

Doc. 300.3.1/1

Date: 20 February 2020

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution: University of Cyprus**
- **Town: Nicosia**
- **School/Faculty: Letters**
- **Department: Byzantine and Modern Greek Studies**
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – UG

In Greek:

Προπτυχιακό Πρόγραμμα Βυζαντινών και Νεοελληνικών Σπουδών

In English:

Undergraduate Programme in Byzantine and Modern Greek Studies (B.A)

Language(s) of instruction: Greek

Programme 2 – M.A.

In Greek:

Μεταπτυχιακό Πρόγραμμα Μάστερ στην Νεοελληνική Φιλολογία.

In English:

Master's Programme in Modern Greek Studies (M.A.)

Language(s) of instruction: Greek

Programme 3 – Ph.D.

In Greek:

Διδακτορικό Πρόγραμμα στην Νεοελληνική Φιλολογία

In English:

Doctoral Programme in Modern Greek Studies (Ph.D.)

Language(s) of instruction: Greek

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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

On February 17, around 9 a.m. the members of the EE Committee were briefed by the CYQAA officer.

After the briefing the following meetings ensued: a) Meeting with the Vice-Rector for Academic Affairs of the University of Cyprus, Prof. Eirini-Anna Diakidou, and the members of the Internal Evaluation Committee of the Department. b) Meeting with the Academic Members of the Department, followed by Department's presentation. c) Meeting with the Head of the Department and the UG programme's coordinators, who briefed the EEC members on issues related to the programme's feasibility, the curriculum (its philosophy, allocation of courses per semester, teaching methodologies, admission criteria for prospective students, students assessment, ECTS allocation, final exams, SWOT analysis and degree of compliance with the CYQAA standards), followed by and concluded with a discussion on the content of the particular courses of the programme. d) There followed a meeting with the Departmental Secretary. e) Meeting of the EEC with six representatives of the undergraduate students who submitted to the EEC their feedback on issues related to the programme of studies, student welfare and student life in general, their problems and suggestions for improvement of the programme. f) A further meeting with the faculty members took place in which a number of points made by the students were discussed. g) Visit and tour of the Library given by one the employees (graduate of the programme), and h) Visit to the downtown offices of the Department and its members.

The second day (February 18) the EEC met with a) the members of the Graduate Studies Committee— Modern Greek Studies who presented the Master's and the PhD Programmes and b) the representatives of the graduate students, six Master's programme students and three PhD candidates, representing different levels of seniority in the respective programmes.

The members of the EEC were very impressed by the thoroughness of the preparation and the level of documentation provided both in printed and digital form by the departmental members of the Internal Evaluation Committee. The PowerPoint presentations were detailed and highly informative and at the same time objective and clear.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Gonda Van Steen (Chair)	Koraes Professor of Modern Greek and Byzantine History Language and Literature	King's College London
Alexandros Alexakis	Professor of Byzantine Literature	University of Ioannina Greece
Niels Gaul	A. G. Leventis Professor of Byzantine Studies	University of Edinburgh
Alicia Morales Ortiz	Associate Professor of Greek Philology	University of Murcia
Giorgos Christodoulou	Student	Open University of Cyprus
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:*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - 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 there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the 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 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, 1.8, 1.9)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5		
		UG	M.A.	Ph.D.
1.	Study programme and study programme's design and development			
1.1	Academic oversight of the programme design is ensured.	5	5	5
1.2	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:			
1.2.1	The programme webpage information and material	4	5	5
1.2.2	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	5	5	5
1.2.3	The procedures for the conduct and the format of the examinations and for student assessment	5	5	5
1.2.4	Students' participation procedures for the improvement of the programme and of the educational process	5	5	5
1.3	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	5	5	5
1.4	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	5	5	5
1.5	Samples of assignments and exams ensure the ability of the learner to apply knowledge and skills autonomously and with responsibility, according to the European Qualifications Framework (EQF).	5	5	5
1.6	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	5	5	5

1.7	Students' command of the language of instruction is appropriate.	5	5	5
1.8	The learning outcomes and the content of the courses are consistent.	5	5	5
1.9	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	5	5	5
1.10	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	5	5	5

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

Click or tap here to enter text.

