Doc. 300.1.1

Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**
  Frederick University

- **Town:** Nicosia and Limassol

- **School/Faculty (if applicable):** Arts, Communication and Cultural Studies

- **Department/ Sector:** Arts and Communication

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

  In Greek:

  Δημοσιογραφία και Μέσα Επικοινωνίας

  In English:

  Journalism and Media Communication

- **Language(s) of instruction:** Greek

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) would like to thank the CYQAA for the invitation to evaluate the following program at Frederick University:

- ***Department: Arts and Communication, Program: Journalism and Media Communication***

The committee consisted of three academics and one student representative with relevant disciplinary expertise and a student representative.

Given the current circumstances due to the on-going pandemic, the evaluation took place online. The committee had the opportunity to meet with the senior management of the University and the School, the academic faculty and administrative/support staff, and the students. During the online meetings, the committee had the chance to attend presentations related to the University, the Department and the programs and ask questions pertinent to the under-review program. Overall, staff has been very open and responsive to all questions of the members of the evaluation committee. The committee also had the opportunity to review the physical infrastructure via the videos provided and examine the relevant documents provided.

The external evaluation committee would like to thank all parties involved for their cooperation and support during the evaluation. The committee would also like to thank the CYQAA coordinator for managing the process both efficiently and effectively.

B. External Evaluation Committee (EEC)

Name	Position	University
Name	Position	University
Nikolaos Bakounakis	Professor	Panteion University
Anastasia Veneti	Associate Professor	Bournemouth University
Maria Christoforou	Student	University of Cyprus
Christian Christensen	Professor-chair	Stockholm University
Name	Position	University

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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.***

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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*

- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

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

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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.

It was the estimation of the EEC that the Journalism & Media program in the Department of Arts and Communication maintained good standards in quality assurance, design, public information and information management. The staff are adequately supported, the program has a logical and intellectually consistent progression, course design and development has a well-established system for development, and internal and external communication and information regarding the program is satisfactory

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

As noted, the program (and department) demonstrated a clear and logical structure, and the program of study ensured a clear and logical progression.

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.

No areas for improvement or recommendations were noted for Section 1.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
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.*

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 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.*

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

The EEC noted that the Department and teaching faculty aimed to support both the individual and student community development by providing tailored support that met students' needs. Drawing on the discussions we had with both staff and students, it became obvious that there exist good working relationships between them. Students felt that staff was easily accessible and helpful. The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teachers.

The methods, and tools used in teaching and learning were appropriate for this level of study. However, the EEC noted that the teaching material was in some cases outdated, especially for courses that are affected by developments in new technologies and the information society. This is an issue especially for a program of study that is very much affected by a rapidly changing environment. Such changes and developments should be considered both for the practical and the theoretical components of the program in order to keep it up to date.

The programme featured both theoretical and practical components. In the practical courses, students benefit from staff's working experience and the Department's external network. The University has a system in place for monitoring the engagement/placement of students with companies while gaining valuable practical experience.

The EEC was not clear about the assessment procedures, and the range of assessment.

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

Students interviewed were highly satisfied of their interaction with staff, and the design of the program combining both theoretical and practical components.

Students greatly benefit from staff's working experience applied in the practical components of the course and felt that their program of study best reflects the requirements of the industry for those interested in pursuing careers in communication and journalism.

Areas of improvement and recommendations
The EEC recommends that modules should be revised to reflect the latest developments in communication and journalism. That should clearly be reflected in the content of the modules as well as in the recommended readings.

The EEC suggests that an assessment strategy at a programme level that reflects the learning objective needs to be established. An assessment strategy at the programme level would help clarify the choices made with regards to the distribution of the assessment types used (both formative and summative). Such information should be clearly communicated to the students and reflected in the modules descriptors.

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

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

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- *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.

Where the EEC has concerns, however, is in the lack of course teaching/readings related to the widespread changers that have taken place within journalism and media as a result of on-going technological developments. It would seem to be imperative for a modern journalism/media department to devote considerable time and attention to these shifts. This is not to say that "traditional" questions of production, law or professional codes of practice need to be abandoned in favour of courses on "technology" or "social media," but, rather, that the courses need to be updated to reflect an evolving professional, legal, economic and audience media ecosystem transformed by technological sifts. A second area of concern is related to the first. While teaching staff have good competences in their areas of specialization, the program and department would do well to bring in staff with research and teaching experience more directly related to journalism and media & communication studies. The diversity of the teaching staff is reflected in a somewhat thin research and publication production in the field of Journalism and/or Media & Communication Studies.

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

It is the finding of the EEC that the teaching staff in the Department are competent within their areas, and during interviews they expressed clear and enthusiastic views on their teaching and area of study. Recruitment of staff is clear and transparent, and the current staff members show a high degree of professionalism and experience.

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.

As discussed in the "Findings" section, there are a few areas that the EEC feels could be improved and suggestions on how to achieve those improvements. (1) Address the lack of coverage of technological changes by introducing one or two new courses specifically on that subject, incorporating issues of technological change into pre-existing courses via updated readings and lectures, and, third, consider hiring staff with a background in teaching/research on technology; (2) Expand teaching staff to include instructors with a clear teaching/research background in Journalism and/or Media & Communication Studies; (3) increase research production in the relevant area of study via recruitment of a few new staff and/or encouraging new research by existing staff.

