

Doc. 300.1.2

Higher Education Institution's Response

Date: 07.03.2021

- Higher Education Institution: University of Cyprus
- Town: Nicosia
- School/Faculty: Faculty of Letters
- Department: Department of History and Archaeology
- Programme of study
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Πρόγραμμα Ιστορίας και Αρχαιολογίας

In English:

(BA) History and Archaeology

Language(s) of instruction: Greek

Programme 2

In Greek:

(Μάστερ) Αρχαιολογία του μεσογειακού χώρου από την προϊστορία έως τη βυζαντινή περίοδο

In English:

(MA) Archaeology of the Mediterranean from Prehistory to the Byzantine Era

Language(s) of instruction: Greek/English

Programme 3

In Greek:

(Διδακτορικό) Αρχαιολογία του μεσογειακού χώρου από την προϊστορία έως τη βυζαντινή περίοδο

In English:

(PhD) Archaeology of the Mediterranean from Prehistory to the Byzantine Era

Language(s) of instruction: Greek/English

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

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.

Due to the Covid crisis, the visit had to take place remotely via Zoom.

On November 30th 2020, the visit started at 10 am with a meeting of the EEC and the Vice-Rector for Academic Affairs, Prof. I.-A. Diakidou, and the university officer in charge of the University’s Internal QA Committee, Ms D. Demetri. The Head of the Department of History and Archaeology, Prof. A. Nicolaou-Konnari, and the Vice-Chairperson, Prof. O. Kouka, also attended the meeting. The Vice-Rector presented the University and we discussed the vision of the University and challenges of the last decade. From 10.40 to 11.20 am the Head of the Department presented and discussed with us the structure of the Department and its study programmes. From 11.30 to 12.30 the coordinator of the Archaeology programme, Prof. O. Kouka, and the coordinator of the History programme, Dr. D. Kontogeorgis, introduced us to the structure of the BA programme in History and Archaeology and we discussed the programme’s standards, admission criteria and learning outcomes.

After a lunch break a discussion with the permanent teaching staff of the BA programme took place from 1.30 to 2.30 pm. Subjects were the discussion of the CVs and career prospects, the scope of the programme and the courses and implementation, grading, and assessments. The session was followed by a meeting with a group of undergraduate students (2.40 to 3.10 pm) in which we discussed challenges of their study and mentoring of the students. A meeting with administrative staff was held from 3.10 to 3.30 pm. We met the departmental secretary, Ms E. Hadjistylianou, and the ARU secretary, Ms C. Gregoriou, as well as Mr S. Stavridis from the University Library. We discussed workflow in the Department and acquisition processes of the library. From 3.30 to 4 pm Prof. Kouka took us on a virtual tour of the premises of the Department and we discussed the facilities of the department. After that we attended a live streaming of the Introduction to Ancient History course by Prof. Mavroyiannis until 4.30; this was followed by a meeting with the Head of Department for clarifications. The first day ended at 5 pm.

The second day, December 1st 2020, started from 10 to 11 am with a meeting with Prof. G. Papasavvas, the coordinator of the Master’s programme in Mediterranean Archaeology and with the Head of Department. We were introduced to the study programme and the challenges of the currently suspended programme. We discussed the aim of the programme and possible improvements. From 11.10 am to 12.10 pm Prof. Papasavvas presented the PhD programme and we discussed admission criteria and job and career prospects in detail. From 12.10 to 1 pm



we met the teaching staff of the Archaeology programmes and gathered information about teaching assessments as well as the quality of the research-based teaching. This session was followed by a meeting with PhD students from 2 to 2.30 pm in which we discussed the mentoring and supervision in the PhD programme, the reasons for enrolling at the University of Cyprus and recommendations for improving the programme including support through scholarships. After that we had a final discussion with the Head of Department and Prof. Papasavvas to clarify remaining questions.

The members of the ECC were impressed by the enthusiasm of all members of the Department as well as by the detailed application documents which provided us with clear information. Also the 4 presentations were clear and informative, and the Zoom sessions worked fine and gave us the necessary information to conduct the evaluation.

The ECC continued its work December 2nd to 4th 2020 with Zoom meetings in order to complete the reports.



