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Date: Date.

# External Evaluation Report (Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**

**University of Cyprus**

- **Town: Nicosia**

- **School/Faculty: Faculty of Letters**

- **Department: Classics and Philosophy**

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

**Programme 1 – BA**

**In Greek:**

Programme Name

**In English:**

**Classics and Philosophy**

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

**Programme 2 – MA**

**In Greek:**

Μεταπτυχιακό Πρόγραμμα Κλασικών Σπουδών

**In English: Classics**

Programme Name

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

**Programme 3 – Phd**

**In Greek:**

Programme Name

**In English:**

Programme Name

**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 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Introduction

Before the onsite visit, the members of the External Evaluation Committee studied the numerous documents and Presentations provided by the CYQAA, such as the Departmental Application of the Department of Classical Studies and Philosophy, the Undergraduate Programme in Philosophy, the Postgraduate Programme in Classics, the Doctoral Programme in Classics, UCY Presentation, Virtual Tour of the University etc. In addition to that, the EEC consulted the Department's Webpage. The dates of the on-site visit were the 22<sup>nd</sup> and 23<sup>rd</sup>. The onsite comprised the following:

### DAY 1: The Department and the BA programme

- A meeting with the Rector – Head of the Institution and the Vice Director for Academic Affairs– Short presentation of the Institution and discussion

[15 minutes]

- A meeting with the members of the Internal Evaluation Committee (QA session)
- A meeting with the Head of the relevant department and the BA programme's Coordinator.

Short presentation of the School's/Department's structure

- Mission and strategic planning (including SWOT analysis)
  - Connecting with society
  - Development Processes
  - The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development
  - Methodology and equipment used in teaching and learning
- A meeting with members of the teaching staff on each course for all the years of study (QA session).
    - Discussion on the CVs, on any other duties in the institution and teaching obligations in other programmes.
    - Discussion on the content of each course and its implementation
    - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
    - Discussion on assessment criteria,
  - A meeting with members of the administrative staff
  - A meeting with students and graduates (BA programme)
  - A further meeting with the Head of the relevant department and the BA programme's Coordinator - exit discussion (questions, clarifications).

### DAY 2: The MA and PhD programmes

- A meeting with the MA and PhD programme's Coordinators
  - The programmes' standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development
- A meeting with members of the teaching staff on each course for all the years of study (QA session).
  - Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
  - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
- Discussion on assessment criteria
- A meeting with graduates and students (QA session).
- A meeting with the Head of the Department and the MA programme's Coordinator - exit discussion (questions, clarifications).

All meetings were conducted in a very constructive manner and in a very pleasant atmosphere. All members of the Department met by the EEC showed a readiness to collaborate with the evaluation process, to answer openly all questions and to provide the information required.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Chloe Balla	Associate Professor	Crete
Andrea Capra	Full Professor	Durham
Foivi Christodoulou	PhD Student	Neapolis Paphos
Amphilochios Papathomas	Full Professor	Athens

## 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:*
  - sub-areas*
  - 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 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 each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1. Policy for quality assurance
- 1.2. Design, approval, on-going monitoring and review
- 1.3. Public information
- 1.4. Information management

### 1.1 Policy for quality assurance

#### Standards

- *Policy for quality assurance of the programme of study:*
  - *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*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

#### Standards

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



- *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?*

## **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 (general)**

An experienced board of staff members in collaboration with the relevant committees of the University is responsible for quality assurance. The design and development of programmes mostly follows and reflects the research interest of the staff members, and aims to equip the students with the skills they need in order to serve the public or private system of higher education. Compliance of the actual student workload with the workload expressed by ECTS is secured through detailed descriptions of the requirements of each course, that are available in digital form to all the students. The programmes are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcome, enabling smooth student progression and securing career paths of graduates either in high school education or to institutions that support excellence in research.

### **Findings for BA**

The BA Programme offers the students the opportunity to pursue studies which combine Philosophy and Classics and to obtain separate degrees in either of these areas. Students are distributed almost evenly between the two programmes. Upon graduation students from both programmes are eligible to serve as philologists in secondary education. The part of the program that corresponds to Classics is solid, traditional and clearly meets the needs of the profession for which students are trained. The part of the program that corresponds to Philosophy gives the students a broad exposure to a number of areas, claiming, in some of these areas, the kind of excellence that enables those who graduate from it to pursue higher studies in the field. Although the number of philosophy courses in secondary education is limited, the Philosophy Programme aims to equip students who will be competent to teach the relevant subjects and motivated to further promote them thus making the need for their representation in the curriculum more visible.

