory military service that they have ti undertake. Furthermore in terms of international students, the department offers modules tailoted for Erasmus students (For example see module IMC322 Judgement and Decision Making).                           | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>Upgrade access to professional tools by securing licenses for key design, communication, and marketing software, and enhance library resources.</li> </ul>                                      | In relation to resources a collective effort will be undertaken to further equip the library with relevant readings. Aligned with strategic objectives of this, all module convenors will ensure that copies of core readings are available for lending to students. Other software in relation to market simulation, visualization and data analysis (i.e SPSS) will remain available to students and faculty members for use. | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>Integrate AI more fully into courses, learning activities, and assessments to reflect rapid industry developments.</li> </ul>                                                                   | This point is certainly well heard and steps will be made towards a careful yet accurate integration of AI solutions in the courses yet with clear guidelines of ethical and sustainable use.                                                                                                                                                                                                                                   | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>Fix structural bottlenecks by improving registration/submission systems, aligning module capacity with demand, increasing module choice, and offering more English-language courses.</li> </ul> | We agree with this. As we are currently on capacity, the inclusion of newcoming faculty members will allow us to provide more modules while also expanding the English taught ones to accommodate even more foreign speakrs. Internal process at the top management level are undertaken to assiset with the aforementioned bottlenecks which we hope will soon addressed and resolved.                                         | Choose level of compliance: |



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### 3. Teaching staff (ESG 1.5)

#### *EEC comments*

The academic team demonstrates a strong and varied research profile that feeds directly into the programme's teaching. Across the faculty there are several clear themes, particularly around consumer behaviour, digital communication, political communication, and the social implications of emerging technologies. These shared areas provide coherence across the programme while allowing individual staff members to bring distinct disciplinary perspectives into their teaching.

One important strand across the team focuses on communication and new technologies. Research areas include artificial intelligence in decision-support systems, augmented and extended reality in marketing and communication, digital communication practices, and web analytics. These areas support teaching in digital marketing, social media communication, and data-informed decision making, ensuring students are exposed to contemporary developments in digital communication. Consumer behaviour and psychology also form a significant thread across the faculty.

Research on consumer psychology, behavioural interventions, crowdfunding, and audience decision-making connects closely with teaching in areas such as crisis communication, marketing communication, cognitive psychology, and quantitative research methods. This provides students with a strong understanding of how individuals and groups respond to communication strategies.

Alongside these shared strands, the programme benefits from a range of distinct research and teaching profiles that broaden its intellectual scope. These include work on corporate social responsibility, intercultural communication, gender and feminist perspectives in communication, and the integration of creative and fine arts perspectives within communication practice.

Political communication is another important area of expertise within the team. Research and teaching cover political campaigning, governance, representation, and the dynamics of post-truth politics, populism, and collective identity. These perspectives introduce students to the psychological, cultural, and political dimensions of communication in contemporary public life.

Taken together, the faculty combine shared research themes with distinctive scholarly contributions. This balance allows the programme to maintain a clear focus on contemporary communication challenges while exposing students to a wide range of disciplinary approaches, from digital marketing and consumer psychology to political communication, ethics, and cultural analysis.

The number of faculty is slightly insufficient currently. If growth of the program continues, additional faculty members will be necessary in the coming years, especially in political communication. Here attention should be paid to recruiting faculty that increases diversity and research potential. Recruitment and appraisal processes are transparent and merit-based.

The academic team demonstrates strong cross-disciplinary expertise across key areas of communication and media. There is an opportunity, however, to further strengthen the programme's identity through a clearer shared vision and a more explicit common intellectual foundation across the team. Faculty research output now remains comparably modest in terms of quantity and quality. There is a lack of publications in core journals of marketing and corporate communication, strategic communication as well as media and communication studies. The research

quality of the academic team is clearly evident. The next step could be a more ambitious and coordinated collective publication strategy at departmental level. This might include stronger targeting of top-ranked journals in relevant fields and further pursuit of monograph contracts with distinguished academic publishers, building on work already

### Strengths

1. All professors hold postgraduate or doctoral qualifications and have published international academic publications.
2. Relatively low student-to-faculty ratio even if the number of faculty members is relatively small.
3. Faculty demonstrate strong commitment to student success and availability.
4. Institutional support exists for faculty professional development including for data acquisition, conference visits, improving research output, etc.