Provide information on:

1. Employability records

Graduates have been absorbed a) the secondary education public (40%), private (25%), cultural sector (15%), mass media, etc. (12%), administrative services (8%)

2. Pass rate per course/semester

It varies between 78 and 90 percent per year (2015–2018)

Findings

Findings for UG

This is a Byzantine and Modern Greek Studies programme within an institution devoted almost exclusively to scientific teaching and research. For reasons of ongoing needs of the Cypriot society the design of the programme is linked to the Secondary Education System. We are impressed by the research and publication record of the permanent members of staff.

Findings for M.A.

Compared to other Master's Programmes this one is rather sizable.

Findings for Ph.D.

The amount and the range of topics of completed and successfully defended Ph.D. Dissertations is impressive. It is worth noting that a number of Dissertations has been completed by non native-speakers of Greek.

Strengths

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

Strengths for UG

Thorough, substantial programme of studies, well trained faculty, wide range of subjects for the students, close interaction with the other departments in the Faculty of Letters (Classics and Philosophy, Archaeology and History)

Strengths for M.A.

Substantial programme of studies; well trained faculty; funding for research and travel, conference participation; participation of the students in the selection and introduction of the Colloquium speakers; efficient library services. Wide array of M.A. dissertation topics; even distribution of supervision duties among faculty members, with some exceptions.

Strengths for Ph.D.

This strong programme attracts many students among whom a substantial number of foreign students. Dedicated supervision, adequate funding for research and travel, efficient library services. Wide array of Ph.D. dissertation topics.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for UG

- Improve and update the webpage (in terms of a functional layout and clerical support, this is a University rather than departmental responsibility!)
- Students must enjoy priority access to mandatory courses in the semester in which it features in the degree programme table across departmental divisions, in order to ensure smooth academic progress, even workload distribution and timely completion of the degree requirements.
- Consider employment of doctoral students as tutors for the tutorials (φροντιστηριακά μαθήματα), and increase of tutorials for the first-year students.
- Implementation of a maximum word limit for written essays, e.g., 3k words.
- Considering the offer of two or three elective courses in English (see also our final comments below).
- Increase of the number of freely elective courses in the programme.

Areas of improvement and recommendations for Master's Programme in Modern Greek Studies

We recommend maximum word-limit for all written work, the Master's thesis included (suggested figures: 15,000 words for an M.A. thesis (bibliography included), 5,000 for semester papers. The EEC further recommends the possible implementation of a 'Terminal M.A.', 'Master's certificate' (rather than Master's degree) for those students who complete their coursework but do not produce a Master's thesis

Areas of improvement and recommendations for Doctoral Programme in Modern Greek Studies (Ph.D.)

We suggest as a maximum-word limit for Ph.D. theses of 100,000 words, including footnotes, but excluding Bibliography and Appendizes. In order to further improve the community feeling among PhD students the Department might consider hosting brown-bag or early-afternoon coffee meetings of Ph.D. students and members of the academic staff during weekdays in order to informally discuss working progress.

Please tick one of the following for each programme:

Study programme and study programme's design and development

	Non-Compliant	Partially Compliant	Compliant
<i>UG</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>M.A.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Ph.D.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. Teaching, learning and student assessment

(ESG 1.3)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5		
2.	Teaching, learning and student assessment	UG	M.A.	Ph.D.
2.1	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	5	5	5
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	5	2	5
2.3	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	5	5	N/A
2.4	Constructive formative assessment for learning and feedback are regularly provided to the students.	5	5	N/A
2.5	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	5	5	N/A
2.6	Educational activities which encourage students' active participation in the learning process are implemented.	5	5	5
2.7	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	5	5	N/A
2.8	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's courses and are updated regularly.	5	5	5
2.9	It is ensured that teaching and learning are continuously enriched by research.	5	5	5
2.10	The programme promotes students' research skills and inquiry learning.	5	5	5

