ΔΙΠΑΕ CYQAA

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Doc. 300.3.1/1

Date: Date.

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

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

- **Town: Nicosia**

- **School/Faculty: School of Social Sciences and Education**

- **Department: Social and Political Sciences**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – [Title 1]
In Greek:
ΠΤΥΧΙΟ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ
In English:
 Political Science (Bachelor, 240 ECTS, 4 Years, Conventional)
Language(s) of instruction: Greek

Programme 2 – [Title 2]
In Greek:
ΜΑΣΤΕΡ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ
In English:
 Political Sciences with concentration in International Relations Or Political Sciences with concentration in Comparative Politics (Master, 1.5 years, 90 ECTS, Conventional)
Language(s) of instruction: Greek

Programme 3 – [Title 3]
In Greek:
ΔΙΔΑΚΤΟΡΙΚΟ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ
In English:
 PhD in Political Science (3-8 years, 240 ECTS, Conventional)
Language(s) of instruction: Greek

A. Introduction

Our committee visited the Department of Social and Political Science from Monday 3rd until Tuesday 4th 2024, meeting first the Vice-Rector for Academic Affairs Professor Synodinou who presented the basic numbers of the university and the department. On the first day, we were also introduced into the goals and missions of the department by the Dean/Head of Department Professor Ellinas, followed by a presentation of the Chair Professor Bantimaroudis. Furthermore, we saw a presentation of the BA program in Political Science, met the teaching staff, the administrative staff, students and graduates, and finally the stakeholders. On the second day, we continued with a presentation of the MA program and the PhD program in Political Science. Afterwards, we met the teaching staff of these programs as well as students and graduates. At the very end, we had a final discussion with the Dean and his colleagues. Our visit was very well and professionally organized. The meetings were not too long and left enough time for questions and discussions. We also received all the necessary documents on time, and the organizers provided us with additional material. The colleagues were very responsive to our questions and arguments. They also reflected the recommendations of the previous report and showed us their responses to it.

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B.   External Evaluation Committee (EEC)

Name	Position	University
Vincenzo Bove	Professor in Political Science	University of Warwick
Thomas König	Professor in Political Science	University of Mannheim
Daphne Halikiopoulou	Chair in Comparative Politics	University of York
Name	Position	University
Name	Position	University
Name	Position	University

C.   Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) sub-areas
  (b) standards which are relevant to the European Standards and Guidelines (ESG)
  (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  ### Findings

  A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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

Sub-areas

1.1. **Policy for quality assurance**
1.2. **Design, approval, on-going monitoring and review**
1.3. **Public information**
1.4. **Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

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- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
    - *selection criteria*
    - *intended learning outcomes*
    - *qualification awarded*
    - *teaching, learning and assessment procedures*
    - *pass rates*
    - *learning opportunities available to the students*
    - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - *key performance indicators*
    - *profile of the student population*
    - *student progression, success and drop-out rates*
    - *students' satisfaction with their programmes*
    - *learning resources and student support available*
    - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BA in Political Science

The department runs an ambitious BA program and attempts to offer a large number of modules reflecting the teaching staff's strength in research.

Findings for MA in Political Science

The department also runs an ambitious MA programme which they have fundamentally restructured to address issues raised in the previous evaluation as well as making the programme more financially viable.

Findings for PhD in Political Science

This is a small programme which enrolls one or two students annually. It is a book-focused programme, with long periods of study (up to 8 years). There are compulsory modules, but these focus more on substantive issues.

Strengths

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

Strengths for BA in Political Science

The department is well positioned to attract students in the Greek and Cypriot markets. The department is also improving its attractiveness by offering courses in English as recommended in the previous evaluation. The BA programme appears very popular with students, with high levels of student satisfaction.

Strengths for MA in Political Science

The restructuring which includes replacing the 'European Politics' pathway with a 'Comparative Politics' pathway is a strength as it broadens the pool of applicants and covers more ground substantially. The introduction of a new Masters in Peace, Conflict and Democracy taught entirely in English is also a strength as it increases the departments likelihood in attracting international students.

Strengths for PhD in Political Science[Title 3]

The fact that this is a small programme entails strong relationship with the supervisor and time allocated to each student individually. There is some access to research funding and relationship with certain scholarly networks (e.g. ECPR) facilitates better access to conferences, summer schools and other academic meetings. The research staff international profile allows for good familiarization with international literature and the excellent facilities (e.g. library) allow access.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for *BA in Political Science*

Click or tap here to enter text.To consolidate their ambitions, we have the following recommendations: first, the department would benefit greatly from more funding to improve the quality and range of the programs their offer. There appears to exist an over-reliance on non-permanent teaching staff. Second, the formalisation of assessment procedures would further ensure quality and address issues of student dispute settlement if any. Third, encouraging a larger number of students to undertake the dissertation path would improve their research skills and prepare them better for the market. Fourth, the inclusion or further systematization of methods courses would also benefit the department in this respect.