### Reply

Thank you for the valuable and constructive feedback. We appreciate the recognition of the program's strengths in areas such as strategic communication, media studies and consumer behaviour as well as the positive acknowledgment of the balance between theoretical knowledge and practical application within the curriculum. We are encouraged that the programme is viewed as academically relevant, research-informed, and responsive to contemporary developments in communication and marketing. The Department also values the comments of the supportive academic environment, interdisciplinary engagement, and the contribution of staff research expertise to enriching student learning experiences. Overall, the feedback provides meaningful guidance for the continued development of a communication programme that remains academically rigorous, professionally relevant, and socially responsive.

| Areas of improvement and recommendations <b>by EEC</b>                                                                                                                                                                                              | Actions Taken by the Institution                                                                                                                                                                                                                                                                                                                                                                                       | For Official Use ONLY       |
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| <ul style="list-style-type: none"> <li>Build a clearer shared research vision. Develop an explicit, department wide intellectual framework that connects the strong but diverse research strands into a more unified programme identity.</li> </ul> | <p>The main strategic trajectory relating to this is that the department recently applied research meetings, departmental gatherings to review, analyze and reflect on the work of colleagues. The objective is to identify relevant research strands and enable triangulations of research areas both through research collaborations but also through the introduction of relevant readings for certain modules.</p> | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>Strengthen publication performance in core journals. Target top-tier</li> </ul>                                                                                                                              | <p>We agree with this and latest fundings are used to target top journals that have strong impact</p>                                                                                                                                                                                                                                                                                                                  | Choose level of compliance: |

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| journals in marketing, corporate communication, strategic communication, and media/communication studies through coordinated mentoring, writing workshops, and collaborative publication pipelines.                                                                                                                   | factors. The aforementioned research meetings assist with improving the work of colleagues and with identifying suitable top outlets for the specific research line reviewed at the moment. This process will assist with both improving the paper and its chances for acceptance at high-ranked journals.                                                                                                                                                       |                             |
| <ul style="list-style-type: none"> <li>Expand faculty capacity with strategic hires. Recruit additional faculty, particularly in political communication, to match programme growth, enhance diversity (gender, nationality), and boost overall research potential.</li> </ul>                                        | We are fully aligned with this. The top management has been notified and we hope that measures will be taken to provide us with faculty positions in order to reinforce the division and its strategic objectives for the next years.                                                                                                                                                                                                                            | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>Leverage existing tech-focused expertise to lead the field. Consolidate the department's strong work on AI, XR, analytics, and digital communication into a signature research cluster that increases visibility and supports cutting-edge curriculum development.</li> </ul>  | We agree. Colleagues with AI expertise are part of the division and their insights will fuel respective decisions taken that are more technical. The presense and contribution will only become more prominent ultimately supporting the curriculum development in this technical trajectory.                                                                                                                                                                    | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>Create structured pathways for research development. Introduce differentiated support for early-career, mid-career, and senior researchers, including mentorship pairings, grant-writing support, and structured progression targets tied to departmental strategy.</li> </ul> | Early career academics are supported by internal grants to ensure that a clear research direction is being set by them. Mid-tear and top-tear are benefited by workshops on how to target external funds along with collaborations with well-established professors that often serve as guest speakers in specifically-tailored modules. These strategies collectively assist with the research development of academics at different tiers ultimately informing | Choose level of compliance: |