2.11	Students are adequately trained in the research process.	5	5	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Findings

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

Findings for UG

The EEC observed a high degree of satisfaction on the part of the students concerning issues pertaining to accessibility of faculty members, course variety, methods of delivery, methods of assessment, and library resources. On the other hand, the students rightly complained about the commute between the old and the new campus, which often compels them to miss the end of one class and the beginning of the next one. There were also complaints about the lack of spaces on mandatory courses at the appropriate moment in their degree programme table (DPT), which forced students to delay completing these courses, and resulted in uneven workloads across semesters.

Findings for M.A.

Same as above. However, the EEC recognizes the need to perhaps make acceptance of students to this programme more competitive, and suggests abolishing the five-student threshold for running a seminar. When compared to other European M.A. programmes, this unduly limits students' options of topics available in every semester, and prevents them from following their research interests as freely as desirable in their preparation for subsequent doctoral studies.

Findings for Ph.D.

The EEC observed a wide range of topics of Ph.D. theses, solid supervision, and a variety of resources for the students (the newly introduced scholarship schemes, library and interlibrary loans, travel and research bursaries). Since its inception the programme has graduated an impressive number of students specializing in a wide variety of topics, who have gone on to successful employment in academia, secondary education, publishing, the cultural and administrative sectors, etc. The faculty has successfully responded to the needs of a constant stream of international students from as far as Mexico.

Strengths

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

Strengths for UG

See above.

Strengths for M.A.

Wide array of M.A. dissertation topics. Dedicated supervision.

Strengths for Ph.D.

Bursaries for travel, conferences, and research outside Cyprus. Student's scholarships on a competitive basis, dedicated supervision.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for UG

Additional freely elective courses including a couple in English (see further our comments below). Possible introduction of additional tutorials to undergraduates, especially first-year students in need of additional support: this could be done by Ph.D. students. Elimination of student and faculty commute centralizing all teaching and administrative activities and functions on the Main Campus.

Areas of improvement and recommendations for M.A.

Possible introduction of a terminal M.A. Mandatory submission of writing sample by prospective graduate students.

Areas of improvement and recommendations for Ph.D.

Obligatory participation in the Colloquia. Reduction of time to degree to a maximum of 6 years, or introduction of a formalized part-time degree course. Introduction of teaching/tutoring opportunities for Ph.D. candidates as part of their funding package.

Please tick one of the following for each programme:

Teaching, learning and student assessment

	Non-Compliant	Partially Compliant	Compliant
UG	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M.A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3. Teaching Staff

(ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 – 5		
		UG	M.A.	Ph.D.
3.	Teaching Staff			
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	4	4	4
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:			
3.2.1	Subject specialization	5	5	5
3.2.2	Research and Publications within the discipline	5	5	5
3.2.3	Experience / training in teaching in higher education	5	5	5
3.3	The programme attracts visiting professors of recognized academic standing.	5	5	5
3.4	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	5	5	5
3.5	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	5	5	5
3.6	The teaching load allows for the conduct of research and contribution to society.	5	5	5
3.7	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	5	5	5
3.8	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	5	5	5

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

Click or tap here to enter text.

Provide information on the following:

In every programme of study, the special teaching staff should not exceed 30% of the permanent teaching staff.

Click or tap here to enter text.

Findings

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

Findings for UG

The EEC members were impressed by the fact that almost the whole Department was present in the first meeting. It was obvious that most if not all of them had played an active role in drafting the painstakingly detailed self-study and in preparing the ppt presentations, which were very informative and clear. We were also impressed by their exemplary hospitality and by their high degree of professionalism.

Findings for M.A.

See above

Findings for Ph.D.

