

Doc. 300.1.1

Date: 10-03-2026

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Cyprus University of Technology
- **Town:** Limassol
 - **School/Faculty (if applicable):** Communication and Media Studies
 - **Department/ Sector:** 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].

In Greek: α) Επιχειρησιακή Επικοινωνία
β) Πολιτική Επικοινωνία

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC review panel had a very informative meeting on the campus of Cyprus University of Technology at Limassol on Monday March 9, 2026. This was an extremely well-organized event with considerable attention to detail in the documents made available and the willingness to provide additional documentation when required. We met many university leaders, faculty members, student representatives, representatives of the stakeholder community, and support staff.

The documentation presented and the Q&A sessions indicate that the degree program that we were evaluating is excellent in teaching and engagement with innovative plans for future development. The degree is subject to ongoing revision in consultation with several external stakeholders, students and faculty making it market ready and robust for labour market requirements. Research facilities and support are excellent. The degree program is well-founded in relevant research, and the faculty research competences are of high level.

Participants in the review, from academics, support staff, students and other stakeholders, spoke in glowing terms about their university and the program. The overall atmosphere of the program is very friendly and pleasant. Students are happy and satisfied with only minor critical comments about technical issues, and there is a strong sense of mutual respect and collaboration among them. This welcoming environment contributes significantly to a positive learning experience, because of the open communication and sense of community in the school.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Jesper Falkheimer	Professor, EEC Chair	Lund University, Sweden
Darren Kelsey	Professor	Newcastle U., The UK
Henrikki Tikkanen	Professor	Aalto U., Finland
Dionisis Derendovschii	Student	University of Cyprus
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 the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *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*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all 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*
 - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*

- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
- *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*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

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*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *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*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *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?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

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.

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

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

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.

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 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.
- 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.
 - If this strategic approach is developed, the students can really appreciate the supplementary curriculum in critical media and cultural studies.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

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 the 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.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

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)?*

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.

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

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

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.

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.

1. Boost practical experience with more structured internships, industry projects, and job-market-oriented assignments.
2. Improve gender and international diversity across both student cohorts and faculty recruitment.
3. Upgrade access to professional tools by securing licenses for key design, communication, and marketing software, and enhance library resources.

4. Integrate AI more fully into courses, learning activities, and assessments to reflect rapid industry developments.
5. Fix structural bottlenecks by improving registration/submission systems, aligning module capacity with demand, increasing module choice, and offering more English-language courses.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	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.*
- *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.

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

underway. Progress is visible in several areas, but a clearer shared strategy across different levels of research experience would strengthen the department's intellectual environment and, in turn, support the energy and depth of its research-led teaching.

However, there is ample financial support for research, e.g. conference funding and data collection. Many faculty members are still basically research-active.

Strengths

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

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.

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.

1. 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.
2. Strengthen publication performance in core journals. Target top-tier journals in marketing, corporate communication, strategic communication, and media/communication studies through coordinated mentoring, writing workshops, and collaborative publication pipelines.
3. 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.
4. 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.
5. 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.
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.
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.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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.

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

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

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.

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.

1. More detailed monitoring of programme-specific student progression data could help identify potential academic challenges earlier.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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.

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

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

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.

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 general, we recommend continuing along the current path, but we have some recommendations:

1. 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.
2. Leverage AI investments by more strongly integrating the university's new AI initiatives into teaching, research support, and administrative processes to maximize institutional benefit.
3. Strengthen research navigation by enhancing support from the central research team, especially targeted guidance on funding schemes and project management for academic staff.
4. Boost visibility of support services so students remain fully aware of wellbeing and academic support options, maintaining momentum gained post-pandemic.
5. Enhance internal communication loops to continue ensuring staff queries are addressed promptly and transparently, reinforcing trust in administrative systems.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	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.*

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?
- Are the criteria reflected in 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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

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

The programme is built around a clear principle: *a human centred approach*. Communication is taught not simply as a set of professional techniques but as a practice that shapes how people relate to one another, how organisations act, and how societies function. Ethical awareness, responsibility, and the social consequences of communication sit alongside technical and strategic skills throughout the curriculum. This ethos runs through teaching and learning in practical ways. Students are encouraged to consider the human impact of communication before asking what technologies or platforms might be used. The aim is to develop graduates who can communicate effectively but also understand the responsibilities that come with influence, representation, and persuasion.

A strong emphasis is placed on learning through practice. Project-based work, simulations, and applied assignments allow students to develop skills through doing rather than only studying communication in theory. This approach is strengthened through professional engagement with agencies and external partners, giving students exposure to real-world expectations and industry practice while still within the structure of the programme. The programme also reflects the evolving research profile of the staff who teach on it. New areas of research are feeding directly into teaching, shaping the identity of the course as it develops. Students encounter contemporary debates and emerging practices in communication, including developments in social media, AI, and extended realities, while being encouraged to think critically about the role these technologies play in society.

Student feedback has consistently reinforced the distinctiveness of this approach. Graduates describe leaving the programme not only prepared for employment but also with a strong sense of communication as a human-centred practice. The ability to combine professional readiness with ethical awareness is a recurring theme in how students describe their experience and how they approach their early careers.

Overall, the programme aligns closely with the university's wider mission to change lives and contribute to the world beyond the campus. By combining professional preparation with a human-centred understanding of communication, it aims to produce graduates who can contribute not only to industry but also to wider social and cultural life.

The BSc Communication and Marketing program provides a very strong preparation for the job market and aligns with EQF level 6 and CYQAA standards. As a conclusion we recommend re-accreditation without any reservations.

Yet, we have a number of core recommendations, for which we refer to the sections earlier in this document. Most importantly, the Cyprus University of Technology could:

1. **Establish a clear strategic identity for the program:** Develop a unified strategic framework that aligns learning outcomes, course content, and research strengths across strategic communication, marketing, corporate communication, and political communication. This shared vision should integrate critical media/cultural studies and provide a coherent intellectual backbone.
2. **Strengthen curriculum coherence and modernisation:** Increase cross-disciplinary integration, embed faculty research profiles into teaching, expand English-language and elective options, and ensure smooth administrative systems (registration, module capacity, progression monitoring). Integrate AI comprehensively across teaching, assessment, and skills development.
3. **Expand practice-oriented learning opportunities:** Boost structured internships, industry collaborations, practical assignments, and access to professional-grade software and tools. Streamline processes for getting licenses and ensure students can efficiently access all necessary digital resources.
4. **Enhance diversity, faculty capacity, and strategic hiring:** Improve gender and international diversity among students and staff. Recruit strategically to support program growth, diversify expertise, and increase research power.
5. **Build a coordinated, high-impact research ecosystem:** Create a shared research vision supported by structured pathways for early-, mid-, and senior-career researchers. Strengthen publication pipelines, mentoring, grant-writing support, and link funding more tightly to projects with strong publication potential.
6. **Leverage tech and AI strengths to form a signature research and teaching cluster:** Consolidate expertise in AI, XR, analytics, and digital communication into a visible, distinctive research cluster that supports cutting-edge curriculum development and positions the program as a leader in technology-driven communication scholarship.
7. **Staffing recommendation:** The academic team would benefit from at least one additional appointment. This role should strengthen provision in political communication while also helping to bridge intellectual and pedagogical gaps between existing curriculum pathways. Appointing a leading research figure in the relevant fields would further enhance the programme's identity and contribute positively to the department's environment, leadership, teaching delivery, assessment practices, and research output.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Jesper Falkheimer	
Darren Kelsey	
Henrikki Tikkanen	
Dionisis Derendovschii	
Click to enter Name	
Click to enter Name	

Date: 10th of March, 2026