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|                                                                                                                                                                                                                                                                                                  | their research profile but also the modules that each convenes.                                                                                                                                                                                                                        |  |
| 6. Increase cross-disciplinary integration in teaching. Systematically embed the faculty's distinct research profiles into core modules to strengthen the programme's intellectual coherence and contemporary relevance.                                                                         | Indeed we are including more and more industry experts along with specialist academic guest lectures in modules like Crisis Communications, Judgment and Decision and certain political communication modules to make them as relevant to societal and industry standards as possible. |  |
| 7. Capitalise on strong financial support to accelerate research output. Use existing funding for conferences, data collection, and mobility more strategically by prioritising projects with high publication potential and clear alignment with the department's emerging research priorities. | The department will collectively target more external funds (i.e. Horizon, Cost) as well as internal ones (Metadidaktor etc) with the objective of targeting high-calibur journals in the process and the immediate future.                                                            |  |

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

##### EEC comments

The admission criteria are adequate and based on well-defined criteria that are in line with the EEC's expectations for such a program. Admission is strongly dependent on national criteria for public universities, with little to no additional selection. Admission requirements are transparent and published on the university's website. In general, the program adopts appropriate standards on several domains. The entry criteria for accepting new students match the criteria of comparable bachelor programs. The regulations governing the university, department and program operations are detailed and cover a wide range of areas. With regards to the program, there are provisions for student progression, recognition and certification. Given the socio-economic profile of the student cohorts on the programme, it was encouraging to see positive employment prospects among the inaugural graduates, reflecting the programme's ability to provide accessible, high-quality education regardless of socio-economic background.

##### Strengths

The strengths of the program are as follows:

1. Good monitoring of student progression
2. Excellent student-faculty ratio, which ensures a student-centric approach.
3. Good monitoring and follow-up of student progression.
4. The programme's ability to provide accessible, high-quality education regardless of socio-economic background.

##### Reply

The Department welcomes the positive assessment of the programme's student progression processes and appreciates the recognition of its well-defined and transparent admission procedures. The reliance on national criteria for public universities ensures that the admission process remains fair, consistent, and accessible, while also aligning with the expectations of the EEC and comparable academic standards.

| Areas of improvement and recommendations by EEC                                                                                    | Actions Taken by the Institution                                                                                                                                                                                                                                              | For Official Use ONLY       |
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| More detailed monitoring of programme-specific student progression data could help identify potential academic challenges earlier. | As the first graduates of the program were last year we are essentially in the process of student collating data that at critical mass can allow us to analyze and view patterns of challenges hopefully a priory. Entry criteria need to be stricter and monitored something | Choose level of compliance: |



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|  | we communicated with the<br>respective internal authorities. |  |
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## 5. Learning resources and student support (ESG 1.6)

Cyprus University of Technology offers a student-centred environment with access to modern learning resources, including a library (with digital access to a lot of journals and books), computer labs, relevant databases, software, and analytics tools. These resources are designed to support a high-quality student experience.

Conversations with administrative staff suggested that the programme sits within a well-supported institutional environment. Processes appear to be in place for responding to requests around teaching resources, including software subscriptions. Students were encouraged to pursue these requests through the relevant channels, as the structures for doing so already exist and appear to function effectively.

Both IT services and the library were described as well organised and responsive. The university has invested in a number of initiatives around artificial intelligence, alongside broader digital infrastructure. Library provision also appears strong, including transformative agreements with major publishers and wider arrangements with the Cyprus government and national library networks that support open access publishing.

Research support is provided through a central team of around eighteen staff. Roughly half focus on financial administration, while the remainder support research development, funding opportunities, and research platforms. This gives academic staff support both in identifying funding schemes and in managing projects once funding has been secured.

Administratively, there was a strong sense that internal communication works well. Administrative leaders noted that queries raised by staff are typically addressed rather than disappearing within institutional systems.

Student support services also appear to be accessible and visible. Demand increased during the COVID period, particularly around wellbeing and pastoral support, but those services remain in place. Students seem aware that support is available when needed, and staff described a broader sense that campus life has regained its energy following the disruption of the pandemic.

### *Strengths*

The strengths of the program are as follows:

1. The broadly shared vision the BSc Communication and Marketing program in particular.
2. Excellent facilities, library and IT resources.
3. Strong commitment of all staff, from the vice-president, to dean, and teaching and administrative staff in terms of the provisions of facilities and related resources.