Areas of improvement and recommendations for *MA in Political Science*

We have identified similar issues as with the BA programme regarding the formalization of assessment procedures. Continuing along the same lines with regards to flexibility in teaching/assessing in the English language is likely to attract more international students. Similarly with the above BA programme the inclusion or further systematization of methods courses would help students prepare for the labour market.

Areas of improvement and recommendations for *PhD in Political Science*

Lack of funding in the form of scholarship means that the PhD may not be a viable option for a large number of students who cannot self-fund. We also noted the absence of a broader PhD community in the form of discussion groups, platforms for frequently presenting work and getting comments, preparing publications, conference presentations and other endeavors.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		BA in Political Science	*MA in Political Science*	*PhD in Political Science*
1.1	Policy for quality assurance	compliant	compliant	compliant
1.2	Design, approval, on-going monitoring and review	compliant	compliant	compliant
1.3	Public information	compliant	Compliant	compliant
1.4	Information management	compliant	compliant	compliant

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

> ### Sub-areas
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BA in Political Science[Title 1]

Overall, we observed a good system in place to support teaching, learning and student development. This is a broad ranging programme which covers a lot of ground across different political science sub-fields including courses in international relations, comparative politics and political theory.

Findings for MA in Political Science

Overall, we observed a good system in place to support teaching, learning and student development at the masters level. Teaching materials available meet international standards and all materials are easily available.

Findings for PhD in Political Science

Overall, this is a successful doctoral program, where students have the opportunity to attend a variety of MA modules to improve their knowledge of substantive political issues. The program is run professionally with a good governance structure. As pointed out, the duration of the PhD can be discouraging for certain individuals, since no funding is available for the students.

Strengths

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

Strengths for BA in Political Science

The programme is highly attractive with large numbers of applications and very positive student evaluations. It attracts very high-quality students, as it admits those who scored very highly in national entry exams. Teaching profits from an excellent environment in terms of facilities. There is a variety of teaching methods used, as well as flexibility to address student disability issues. Teaching staff has strong commitment to research principles, entailing high level scholarly standards are embedded in teaching.

Strengths for MA in Political Science[Title 2]

The syllabi, course materials and exams are sophisticated and well structured. Similarly to the BA the programme enjoys a high level of student satisfaction and exhibits strong student performance.

Strengths for PhD in Political Science[Title 3]

The small size of the program, combined with the high-quality supervision, ensure that students are adequately supervised. Overall, satisfaction among students is high.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for BA in Political Science[Title 1]

While the fact that much discretion is left to individual members of staff entails flexibility, on the other hand the absence of greater coordination and/or more systematic assessment procedures can be improved. Specifically, the department could focus more on practices to make assessment more consistent. Practical training is done through the placement in partnership with high quality stakeholders. However practical training could be enhanced by more systematic focus on employability skills and methods.

Areas of improvement and recommendations for MA in Political Science[Title 2]

Compared to the BA programme, the number of options available is smaller. The move towards a programme in Comparative Politics as well as the one in Conflict, Peace and Democracy partly addresses this.

Similarly to the BA programme while the fact that much discretion is left to individual members of staff entails flexibility, on the other hand the absence of greater coordination and/or more systematic assessment procedures can be improved. Specifically, the department could focus more on practices to make assessment more consistent. Practical training is done through the placement in partnership with high quality stakeholders. However practical training could be enhanced by more systematic focus on employability skills and methods.

Areas of improvement and recommendations for PhD in Political Science[Title 3]

To ensure students develop strong research skills early in their academic careers, formalize the inclusion of research methods modules in the curriculum should a priority. Providing sufficient teaching experience could improve students' financial situation and also their prospect of employment in the academic job market.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BA in Political Science	MA in Political Science	PhD in Political Science
2.1	Process of teaching and learning and student-centred teaching methodology	compliant	compliant	compliant
2.2	Practical training	compliant	compliant	compliant

| 2.3 | Student assessment | compliant | compliant | compliant |

3. **Teaching staff** *(ESG 1.5)*

> **Sub-areas**
>
> **3.1. Teaching staff recruitment and development**
> **3.2. Teaching staff number and status**
> **3.3. Synergies of teaching and research**

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

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- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BA in Political Science
The BA program boasts a highly qualified permanent staff and outstanding teaching facilities. Yet the program faces understaffing challenges. To address this, a long-term hiring strategy aligned with research, teaching, and EDI goals is crucial.