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

EEC's RECOMMENDATION for BA:

Findings

Findings for BA

The study programme has a formal status and is publicly available. It corresponds to the EQF. The departmental website provides students and prospective students with basic information. The programme offers students a very good overview of the history and archaeology of the eastern Mediterranean and allows specialization on specific topics. The ECTS are appropriate and the learning outcomes clearly defined.

Findings for MA

Information on the programme is available only in Greek so it cannot be communicated to a wider pool of prospective students. The study programme is suspended; the website does not mention this fact. An English version of the programme is missing from the website (the same holds true for other Master's programmes offered by the Department not presently under review).

Findings for PhD

The study programme has a formal status and corresponds to the EQF. The Department website does not provide any obvious information on the departmental PhD programmes other than in a Word document hidden at the bottom of the Greek (only) version of the Master's programme in Mediterranean Archaeology. In that document, a reader must scroll down to page 11 to find any information on the PhD programme.

Strengths

Strengths for BA

The strength of the programme lies in its broad overview of history and archaeology, providing students with firm knowledge and offering them the option to continue their studies in postgraduate programmes. The programme itself is coherent in its logical sequence. Students are able to choose from a wide range of topics and are satisfied with their programme.

Strengths for MA

The programme is suspended due to lack of students.

Strengths for PhD

PhD students have enough time to pursue their research and complete the dissertations and do not have to take courses if they hold a Master degree. The programme attracts several students from abroad. The mentoring and supervision procedures are excellent and facilitate the completion of theses. Students are satisfied with their programme.

Areas of improvement and recommendations

Areas of improvement and recommendations for BA

The Department should increase the number of freely elective courses and consider offering at least some courses in English in order to facilitate Erasmus+ and other international student exchange schemes. Finally, it ought to consider increasing the practical components in the curriculum e.g. by making fieldwork/archival work and internships obligatory parts of key courses.

Areas of improvement and recommendations for MA

The study programme needs to be thoroughly revised in order to make it attractive for students again. The programme should not be simply a duplication and continuation of the Archaeology major of the BA but it needs to re-invent itself with a more specific and targeted profile. To achieve this the EEC makes the following recommendations:

A. Teaching in English language would make it more easily accessible whilst a clear specialization in eastern Mediterranean and Cypriot archaeology will sharpen its focus. The Department should employ its excellent and world-renowned teaching and research expertise in Cypriot archaeology and make this the 'brand' of the programme.

B. The number of courses needs to be increased in meaningful ways so that students can achieve a specialization during their Master's. To this end the vacant positions (due to a hiring freeze) urgently need to be filled and the class quorum for PG courses should be reduced – the EEC realises that responsibility with this does not lie with the Department – in line with international practice, from the current 5 to a at least 3 (for comparative purposes, the University of Münster applies a minimum of 2, the University of Edinburgh a minimum of 1). As a matter of fact, the University would be well advised to take into account that class sizes at leading universities in the Humanities tend to be small.

C. The UCY scholarship programme needs to be expanded to make the programme more attractive.

D. Last but not least, the website needs to be updated and translated into other languages to provide students with relevant information.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BA</i>	<i>MA</i>	<i>PhD</i>
1.1	Policy for quality assurance	Compliant	Not applicable	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Not applicable	Compliant
1.3	Public information	Compliant	Non-compliant	Non-compliant
1.4	Information management	Compliant	Compliant	Compliant

HEI's RESPONSE:

For BA

One future goal the Department is considering is the introduction of a third Major (in addition to History and Archaeology), addressed to candidates who are **not** interested in a teaching position in secondary education. Its programme of studies would allow the reduction of compulsory courses and the introduction of new elective courses and/or seminars, which will enrich traditional History and Archaeology teaching with new domains of expertise, as well as tutorials in conducting research and writing an essay.

The updating of our website has been postponed, as in the next months the website of the university in general will be re-scheduled. Once this procedure as well as the modification of the undergraduate programme are completed, the website of the Department will be updated accordingly.