### *Reply*

The Department welcomes this positive assessment regarding learning and the provision of a supporting environment. We appreciate that the programme is recognised as benefiting from modern learning resources, responsive IT and library services, effective research support, and visible student support structures that contribute to a high-quality student experience.

We also note with appreciation the recognition of the university's investments in artificial intelligence, digital infrastructure, and open-access publishing support. These developments strengthen the institutional framework within which the programme operates and enhance both teaching and research

capacity. Overall, these observations confirm that the programme is embedded in a well-supported institutional setting that promotes accessibility, academic quality, and student wellbeing.

| Areas of improvement and recommendations <b>by EEC</b>                                                                                                                                                                                            | Actions Taken by the Institution                                                                                                                                                                                                                                                                                                                                                                       | For Official Use ONLY              |
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| <ul style="list-style-type: none"> <li>Expand software access by streamlining and promoting existing channels for requesting teaching tools and subscriptions, ensuring students get faster access to the digital resources they need.</li> </ul> | <p>Thanks for this insight. We will work to streamline and better promote the existing request channels so that students can obtain the digital resources they need in a timely manner. Convenors are in contact with the library and respective internal resource centers to ensure access to relevant software, resources and anything else that is core to the learning experience of students.</p> | <p>Choose level of compliance:</p> |
| <ul style="list-style-type: none"> <li>Leverage AI investments by more strongly integrating the university's new AI initiatives into teaching, research support, and administrative processes to maximize institutional benefit.</li> </ul>       | <p>The Department welcomes this recommendation and recognizes the strategic importance of the university's AI initiatives. We will more fully integrate these developments into teaching, research support, and administrative processes in order to maximize their institutional value and ensure broader benefit across the university.</p>                                                          | <p>Choose level of compliance:</p> |
| <ul style="list-style-type: none"> <li>Strengthen research navigation by enhancing support from the central research team, especially targeted guidance on funding schemes and project management for academic staff.</li> </ul>                  | <p>Thank you. The department will seek to enhance guidance for academic staff, particularly in relation to funding opportunities and project management, so as to improve research navigation and support successful project development. The respective research seminars mentioned earlier will certainly assist with parameter.</p>                                                                 | <p>Choose level of compliance:</p> |
| <ul style="list-style-type: none"> <li>Boost visibility of support services so students remain fully aware of wellbeing and academic support options, maintaining momentum gained post-pandemic.</li> </ul>                                       | <p>The Department acknowledges this recommendation and agrees that greater visibility of support services is important. We raised issues and concerns regarding the support provided to students via student services in to improve the quality of</p>                                                                                                                                                 | <p>Choose level of compliance:</p> |

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                           |                             |
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|                                                                                                                                                                                                                  | their services. As such we hope to more actively contribute to the academic support options so that students remain fully informed and can benefit from the support available to them.                                                                                                                    |                             |
| <ul style="list-style-type: none"> <li>Enhance internal communication loops to continue ensuring staff queries are addressed promptly and transparently, reinforcing trust in administrative systems.</li> </ul> | <p>Thank you. The Department acknowledges this recommendation and recognizes the importance of timely and transparent communication. We will continue to improve internal communication loops so that staff queries are addressed promptly and administrative processes remain clear and trustworthy.</p> | Choose level of compliance: |

## 6. Additional for doctoral programmes (ALL ESG)

| Areas of improvement and recommendations <b>by EEC</b> | Actions Taken by the Institution | For Official Use ONLY       |
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## 7. Eligibility (Joint programme) (ALL ESG)

| Areas of improvement and recommendations <b>by EEC</b> | Actions Taken by the Institution | For Official Use ONLY       |
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## B. Conclusions and final remarks

| Conclusions and final remarks by<br>EEC | Actions Taken by the Institution | For Official Use ONLY       |
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C.



#### D. Higher Education Institution academic representatives

| <i><b>Name</b></i>  | <i><b>Position</b></i>  | <i><b>Signature</b></i> |
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