Findings for MA in Political Science
The MA program also faces a tension between quality and course offerings. While the highly qualified staff is eager to provide a wider range of substantive courses, understaffing restricts the department's capacity to deliver them

Findings for PhD in Political Science
To deepen their understanding of political science, students take a comprehensive exam covering three of the four core subfields: American Politics, Comparative Politics, International Relations, and Political Theory. This exam is typically required by the seventh semester, but students who are well-prepared can arrange to take it earlier.

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

Strengths for BA in Political Science

The faculty boasts a distinguished record of publication. All hold PhDs from prestigious European and American universities, fostering a highly internationalized learning environment. Their impressive research experience, including past grants awarded, allows them to develop research-driven modules and integrate their cutting-edge expertise into classroom instruction.

Strengths for MA in Political Science[Title 2]
The comments in this area overlap, given the teaching staff is the same across the three programs.

Strengths for PhD in Political Science[Title 3]
The program boasts high quality supervision. This is a significant strength as this allows students to pursue a successful career.

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

Areas of improvement and recommendations for BA in Political Science[Title 1]
There does not appear to be a systematic procedure in place for staff development. Addressing this issue by establishing more structured procedures for promotion, as well as for staff development and training, would be beneficial. As previously mentioned, to tackle the current understaffing challenges, it would be advantageous to develop a long-term hiring strategy that aligns with the department's research, teaching, and EDI needs. Additionally, it is important to note that there are currently no female professors among the staff.

Areas of improvement and recommendations for MA in Political Science[Title 2]
The comments in this area overlap, given the teaching staff is the same across the three programs.

Areas of improvement and recommendations for PhD in Political Science[Title 3]
The comments in this area overlap, given the teaching staff is the same across the three programs.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant

		BA in Political Science	MA in Political Science	PhD in Political Science
3.1	Teaching staff recruitment and development	compliant	compliant	compliant
3.2	Teaching staff number and status	compliant	compliant	compliant
3.3	Synergies of teaching and research	compliant	compliant	compliant

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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4. Student admission, progression, recognition and certification *(ESG 1.4)*

> **Sub-areas**
>
> 4.1. Student admission, processes and criteria
> 4.2. Student progression
> 4.3. Student recognition
> 4.4. Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BA in Political Science [Title 1]
The department demonstrates a strong commitment to clear and consistent student support throughout their academic journey. Well-defined admission regulations and transparent application processes ensure a fair and accessible entry point for students. This ensures that knowledge and skills are effectively acquired during their studies.

Findings for MA in Political Science [Title 2]
The department has a clear system in place to welcome new students, monitor their progress, and recognize their achievements.

Findings for PhD in Political Science [Title 3]
Similar to the other programs, the department implements a good student support structure, including transparent admissions procedures and ongoing progress monitoring. The placement of former PhD students is adequate.

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

Strengths for BA in Political Science [Title 1]
The department does very well at actively tracking student progress and monitoring students' evaluation.

Strengths for MA in Political Science [Title 2]

Introducing new MA programs will significantly enhance the overall student experience, boost employability, and increase the diversity of the student body. These programs will offer students more opportunities to specialize in their areas of interest, engage with cutting-edge research, and develop skills that are highly valued in the job market.

Strengths for PhD in Political Science [Title 3]

The new PhD structure, which includes monitoring points and formal training, enhances the quality of PhD research and improves job market opportunities for graduates.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for BA in Political Science [Title 1]

Attracting a more diverse group of students from various ethnic backgrounds could enrich the learning environment and foster a more inclusive academic community.

Areas of improvement and recommendations for MA in Political Science [Title 2]

To enhance the recognition of the qualifications students receive upon graduation, the department can systematize method teaching and integrate employability skills into the curriculum. This approach will better prepare students for both potential PhD studies and the labor market. Another strategy would be to offer an MSc program, signaling to employers that graduates have received rigorous methodological training in political science.

Areas of improvement and recommendations for PhD in Political Science [Title 3]

The department could do more to promote all relevant learning experiences, both inside and outside the classroom, to give students the best chance to succeed in the academic and non-academic job market.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		BA in Political Science	*MA in Political Science*	*PhD in Political Science*
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	compliant	compliant

4.3	Student recognition	compliant	compliant	Compliant
4.4	Student certification	compliant	Compliant	compliant

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5. Learning resources and student support *(ESG 1.6)*

Sub-areas

    5.1.Teaching and Learning resources
    5.2.Physical resources
    5.3.Human support resources
    5.4.Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BA Political Science [Title 1]

We received ample information about the structure, library, and computer labs. The facilities are state-of-the-art. Considering there are no tuition fees, this represents excellent value for money. All resources are fit for purpose, and students are well-informed about the available services. Student-centered learning and flexible modes of learning and teaching are considered when allocating, planning, and providing student support.

Findings for MA Political Science [Title 2]

The comments in this area overlap, given the resources are fairly the same across the three programs.