### **Findings for MA**

The MA programme looks like a solid and traditional one. It covers the main areas one would expect for a classics programme, with an emphasis on philology and language competence as rooted in the Department's own strengths. It also includes courses taught by staff belonging to the department of Byzantine and Modern Greek Studies as well as to that of History and Archaeology. Also, launching an MA in Mediterranean studies together with the former is one of the Department's explicit goals. It is also worth mentioning that the Department takes part in an international MA programme called "European Master in Classical Culture".

### **Findings for Phd**

As is to be expected, the Phd, in terms of ECTS, is heavily centred on the dissertation. The students can make the best of the many research strengths of the Department and have the opportunity of spending part of their research time abroad as well as to make the most of the Department's international status in terms of conferences and visiting scholars.

## **Strengths**

### **Strengths for BA**

Quality of staff (including a number of external, visiting instructors)  
Variety of courses, effort to enrich traditional education with new subjects that address current market needs. Consideration for the need to train high-school teachers/ philologists with competence in philosophy  
Consideration for the need to train the students in writing skills  
Support for students who wish to continue their studies abroad (especially in the field of Philosophy, where a relevant option is not provided by the institution), by means of proper consulting and specialisation in certain cutting edge areas (most notably in the philosophy of science)  
Good ratio in terms of students who pursue each separate programme (Classics or Philosophy)  
Good ratio in terms of staff and student numbers  
Clearly described/advertised procedures and/or facilities for students with special educational needs and other counselling services

#### Strengths for MA

Quality of staff  
Scholarships – most students get their fees covered this way.  
Coherence  
Good ratio in terms of staff and student numbers

#### Strengths for Phd

Quality of staff  
Scholarships  
Flexibility

### **Areas of improvement and recommendations**

#### Areas of improvement and recommendations for BA

Given the cohabitation of the two Programmes (Philosophy and Classics) under a single Department, and the fact that the respective curricula are based on a combination of the two fields, enrichment of the programme with courses that contribute to the cohesion of each programme is recommended. To achieve this goal, the Department should aim to cultivate excellence in ancient philosophy. The broad range of philosophical topics that are dealt with in the framework of the undergraduate program could be structured under well defined sub-fields of philosophy (e.g. epistemology, metaphysics, ethics, history of philosophy); the list of ancient philosophy courses should be enriched and include survey but also more specialised topics [defined as such in the titles]. A distribution requirement (which would gradually lead to a distribution in the academic specialisation of the members of staff) should also be introduced.

#### Areas of improvement and recommendations for MA

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".

Areas of improvement and recommendations for *Phd*

The system seems to be working well. During the discussion, the panel suggested that, following international trends, a move could be made towards such good practice as co-supervision. This is not officially recognised in the programme's description, but co-operation seems to be working all the same, as is to be expected in a relatively small environment. A stronger emphasis on internationalisation and on English as a working language for the discipline would be welcome.

**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>
<b>1.1</b>	Policy for quality assurance	5	5	5
<b>1.2</b>	Design, approval, on-going monitoring and review	5	5	5
<b>1.3</b>	Public information	5	5	5
<b>1.4</b>	Information management	5	5	5

## 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 and 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)?*



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION





## **Findings**

### **Findings (general)**

In all three programmes, students take an active part in pedagogic activities, so that the process of teaching runs smoothly and successfully. Due to the nature of the studies practical training is somewhat restricted, but there are opportunities for that all the same (cf. below). Digital competencies are an important part of the training of the students who attend the classics program and involve all the major data bases related to the field. Assessment combines the form of evaluation of written exams with essay writing midterm exams and oral presentations which may be implemented according to the nature of the class. Special attention is given to problems of plagiarism: students have access to seminars, organised by the Center for Teaching and Learning (KE.DI.MA) and can control their work through the use of the Turnitin system.

### **Findings for BA**

Thanks to the good staff-student ratio students can benefit from guidance of their instructors, acquire the necessary writing skills (that can allow them to compose a BA thesis) and receive systematic feedback in order to improve them, develop an appropriate work ethic. Innovative teaching methods, learning environments and learning aids are encouraged and their implementation is acknowledged through the establishment of special awards for excellence in their implementation. Detailed information on study rules and on the content of the courses but also the criteria for marking and overall evaluation is available to the students in the beginning of each term, allowing them to fulfill the requirements in an efficient and systematic way. Assessment is consistent, appropriate and transparent. Students who do not obtain a passing mark at the end of the term are given the opportunity to repeat the exam; similar provisions are also made for students who wish to improve their mark. Students who wish to be actively involved in research are given the opportunity through consultation with the instructors and are encouraged, even at the undergraduate level, to participate as auditors to various lecture series and conferences organized by the Department.

### **Findings for MA**

By and large, the situation seems to be a healthy one. Students clearly express satisfaction and are pleased with their convenors' work. Research is very much a focus in the programme, thus reflecting the staff's many strengths. Students are involved and, as a matter of fact, often end up turning into researchers. Practical training comes to the fore when it comes to learning ancient languages or acquiring the skills required by such disciplines as papyrology and epigraphy. The assessment comes in written form and, also, seems to be running smoothly.