Even though Greek is the language of teaching at the UCY and one of our main goals is its promotion, the Department acknowledges the need to attract non-Greek speaking, international students. To this end, the Department has introduced an undergraduate history course in English every spring semester and an archaeology one every semester for Erasmus and YUFE students. Undergraduate Erasmus students are also allowed to choose seminars (3 per semester) from the English-tought Master's Programme 'Field Archaeology on Land and under the Sea'. Moreover, all three Departments of the Faculty of Letters envisage the organisation of a summer school in Greek Studies in English.

Students are strongly encouraged to participate in fieldwork/excavations and work as interns in cultural institutions while visits to museums, archaeological sites, galleries, specialized libraries and archives are regularly organised by members of the teaching staff. However, although the Department is not in theory opposed to the introduction of a compulsory fieldwork course in the programme of studies (three elective courses for training in field archaeology are being already offered), a number of issues should be considered beforehand (financing students' expenses in Cyprus and Greece, participation of students with mobility or other health problems, availability of archives, museums and other institutions, availability of students in summer, etc.).

For MA

For PhD

2. Teaching, learning and student assessment (ESG 1.3)

EEC's RECOMMENDATION for BA:

Findings

Findings for BA

The high number of courses ensures flexibility in teaching and learning. The student assessment is transparent and objective. Student complaints are dealt with in a formal way in the University and the Department.

Findings for MA

The programme is suspended. Since only a few courses were offered, the flexibility of student learning was limited.

Findings for PhD

The close supervision and personal mentoring ensure that students are individually trained, and that learning is student-centred. Student complaints are dealt with in a formal way in the University and the Department.

Strengths

Strengths for BA

Because of the large number of cultural sites including archaeological sites, museums and archives available in Cyprus, students have the chance to familiarise themselves with these monuments and their heritage and receive practical insights into job opportunities. The broad overview of the courses allows students to develop according to their individual interests and skills. Projects and laboratories enable students to get involved in research.

Strengths for MA

Archaeological projects offer students the possibility to acquire practical skills and get involved actively in research.

Strengths for PhD

The library in the ARU is a meeting point of PhD students and staff and creates a vibrant research atmosphere. Supervisors are available and easily approachable.

Areas of improvement and recommendations

Areas of improvement and recommendations for BA

Practical and theoretical learning should be better combined by integrating compulsory practical courses and internships. Academic staff might consider to introduce to some courses at least alternative teaching methods (such as flipped classrooms or simulations) as well as assessment methods beyond written essays and oral presentations (such as posters, short films, or quizzes in order to allow for a wider range of student talents).

Areas of improvement and recommendations for MA

Practical and theoretical learning should be better combined by integrating compulsory practical training, internships and excavations. Academic staff might consider varying assessment methods beyond written essays and oral presentations (such as posters, role-playing simulations, or similar, in order to allow for a wider range of student talents).

Areas of improvement and recommendations for PhD

Students undertaking laboratory work need more support regarding laboratory equipment and resources. Students should also get offered courses in research ethics as well as training in finding jobs outside academia.

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

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

HEI's RESPONSE:

Students are strongly encouraged to participate in fieldwork/excavations (of the University of Cyprus in Cyprus and Greece, of the Department of Antiquities and of foreign archaeological missions) and work as interns in cultural institutions while visits to museums, archaeological sites, galleries, libraries and archives are regularly organised by members of the academic staff. However, although the Department is not in theory opposed to the introduction of a compulsory fieldwork course in the programme of studies (three elective courses for training in field archaeology are being already offered), a number of issues should be considered beforehand (financing students' expenses, participation of students with mobility or other health problems, availability of archives, museums and other institutions, availability of students in summer, etc.).

Meanwhile, the existing infrastructure of the ARU (i.e. study collections of archaeological artefacts and research and teaching laboratories related to different fields, from geophysical prospection to landscape archaeology and materials analyses) provide the means, through which students are trained and kept up-to-date with contemporary methods and approaches in the domain of Archaeology. Getting acquainted with a broad spectrum of methodologies (from the traditional/typological study of artefacts, to field methods and techniques, theoretical trends and cultural heritage management) allows students to develop flexibly their own interests. Regarding the five laboratories hosted at the ARU, it should be noted that they are all now functioning under the umbrella of the ARU, having been recognized officially as 'research and teaching laboratories' of the ARU by the Senate (20/01/2021, meeting 3/2020), following an application submitted by its current director in November 2019. Consequently, not only do these laboratories support the ongoing and future research activities of members of the academic staff, but they also serve teaching (both undergraduate and postgraduate study programmes). Moreover, they are intended to support forthcoming research proposals for internal, national and EU funding in different fields (geophysics, landscape archaeology, archaeological sciences etc.), submitted by the academic staff and research associates.