Findings for PhD Political Science [Title 3]

The comments in this area overlap, given the resources are fairly the same across the three programs.

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

Strengths for BA Political Science [Title 1]
Overall student satisfaction with the BA in Political Science program is high. When asked, they indicated that if they had to choose again, they would still select this program.

Strengths for MA Political Science [Title 2]
Similar to the above, student satisfaction is very high and students are provided with top facilities.

Strengths for PhD Political Science [Title 3]
Similar to the above, student satisfaction is very high and students are provided with top facilities.

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

Areas of improvement and recommendations for BA Political Science [Title 1]

Students noted that job opportunities in Cyprus are primarily limited to the public sector. Students are not required to write a thesis (it is optional), and they felt that the program did not equip them with the necessary skills for studying at universities abroad.

Areas of improvement and recommendations for MA Political Science [Title 2]

As noted in the previous section, we identified a shortage of permanent staff, which limits the department's capabilities to offer a wider range of modules, particularly at the MA program, which has a fairly limited number of optional courses.

Areas of improvement and recommendations for PhD Political Science [Title 3]

The fact that the staff is well-connected to international networks like ECPR ensures that PhD students have access to a variety of international events, workshops, and journals. However, we hope that students will take full advantage of these networks and participate in workshops where they can meet editors of top political science journals affiliated with ECPR.

Efforts could also be made to further encourage students to present their work and invite external speakers which can be done online to broaden their academic network at no additional cost.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BA in Political Science	MA in Political Science	PhD in Political Science
5.1	Teaching and Learning resources	compliant	compliant	compliant
5.2	Physical resources	compliant	compliant	compliant
5.3	Human support resources	compliant	compliant	compliant
5.4	Student support	compliant	compliant	compliant

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

> **Sub-areas**
>
> **6.1.Selection criteria and requirements**
> **6.2.Proposal and dissertation**
> **6.3.Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

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6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*
    - *reports per semester and feedback from supervisors*
    - *support for writing research papers*
    - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

To apply for a PhD program, candidates must submit the following documents: an MA degree from an accredited university, evidence of proficient English language skills, a research proposal, and a faculty member's expression of interest to supervise the applicant. Subsequently, the student will undergo an interview conducted by a departmental committee.

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

There is a highly selective admission procedure. Students have regular meetings with their supervisors, and progress are frequently checked. Given the small intake, students are closely supervised and followed throughout their PhD journey.

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

In addition to MA modules, students would benefit from more specialized courses tailored to the needs of research students. We recommend that students begin with method courses to establish a strong scientific foundation, followed by more substantive courses in political science. Furthermore, they should be encouraged to seek co-authoring opportunities with faculty and fellow doctoral students.

Considering the option of a paper-based PhD thesis could enhance the likelihood of publication in academic journals. Additionally, fostering greater involvement of students in European networks is advisable for example through ECPR standing groups. Finally, they should be more informed about postdoctoral opportunities nationally and internationally.

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

Sub-areas		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

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D.   Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

1. The department offers an ambitious BA program with a wide array of modules, and a fundamentally restructured MA program aimed at addressing previous evaluation concerns and enhancing financial viability. More resources could improve program quality and diversity, reduce reliance on non-permanent staff, and formalize assessment procedures. Additionally, encouraging more students to pursue dissertations and method courses would better prepare them for the job market and research endeavors. The department has a successful PhD program despite the small intake. However, lack of funding for scholarships limits PhD program accessibility, and the absence of a broader PhD community hampers collaborative opportunities.

2. Teaching, learning, and student development are well-supported, with a broad program covering various political science sub-fields. The program attracts high-quality students, and teaching benefits from excellent facilities and flexible methods. However, greater coordination and systematic assessment procedures are needed to ensure consistency. Practical training could be enhanced by focusing on employability skills and methods.

3. The faculty has a distinguished publication record and international experience, fostering a rich learning environment. However, there's a lack of systematic staff development procedures and female representation among professors. Long-term hiring strategies aligned with research, teaching, and equity needs are recommended.

4. The department demonstrates a commitment to clear and consistent student support, with transparent admission regulations and application processes. Systematizing method teaching can enhance student experience and employability. Offering an MSc program and integrating employability skills into the curriculum would further enhance student preparation for the job market and PhD studies.

5. The department provides ample information and state-of-the-art facilities to support student learning. However, a shortage of permanent staff limits module diversity, particularly in the MA program. Efforts to encourage PhD students to utilize international networks like ECPR for workshops and journal access are needed. Additionally, promoting student work presentation and inviting external speakers online could enhance academic networking at no extra cost.

E. Signatures of the EEC

Name	Signature
Thomas König	
Daphne Halikiopoulou	
Vincenzo Bove	
Katia Demetriou	
Click to enter Name	
Click to enter Name	

Date: 06/06/24