See above

Strengths

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

Strengths for UG

The academic staff members are very active in the areas of research, teaching and administration. Their publications adhere to high standards of quality. Most of them have a well-established international profile both in publishing and conference participation. They keep informed about new pedagogical and technological approaches to teaching. They manifestly care about improving their teaching and research record, and are deeply concerned with the well-being and academic progress of their students. Academic staff members collaborate closely and in a spirit of collegiality. The Department operates in a spirit of democratic consensus.

Strengths for M.A.

As above

Strengths for Ph.D.

As above

Areas of improvement and recommendations

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

Areas of improvement and recommendations for UG

In view of recent and imminent retirements of senior staff members, we recommend that the Department be awarded two new faculty positions. It is important to have these positions filled before outgoing postholders retire so as to ensure a smooth transition. The University should also consider to fill positions left vacant by prolonged leaves of absence by appointing a visiting professor (ειδικός επιστήμονας).

Given the heavy administrative workload which currently weighs down on faculty members, we strongly recommend the appointment of one additional full-time administrative staff member.

Areas of improvement and recommendations for M.A.

As above

Areas of improvement and recommendations for Ph.D.

As above

Please tick one of the following for each programme:

Teaching Staff

	Non-Compliant	Partially Compliant	Compliant
UG	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M.A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4. Students

(ESG 1.4, 1.6, 1.7)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5		
		UG	M.A.	Ph.D.
4.	Students			
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	5	5	5
4.2	The programme's evaluation mechanism, by the students, is effective.	3	3	3
4.3	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	3	3	3
4.4	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	5	5	5
4.5	Students are satisfied with their learning experiences.	5	5	5
4.6	Students' command of the language of instruction is appropriate.	5	5	5

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

4.2 Class evaluation system should be improved University-wide.

4.3 The EEC observed low student participation in exchange programmes (Erasmus, Erasmus+)

Findings

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

Findings for UG

The academic staff members their desire to increase their numbers of undergraduate students, including students from abroad such as from Greece or the Greek-speaking diaspora. Academic staff members shared our concern about low student participation in international exchange programmes.

Findings for M.A.

The students expressed their overall satisfaction with the Master's programme.

Findings for Ph.D.

As above

Strengths

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

Strengths for UG

Small classes, ideal student/faculty ratio, motivated and mature students who appreciate that the faculty is highly supportive. The admissions process is robust. Commendably, we did not detect any signs of grade inflation.

Strengths for M.A.

High number of successfully completed M.A. theses.

Strengths for Ph.D.

High number of successfully completed Ph.D. theses. Successful placement of a sizeable number of freshly minted Ph.D.s in the international academic market.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for UG

Students should a) take advantage of the Evaluation system and b) Mobility opportunities

Areas of improvement and recommendations for M.A.

As above.

Areas of improvement and recommendations for Ph.D.

As above.

Please circle one of the following for each programme:

Students

	Non-Compliant	Partially Compliant	Compliant
UG	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M.A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

5. Resources

(ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 – 5		
5.	Resources	UG	M.A.	Ph.D.
5.1	Adequate and modern learning resources are available to the students.	3	3	3
5.2	The library includes the latest books and material that support the programme.	5	5	5
5.3	The library loan system facilitates students' studies.	5	5	5
5.4	The laboratories adequately support the programme.	N/A	N/A	N/A
5.5	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	5	5	5
5.6	Suitable books and reputable journals support the programme of study.	5	5	5
5.7	An internal communication platform supports the programme of study.	5	5	5
5.8	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	5	5	5

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

5.1 All teaching should be carried out in classes exclusively located in the new campus. Students are losing valuable class time commuting from the old-town building to the new campus and vice-versa. Students who cannot afford their own means of transportation are unable to attend late classes and colloquia due to the scarcity of public transportation.

Findings

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

Findings for UG

The student representatives expressed the overall satisfaction of the student body with the programme's resources and especially with the services provided by the library. The library, the digital services and the wi-fi coverage also impressed the EEC.

Findings for Master's Programme in Modern Greek Studies

As above, with the additional remark that the M.A. students expressed their satisfaction with the interlibrary-loan services of the library.