The Department has been implementing alternative teaching methods with the introduction of tutorial classes for the study of sources, taught by postgraduate students, for certain courses. Because of the Covid-19 situation, various forms of flipped or hybrid teaching have been developed very quickly by members of the Department. Different assessment methods for the mi-term exams will be taken into consideration by the Department.

For MA

For PhD



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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3. Teaching Staff (ESG 1.5)

EEC's RECOMMENDATION for BA:

Findings

Findings for BA

The competence of teaching staff that undertakes the BA programme is ensured through what appears to be open, fair and clear processes for recruitment and development. The teaching staff is adequately qualified to implement the objectives and planned learning outcomes of the study programme, and to ensure the quality and sustainability of the teaching and learning.

Findings for MA

The competence of teaching staff that undertakes the MA programme is ensured through what appears to be open, fair and straightforward processes for recruitment and development. The teaching staff is adequately qualified to implement the objectives and planned learning outcomes of the study programme, and to ensure the quality and sustainability of the teaching and learning.

Findings for PhD

Supervision of PhD students is unevenly distributed among members of the teaching staff. The competence of teaching staff that undertakes the PhD programme is ensured through what appears to be open, fair and clear processes for recruitment and development. The teaching staff is adequately qualified to implement the objectives and planned learning outcomes of the study programme, and to ensure the quality and sustainability of the teaching and learning.

Strengths

Strengths for BA

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 and are closely related to the programme's taught courses. The EEC noted the staff-student ratio (which is somewhat counteracted by the forbiddingly high class quora currently in place). Many members of the academic staff have gained experience abroad and are able to guide their students in this direction, not least in order to enrol in excellent MA programmes.

Strengths for MA

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 and are closely related to the programme's taught courses. Many members of the academic staff have gained experience abroad and are able to guide their students in this direction.

Strengths for PhD

All members of staff are engaged in cutting-edge, even world-leading research and are therefore extremely well suited to act as doctoral supervisors; staff are also very well connected internationally and thus able to let their PhD students participate in, and profit from, their own research and collegial networks. The members of academic 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).

Areas of improvement and recommendations

Areas of improvement and recommendations for BA

While permanent staff work under conditions that are fully in line with international standards, early career and temporary staff do not; work conditions and career prospects for adjunct professors (special scientists) are not presently in line with international developments. For example, the savings from a member of permanent staff taking unpaid leave should be invested in a proper fixed-term replacement for the duration of the leave, not ad-hoc course-by-course arrangements as seem to be the case.

Areas of improvement and recommendations for MA

While permanent staff work under conditions that are fully in line with international standards, early career and temporary staff do not; work conditions and career prospects for adjunct professors (special scientists) are not presently in line with international developments. For example, the savings from a member of permanent staff taking unpaid leave should be invested in a proper fixed-term replacement for the duration of the leave, not ad-hoc course-by-course arrangements as seem to be the case.

Areas of improvement and recommendations for PhD

Members of staff who supervise more than the departmental average of PhD students and mentor a large number of post-docs should receive work load compensation elsewhere, e.g. a reduction in the teaching load.

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

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

HEI's RESPONSE:

The Department fully supports the EEC's recommendation that the UCY should take urgent measures to improve the status (work conditions, payment, career prospects) of the adjunct professors (special scientists).



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4. Students

(ESG 1.4, 1.6, 1.7)

EEC's RECOMMENDATION for BA:

Findings

Findings for BA

Admission processes are thorough and in line with international practice; student progression, recognition and certification are all well-defined.

Members of the academic staff are keen to increase the numbers of better qualified undergraduate students: one of the main obstacles appears to be the subsequent career prospects as much of the departmental curriculum follows the requirements of secondary-school teaching on Cyprus (while at the same time the EEC notes that pedagogical training is not presently among the course requirements for majors in History or Archaeology).