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

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

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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.

Click or tap here to enter text.The admission criteria for students are clearly defined and are based solely on the grade of the high school diploma. However, during the evaluation process, the EEC found that additional criteria, such as interviews, can be used. In our opinion, these criteria should also be institutionalised. However, we recognize that any admission criteria other than the baccalaureate (apolytirion) degree should not jeopardize the sustainability of the program, since tuition fees are the only source of revenue for the department.

In relation to its sustainability , the Department needs to develop strategies to advertise its program and attract more students. The possibility of offering English language courses should be taken seriously to increase the number of students.

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

Click or tap here to enter text.The monitoring of students' progress follows international standards and is based on course works and final examinations. The EEC considers it important that students know in advance the weight of each assessment item.

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. The EEC recommends that consideration be given to the possibility that the diploma delivered by the Department should include a specialisation in either Journalism or Public Relations and Communication. Such an indication follows from the structure of the curriculum.

The EEC also proposes that the thesis should not be limited to a dissertation. It can equally be a creative portfolio to demonstrate students ability to perform at a high level of multimedia storytelling.

As for the Thesis dissertation, it must follow the criteria of academic writing. These criteria must be defined and known in advance to the students. This remark is evident from the study of three theses given to us, on the topics of "Political Theatre in Cyprus", "Football as a Business" and "Theatre and the place of women in plays". There are huge differences between them. For example, the first one is an encyclopaedic type work, without documentation, footnotes or bibliography. We also lacked diplomas on journalism or public relations.

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

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

The EEC found that the Department provides students with every facility and support to enable them to progress and complete their studies successfully. It has very good counselling services as well as career guidance services and is responsive to the needs of students with learning difficulties or physical disabilities.

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

Very good infrastructure, with adequate IT labs as well as TV, radio, photography and fashion editing labs. The committee had the opportunity to visit the Department's infrastructure through digital siteseeing.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.

Greater encouragement for student mobility and exchanges. Talking to students we found that the levels of mobility are not satisfactory.

Also care to update technological infrastructure, particularly in cutting edge areas such as virtuality or data.

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

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

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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*

- o *reports per semester and feedback from supervisors*
- o *support for writing research papers*
- o *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.

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	NA
6.2	Proposal and dissertation	NA
6.3	Supervision and committees	NA

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.

We would like to begin our concluding remarks by saying that we were overall satisfied with the program, the department and the university. There was clarity and openness, and the materials provided to the EEC provided almost all of the information needed. We found during our discussion an engaged, enthusiastic and qualified staff who were clearly committed to the program who very clearly had a good working relationship between staff and university/faculty management. This positive feeling was confirmed by our interactions with the students, who were positive about their educational experiences at the university.

As you will note in our evaluation, we did not grade any area as "Non-compliant." This reflects our overall impression that this is a program (and a department) in good standing. It is, nevertheless, the role of the EEC to come with observations and recommendations for making the program better, and there were a few areas that we have graded as "Partially Compliant." It is with this in mind that the EEC feels the following areas and suggestions could be taken into account:
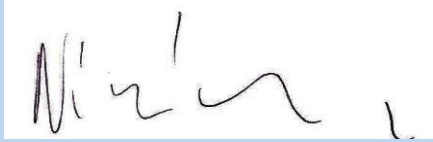
(1) Address the lack of coverage of technological changes by introducing one or two new courses specifically on that subject, incorporating issues of technological change into pre-existing courses via updated readings and lectures, and, third, consider hiring staff with a background in teaching/research on technology.

(2) Expand teaching staff to include instructors with a clear teaching/research background in Journalism and/or Media & Communication Studies

(3) increase research production in the relevant area of study via recruitment of a few new staff and/or encouraging new research by existing staff.

(4) beyond issues of technological change, modules should be revised to reflect the latest developments in communication and journalism broadly. That should clearly be reflected in the content of the modules as well as in the recommended readings.

(5) an assessment strategy at a programme level that reflects the learning objective needs to be established. An assessment strategy at the programme level would help clarify the choices made with regards to the distribution of the assessment types used (both formative and summative). Such information should be clearly communicated to the students and reflected in the modules descriptors.

(6) consideration be given to the possibility that the diploma delivered by the Department should include a specialisation in either Journalism or Public Relations and Communication.

(7) the thesis should not be limited to a dissertation. It can equally be a creative portfolio to demonstrate students ability to perform at a high level of multimedia storytelling.

(8) the thesis must follow the criteria of academic writing. These criteria must be defined and known in advance to the students.

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(9) encourage student mobility and exchanges. Talking to students we found that the levels of mobility are not satisfactory.

(10) Update technological infrastructure, particularly in cutting edge areas such as virtuality or data.

E. Signatures of the EEC

Name	Signature
Christian Christensen	
Nikolaos Bakounakis	
Anastasia Veneti	*Anastasia Veneti*
Maria Christoforou	*Maria Christoforou*
Click to enter Name	
Click to enter Name	

Date: May 3, 2022