Findings for Doctoral Programme in Modern Greek Studies

As above

Strengths

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

Strengths for UG

As above

Strengths for M.A.

As above

Strengths for Ph.D.

As above

Areas of improvement and recommendations

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

Areas of improvement and recommendations for UG

The EEC recommends that a common room be allocated to the students (or ideally one common room for the undergraduates and a second for the graduate students), equipped with a computer and printer and basic kitchen facilities. A faculty room would also be a welcome addition, given the dismal state of the faculty offices and the separation from the main campus. All courses should be taught on the campus.

Areas of improvement and recommendations for Master's Programme in Modern Greek Studies

As above

Areas of improvement and recommendations for Doctoral Programme in Modern Greek Studies

Work-spaces for Ph.D. students on the main campus, as is now the standard in most universities known to the EEC.

Please circle one of the following for each programme:

Resources

Non-Compliant Partially Compliant Compliant

<i>UG</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>M.A.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Ph.D.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6. Additional for doctoral programmes

(ALL ESG)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5
6.1	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	5
6.2	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	5
6.3	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	5
6.4	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	5
6.5	The quality of the doctoral theses of the programme in this field is in line with international standards.	5
6.6	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	5
6.7	The candidates demonstrate skills in designing and in conducting productive self-directed research.	5
6.8	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	5
6.9	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	5

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

Click or tap here to enter text.

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 had a long discussion with the doctoral candidates who expressed that they were generally very happy with their conditions of study. The EEC was provided with a Ph.D. dissertation copy to inspect.

Strengths

Close monitoring of the students' progress towards completion of the requirements for their Ph.D. degree. Demanding outline of the dissertation proposal (sometimes as long as 70 pages). High number of successfully completed Ph.D. dissertations. Good and international placement of Ph.D. graduates.

Areas of improvement and recommendations

The EEC suggests involving Ph.D. candidates in teaching, possibly as instructors of summer elective course with classes of a maximum of 20 students. The Department might want to consider replacing one or several of the Ερευνητικά Στάδια with Ph.D. candidates' participation in M.A. level seminars, especially for doctoral candidates who have not passed through the Department's own Master's programme. In line with international practices these students should be counted as fully registered participants in these M.A. seminars. Coursework could be tied to their emerging doctoral projects. We suggest making Colloquium attendance mandatory for the Ph.D. students, without necessarily giving them credit.

Please tick one of the following for:

Additional for doctoral programmes

	Non-Compliant	Partially Compliant	Compliant
PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

NOTA BENE: Some of the comments above and below pertain to responsibilities that lie with the central administration and not with the Department. We therefore, would appreciate receiving a response from both parties.

The EEC found the Department to be very welcoming. All academic staff members have put an enormous amount of work in composing the voluminous internal reports and preparing the slide representations and the summaries which were highly informative. We felt that our questions were answered with sincerity, full clarity, and thorough coverage of all aspects of the issues involved. The Department Chair generously made himself available for additional clarifications.

Explicit and detailed suggestions have already been submitted in the relevant sections of this report. In addition to them we would like to recommend the following:

We see two international markets for potential expansion in terms of student recruitment – Greece and the English-speaking international higher education sector.

- 1) We strongly recommend that the Department revises its undergraduate programme to ensure compatibility with Greek and EU ECTS requirements.
- 2) Given the proven record of achievement in the present, fully compliant M.A. and Ph.D. programmes, the committee sees additional potential in the possible development of a cross-departmental one-year English-language M.A. programme, offering wide flexibility for the students to design their individual curricula.

In conclusion, the committee declares wholeheartedly, and with no reservation whatsoever, all programmes fully compliant in all areas of assessment.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Gonda Van Steen (Chair)	
Alexandros Alexakis	
Niels Gaul	
Alicia Morales Ortiz	
Giorgos Christodoulou	
Click to enter Name	

Date: 20 February 2020