Findings for MA

The Master's programme has been suspended for a couple of years now. The duration of the programme is potentially too long (certainly the maximum duration).

Findings for PhD

Admission processes are thorough and in line with international practice; student progression, recognition and certification are all well-defined. The maximum duration of the programme is too long.

Strengths

Strengths for BA

Small classes, excellent staff-student ratio, personalized teaching. Student recognition is handled by a special committee on a case-by-case basis. Commendably, we did not detect any signs of grade inflation. Very successful placement of graduates in international Master's programmes (unfortunately also a necessity while the UCY Master's in Mediterranean Archaeology is suspended).

Strengths for MA

The programme is presently suspended.

Strengths for PhD

A good number of successfully completed Ph.D. theses. An MA is automatically credited toward the ECTS required for a PhD, which makes very good sense. The EEC saw promising and prestigious co-tutelle arrangements in place.

The EEC was particularly impressed with the PhD candidates we met: these were all highly motivated and mature young colleagues, who appreciate that the academic staff in the Department is highly supportive. Just as the permanent members of staff, they come with excellent international credentials already at this early stage of their academic careers and have a clear vision of where the field is going.

Areas of improvement and recommendations

Areas of improvement and recommendations for BA

While the EEC understands that offering UG courses and programmes in English is currently prohibited by the law – a provision we would urge Cypriot lawmakers to revisit urgently in order to facilitate UCY’s international ambitions – seeking to attract well-qualified students from Greece, who would profit from the favourable staff-student ratio and close mentoring available, is an option.

To achieve this a more active participation in high-school open days and other publicity activities to inform prospective students about the aims and overall conditions of study are necessary.

Areas of improvement and recommendations for MA

The programme would certainly become internationally more competitive if an intensive one-year option, following the successful model of Master’s programmes in UK universities, were available. The EEC understands that this would require a change in the law, and strongly recommends to clear that path – especially with a four-year UG degree, a one-year Master’s should comply with European regulations. At the same time, the two-year version should be retained for students who would need more coursework before embarking on a PhD, e.g for students graduating from a three-year Bachelor programme. Offering a part-time option would be better than allow all students to extend their MA to four years.

Finally, the Master’s programme seems very expensive, perhaps overpriced, in what constitutes a highly competitive international environment. The EEC believes that adjusting the fees would help attracting local and international students to the programme. Taking into account the cost of living in Cyprus, more funding and scholarships should also be made available to PG students in order to reduce the need to work and allow a stronger focus on academic work (and shorter durations for the various PG programmes).

Areas of improvement and recommendations for PhD

The standard maximum length should be reduced to four six years with the ideal completion time somewhere between four and five years; concomitantly, funding opportunities for PhD students ought to be improved in order to reduce the need for work outside the academic environment. Offering a part-time option would be better than to allow all students to extend their PhD to eight years of studies.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BA</i>	<i>MA</i>	<i>PhD</i>
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Not applicable	Compliant
4.3	Student recognition	Compliant	Not applicable	Compliant
4.4	Student certification	Compliant	Not applicable	Compliant

HEI’s RESPONSE:



HEI's RESPONSE: The Department mostly agrees with the Committee. One future goal the Department is considering is the introduction of a third Major (in addition to History and Archaeology), addressed to candidates who are **not** interested in a teaching position in secondary education. Such an addition will necessitate the introduction of new interdisciplinary courses that will enrich traditional History and Archaeology teaching with new domains of expertise and will allow joint educational initiatives with the other two Departments of the Faculty of Letters (the Department already offers two interdepartmental postgraduate programmes) and a broader approach towards society. The main handicap for the realisation of this goal is that vacant and new positions are subject to hiring freeze.

The Department agrees with the EEC's recommendation that the Cypriot Parliament must reconsider its negative decision concerning English programmes of studies offered by the UCY so that the institution can become attractive to international students.

The Department has been regularly taking part in open days and other publicity activities organized by the UCY in Cyprus. The UCY should consider the organization of such publicity activities in Greece too.

5. Resources (ESG 1.6)

EEC's RECOMMENDATION for BA:

Findings

Findings for BA

Adequate learning resources are in place. Administrative support is very thinly stretched.