### **Findings for Phd**

As is to be expected, the programme is very straightforward and simple. The assessment comprises an evaluation of the written dissertation and an oral examination.

## **Strengths**

### **Strengths for BA**

A very well equipped and organised modern library supports the training needs of the students, allowing them to develop skills in the use of digital resources, where appropriate

A good ratio between staff members and students, in combination with courses that encourage and officially require essay writing, as well as the library resources, contributes to an excellent training in research and writing skills

### Strengths for MA

The small size of classes ensures an excellent level of communication between students and convenors. The Department's very strong research profile can thus become integral to the teaching. In such optimal conditions, assessment seems to be unproblematic.

### Strengths for Phd

Once again, students can benefit from the strong research profile of the staff.

## Areas of improvement and recommendations

### Areas of improvement and recommendations for BA

Although every effort is made to train the students in the use of the major data bases and electronic resources that are used in the field of Classical Studies, there is certainly more room for the development of digital competencies.

### Areas of improvement and recommendations for MA

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.

### Areas of improvement and recommendations for Phd

Perhaps, more could be made in terms of inter-departmental cooperation. The application heralds the "unity of classical studies", but in the ensuing description the emphasis is firmly on language and philology only. There might be ways to make the programme more interdisciplinary.

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	5	5	5



2.2	Practical training	3	NA	NA
2.3	Student assessment	5	5	5

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

- 3.1. Teaching staff recruitment and development
- 3.2. Teaching staff number and status
- 3.3. Synergies of teaching and research

#### 3.1. Teaching staff recruitment and development

##### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

#### 3.2. Teaching staff number and status

##### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

#### 3.3. Synergies of teaching and research

##### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

## **Findings**

### **Findings (general)**

The department justly takes pride at the procedures and policies that govern teaching staff recruitment and development. A generous policy of sabbatical leaves enables regular members of staff to combine excellence in teaching with research, to visit foreign institutions and establish ties with their peers (which often lead to the implementation of programs and further synergies). A generous policy of recruitment for temporary/visiting staff members supports and at the same time enriches the needs of the curriculum. The procedures that are followed for the selection of the regular teaching staff are transparent and aim to attract and secure the appointment of the best candidates available. To secure efficiency and transparency, where appropriate, the members of the relevant committees seek the assistance of, and appoint, international experts. Most of the current regular staff members are tenured professors, and the procedures that are involved in promotions are transparent and enable the most competent members of staff to pursue a professionally rewarding career.

### **Findings for BA**

The department cultivates excellence in two distinct areas, namely classics and philosophy. The twofold nature of the programme reflects this situation.

### **Findings for MA**

Teaching staff recruitment and development is best covered in the departmental evaluation that this panel has completed together with the present one. We note, however, that pedagogic needs are met successfully both through permanent staff, which is growing, and through contracts given to what is referred to as “special experts”. In addition, the programme draws freely from courses

offered by other departments. Given the small size of the MA cohorts, the staff involved in the course seems to be adequate. Courses are research-oriented as is proved, once again, by the successful research careers of the programme's MA students. Student evaluation is definitely part of the picture and is used to adjust and improve individual courses.

#### Findings for Phd

Same as findings for MA.

#### Strengths

##### Strengths for BA

Synergies with other Departments that offer courses in the Humanities are strongly encouraged and implemented.

##### Strengths for MA

Staff's very strong research profile

Generous policy for sabbatical leaves and enrichment of the staff with visiting professors

Involvement of international "experts".

##### Strengths for Phd

See findings for MA above.

#### Areas of improvement and recommendations

##### Areas of improvement and recommendations for BA

Recruitment of new staff members (as well as of visiting professors) could enhance the development of 'bridges' between Philosophy and Classics. That would entail an effort and agreement between the members of the two programmes so that the descriptions of the areas in which new positions are advertised take into consideration the need to remedy the problems in the cohesion of the Philosophy BA (and its suitability to the professional orientation of graduates who do not wish to focus on research) that were described above.

##### Areas of improvement and recommendations for MA

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.

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. Finally, there is much room for improvement as regards the English version of staff profiles and course descriptions.

##### Areas of improvement and recommendations for Phd

. Co-supervision and external supervision should be encouraged.

**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>
<b>3.1</b>	Teaching staff recruitment and development	4	5	5
<b>3.2</b>	Teaching staff number and status	5	5	5
<b>3.3</b>	Synergies of teaching and research	5	5	5

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

##### Sub-areas

- 4.1. Student admission, processes and criteria
- 4.2. Student progression
- 4.3. Student recognition
- 4.4. Student certification

##### 4.1 Student admission, processes and criteria

###### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### 4.2 Student progression

###### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

##### 4.4 Student certification



## Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

## **Findings**

### Findings (general)

In general, the admission procedure seems to be clear and transparent. Progression is harder to fathom based on the applications and the website, but there are probably good reasons for that. The Department's programmes carefully take into account student recognition and certification.

