

Doc. 300.1.2

Date: 20/10/2022

Higher Education Institution's Response

- Higher Education Institution: University of Cyprus
- Town: Nicosia
- Programme of study Name (Duration, ECTS, Cycle)

In Greek:

Μεταπτυχιακό Πρόγραμμα Κλασικών Σπουδών (2 έτη, 120 ECTS, πτυχίο MA)

In English:

Master in Classics (2 years, 120 ECTS, Degree of Master of Arts)

- Language(s) of instruction: Greek
- Programme's status: Currently operating
- Concentrations (if any):

In Greek: α. Μάστερ Κλασικών Σπουδών β. Ευρωπαϊκό Μάστερ στις Σπουδές των Κλασικών Πολιτισμών

In English: a. Master in Classical Studies b. European Master in Classical Cultures



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. 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 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>Classics is an international discipline that has increasingly come to include the modern reception of the ancient world and a hot debate over the discipline's role in shaping our worldview, whether positive or negative, as regards burning issues such as race, social inclusion, gender and so forth. This dimension seems to be an unexplored area in the curriculum, something that may affect negatively the students' preparation and ability to connect with other cultural actors. This is all the more important because the programme explicitly aims to train future experts, "in other areas of the public or private sector, such as working in museums, in cultural foundations of various organizations, in the mass media".</p>	<p>The members of staff teaching in our MA Programme have undertaken to give more room to such aspects of Classics in their courses, where appropriate.</p>	<p>Choose an item.</p>
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>The programme seems to be fulfilling its objectives rather easily. One of the reasons, however, is that such objectives, as expressed in the application, are somewhat limited and sometimes tautological (e.g. “students “will master the methodological principles of high-level research in Classics, applying them to their own work”). A more precise and ambitious description of the programme’s goals may be in order.</p>	<p>Our Committee for Quality Assurance in cooperation with the Committee for Postgraduate Studies is already overhauling the description of the programme’s goals as stated on our webpage.</p>	<p>Choose an item.</p>
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3. Teaching staff (ESG 1.5)

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<p>A broader use of student evaluations may be in order, involving a shared discussion of the results and of the strategies to further improve the teaching profile.</p> <p>Research-led teaching is the focus of much theoretical debate. It may be useful to promote a shared discussion within the department about that. We did not hear about explicit policies designed to help staff develop specific teaching strategies, though we imagine that in a small department there may be no need to formalize such exchanges.</p> <p>Finally, there is much room for improvement as regards the English version of staff profiles and course descriptions.</p>	<p>In practice, our teaching is already research-led. The members of staff teaching in the Programme have formed an informal discussion group, which has already met once (19/09), and will henceforth meet regularly to discuss teaching strategies and issues. We agree that there is no need to formalize such exchanges. A “shared discussion” of student evaluations would seem to us to raise issues of confidentiality.</p> <p>English version of staff profiles and course descriptions: For the material posted on our website see our comment above, point 2.</p>	<p>Choose an item.</p>
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4. Student admission, progression, recognition and certification
 (ESG 1.4)

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Progression policies are perhaps taken for granted, but they should be set out more clearly for potential foreign applicants. As we write, moreover, the Department's webpage re the "framework for the composition of the examining committees", where one could expect to find the relevant info, is not accessible.	See our comment above, point 2.	Choose an item.
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5. Learning resources and student support
 (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Not much to say. The aforementioned webpage should be completed so as to include all parts in English as well (really minor point)	See our comment above, point 2.	Choose an item.
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6. Additional for doctoral programmes (ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>As will be clear from the previous sections, the conclusions are extremely positive. The panel's recommendations are not meant to detract from what is clearly a healthy reality, which we expect to become even better in the future. The collaboration of regular professors with highly qualified visiting staff (through regularly advertised calls that entail attractive job opportunities) is a way in which the programmes flourish while at the same time encouraging its members to implement the policies that govern the distribution of sabbatical leaves. Moreover, this increases the opportunities to attract promising researchers who can develop an interest in applying for regular positions and is in line with the Department's Commitment to "monitor and review the Study Programmes so that they meet the needs of the labour market, society, contemporary theoretical backgrounds," thus providing students with a background that will enable them to adjust to demanding academic programmes at international institutions.</p> <p>Both with respect to the programmes' international ambitions and as a matter of concern in itself, the panel notes that more effort should be made to incorporate in courses questions concerning gender and race. In order to make the ties between more</p>	<p>a. Questions concerning race and gender: See our comment above, point 1.</p> <p>b. [Interaction between Classics and Philosophy: Does not currently concern our Postgraduate Programme.]</p> <p>c. Policies on sexual harassment / discrimination: This is a matter of university-wide policy; we undertake to forward the EEC's concerns to the Senate.</p>	<p>Choose an item.</p>

<p>visible, both Classics and Philosophy can develop courses that will strengthen the connection between the fields. In a somewhat similar vein, The panel would welcome the implementation of clearly defined and advertised procedures in case the students face problems of sexual harassment or any discrimination on the basis of sex or race. Commitment to the values of diversity and gender equality could find a more clear expression both in formal procedures and statutes and (in an implicit yet significant way) in the content of the course work (either through the development of courses that encourage the students to develop the relevant values, or through the effort to include within existing courses, where appropriate, appropriate topics)</p>		
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C.

D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Demokritos Kaltsas	Coordinator of Postgraduate Studies	
Georgios Xenis	Head of the Department	

Date: 20th October 2022