Findings for MA

The EEC was not able to interview MA students about their experience but is confident that Department and ARU will provide adequate resources once the programme restarts.

Findings for PhD

PhD students were very happy with the support they receive but at the same time it emerged that the Department does not stipulate a minimum number of supervisor-supervisee meetings per academic year. The laboratories proved insufficient for the work of some PhD students.

Strengths

Strengths for BA

The Department's academic advisor system, with a deputy advisor in place, is excellent as it provides students with a reliable continuity for the duration of their studies.

Strengths for MA

The ARU provides an excellent context for PG studies.

Strengths for PhD

The ARU library provides PhD students in Mediterranean Archaeology with suitable workplaces. Students were very happy with their work conditions in this respect.

Areas of improvement and recommendations

Areas of improvement and recommendations for BA

The current History building is not fit for teaching and research; the Department must be provided with suitable premises on the new campus as soon as possible with an eye to ensure spatial as well as thematic communication between its two UG majors in History and Archaeology.

Areas of improvement and recommendations for MA

The resources available are adequate for running an internationally competitive MA programme in Mediterranean Archaeology.

Areas of improvement and recommendations for PhD

Laboratory resources proved insufficient for the work of some PhD students who were thus forced to take their work to laboratories abroad, for which in turn insufficient internal funding was available.

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

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

HEI's RESPONSE: The Department fully agrees with the Committee that our administrative staff is extremely dedicated and hardworking and that Ms Hadjistylianou's heavy workload can be managed only with the appointment of another person. The Department and the ARU are also discussing with the administration authorities of the UCY the employment of 'Special Scientists', who will provide support to our administrative staff for research-related duties.

Another problem rightly identified by the Committee concerns housing. The construction of the Faculty of Letters is pending and its three Departments are housed in different buildings. The historians have changed offices a number of times so far, they are currently housed in an inadequate building, and are moving again to a new building soon.



6. Additional for distance learning programmes (ALL ESG)

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7. Additional for doctoral programmes (ALL ESG)

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8. Additional for joint programmes (ALL ESG)

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A. Conclusions and final remarks

EEC's RECOMMENDATION for BA:

HEI's RESPONSE:

One future goal the Department is considering is the introduction of a third Major (in addition to History and Archaeology), addressed to candidates who are **not** interested in a teaching position in secondary education. Its programme of studies would allow the reduction of compulsory courses and the introduction of new elective courses or seminars and tutorials in conducting research and writing an essay.

The Department has been implementing alternative teaching methods with the introduction of tutorial classes for the study of sources, taught by postgraduate students, for certain courses. Because of the Covid-19 situation, various forms of flipped or hybrid teaching have been developed very quickly by members of the Department. Different assessment methods for the mi-term exams will be taken into consideration by the Department.

Even though Greek is the language of teaching at the UCY and one of our main goals is its promotion, the Department acknowledges the need to attract non-Greek speaking, international students. To this end, the Department has introduced an undergraduate history course in English every spring semester and an archaeology one every semester for Erasmus and YUFE students. Undergraduate Erasmus students are also allowed to choose seminars (3 per semester) from the English-tought Master's Programme 'Field Archaeology on Land and under the Sea'. Moreover, all three Departments of the Faculty of Letters envisage the organisation of a summer school in Greek Studies in English.

Students are strongly encouraged to participate in fieldwork/excavations and work as interns in cultural institutions while visits to museums, galleries, archaeological sites, libraries and archives are regularly organised by members of the academic staff. However, although the Department is not in theory opposed to the introduction of a compulsory fieldwork course in the programme of studies (three elective courses for training in field archaeology are being already offered), a number of issues should be considered beforehand (financing students' expenses, participation of students with mobility or other health problems, availability of archives, museums and other institutions, availability of students in summer, etc.).

The Department agrees with the EEC that the current procedure for the introduction of new courses is extremely time-consuming and prevents the Department from quickly responding to current social developments or demands for cooperation from other institutions.

The improvement and updating of the Department's webpage has already started within the framework of a UCY project for the upgrading and standardization of the webpages of all departments.



B. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Angel Nicolaou-Konnari	Head	
Ourania Kouka	Vice-Head	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 06.03.2021