### Findings for BA

For the BA the admissions procedure is regulated by the Ministry of Education and secures transparency. The level of admission requirements is satisfactory. International students who are admitted at the Erasmus Programme comply with the rules of the Programme and do not involve any interference with the Department under consideration.

### Findings for MA

Admission requirements are outlined clearly in the application and there are clearly a number of good policies and practices in place that ensure the recognition of the students' work. The situation regarding progression is less straightforward (cf. below).

### Findings for Phd

As stated in the application, PhD students "are mostly holders of an MA Degree in Classics from our postgraduate programme, earlier graduates of the Department who went on to obtain an MA Degree from a university abroad".

## **Strengths**

### Strengths for BA

A lean and clear set of procedures

### Strengths for MA

A lean and clear set of procedures

### Strengths for Phd

Given the high quality of the department and of its programmes, the provenance of the students ensures that the average level of PhD students is more than satisfactory, though there are potential drawbacks (cf. below)

### Areas of improvement and recommendations

#### Areas of improvement and recommendations for BA

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.

#### Areas of improvement and recommendations for MA

Same as for BA.

#### Areas of improvement and recommendations for Phd

In the interest of the programme's internationalization, it is advisable to enlarge the pool of PhD candidates to include students of different backgrounds.

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>
<b>4.1</b>	Student admission, processes and criteria	5	5	5
<b>4.2</b>	Student progression	5	5	5
<b>4.3</b>	Student recognition	5	5	5
<b>4.4</b>	Student certification	5	5	5

## 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**

### **Findings (general)**

Resources, especially physical, are excellent. Plans are in place to improve the logistics of the buildings and promote accessibility and mobility.

### **Findings for BA**

The panel notes the overall adequacy of resources and student support. Both staff and students are clearly satisfied in this respect and we see no reason for concern.

### **Findings for MA**

Same as for BA

### **Findings for Phd**

Same as for BA and MA

## **Strengths**

### **Strengths for BA**

IT resources seem to be adequate and the library is outstanding in all respects. In terms of support, it's good to see that the relevant page (<https://newdev.ucy.ac.cy/graduateschool/services/>) provides clear and detailed information about housing, social support, mental health support and so forth.

### **Strengths for MA**

Same as for BA

### **Strengths for Phd**

Same as for BA and MA

## **Areas of improvement and recommendations**

### **Areas of improvement and recommendations for BA**

Nothing to report.

### **Areas of improvement and recommendations for MA**

Not much to say. The aforementioned webpage should be completed so as to include all parts in English as well (really minor point)

### **Areas of improvement and recommendations for Phd**

It may be useful, not least to attract international students, to spell out specific resources designed to promote an active participation on the part of PhD students, such as funding to organize workshops.

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

Sub-area	<b>Non-compliant/ Partially Compliant/Compliant</b>
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		<i>BA</i>	<i>MA</i>	<i>Phd</i>
<b>5.1</b>	Teaching and Learning resources	5	5	5
<b>5.2</b>	Physical resources	5	5	5
<b>5.3</b>	Human support resources	5	5	5
<b>5.4</b>	Student support	5	5	5

### 3. Additional for doctoral programmes (ALL ESG)

#### Sub-areas

- 3.1. **Selection criteria and requirements**
- 3.2. **Proposal and dissertation**
- 3.3. **Supervision and committees**

#### 6.1 Selection criteria and requirements

##### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

#### 6.2 Proposal and dissertation

##### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### 6.3 Supervision and committees

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

#### Findings

Very specific and clear guidelines are not part of the application, whereas the website redirects the reader to the University's rather general rules for postgraduate studies.

#### Strengths

There is a clear commitment to provide PhD students with funding and to help them financially.

#### Areas of improvement and recommendations

More explicit guidelines. Based on the application and the website, the programme falls short of the sort of detailed policies that are typical of, e.g., the British system. In light of the flexibility of PhD experiences, this is not necessarily a drawback, but clearer guidelines would at least help recruit more international students. Exchange programmes are clearly a desideratum.

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

Sub-areas	<i>Non-compliant/ Partially Compliant/Compliant</i>
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<b>6.1</b>	Selection criteria and requirements	4
<b>6.2</b>	Proposal and dissertation	5
<b>6.3</b>	Supervision and committees	5



## D. Conclusions and final remarks

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.

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 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)



**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
Andrea Capra	
Chloe Balla	
Amphiloschios Papathomas	
Foivi Christodoulou	
Click to enter Name	
Click to enter Name	

**Date:** Click to enter date

