

Doc. 300.1.1

Date:

External Evaluation Report

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Humanities and Social Sciences
- **Department/ Sector:** Languages and Social Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Μεταπτυχιακό Πρόγραμμα στον Ελληνικό Πολιτισμό

In English:

Master of Arts in Greek Civilization

- **Language(s) of instruction:** English
- **Programme's status**
New programme: Yes
Currently operating: Choose an item.

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC Committee after studying the provided documentation visited the University of Nicosia on December 4, 2019 and met and discussed with the Teaching and Administrative Staff of the proposed D-L.Program "Master of Arts in Greek Civilization". The EEC also visited the e-Learning Pedagogical Support Unit and got information about technical infra-structure of the running of the above D.-L. Program.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dimitris Angelatos	Professor	Athens
Alicia Morales Ortiz	Assoc. Professor	Murcia
Costas N. Constantinides	Professor	Ioannina
Iordanis Kavathatzopoulos	Professor	Uppsala
Demetriou Rafaella	Student	Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- The external evaluation report follows the structure of assessment areas.*
- At the beginning of each assessment area there is a box presenting:*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - some questions that EEC may find useful.*
- The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2: Non-compliant

3: *Partially compliant*
4 or 5: *Compliant*

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- **The report may also address other issues which the EEC finds relevant.**

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

(ESG 1.1, 1.2, 1.8, 1.9)

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*

- *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*
 - *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*

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

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *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.)?*
- *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 practical training in the study programme (where appropriate)?*
- *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?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *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?*

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

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

Quality indicators/criteria		1 - 5
1.1	Academic oversight of the programme design is ensured.	5
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	5
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	5
1.3.2	The programme webpage information and material	4
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	5
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	5
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	5
1.4	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.5	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.6	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	5

1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:		
	1.8.1	The number of courses	5
	1.8.2	The programme's content	5
	1.8.3	The methods of assessment	4
	1.8.4	The teaching material	4
	1.8.5	The equipment	5
	1.8.6	The balance between theory and practice	4
	1.8.7	The research orientation of the programme	5
	1.8.8	The quality of students' assignments	5
1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.		5
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.		4
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.		3
1.12	New research results are embodied in the content of the programme of study.		4
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.		5
1.14	Students' command of the language of instruction is appropriate.		4
1.15	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.		5
1.16	The learning outcomes and the content of the courses are consistent.		5
1.17	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.		5
1.18	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.		4
1.19	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational		4

	bodies for the purpose of exercising a particular profession.	
1.20	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	4
1.21	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	3
1.22	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	5
1.23	The admission requirements are appropriate.	4
1.24	Sufficient information relating to the programme of study is posted publicly.	5
1.25	The teaching methodology is suitable for teaching in higher education.	4

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

The deficiencies are mostly related to the Program orientation towards the latest achievements in research practices, and to conditions of scientific collaborations with other universities.

Provide information on:

1. Employability records

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2. Pass rate per course/semester

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3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS

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Findings

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

The academic oversight of the Program design has an explicit organization in accurate and clear axes of reference, ensuring the achievement of the learning outcomes, and providing students with the appropriate material relevant to the learning objectives. The quality assurance is supported by appropriate structures and processes. The European Credit Transfert System (ECTS) is very well applied

Strengths

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

The structure of the Program (purpose, objectives and outcomes) enable students to critical thinking, to use and evaluate the resources on each topic, to discuss questions that are relevant in each field of Greek Civilization.

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.

Creating extroverted conditions for cooperation with other universities and academic institutions in Europe and internationally will strengthen the program in the field of new research approaches, developing more demanding methodological tools and issues.

Please tick one of the following for:

Study programme and study programme's design and development

Non-Compliant



Partially Compliant



Compliant



2. Teaching, learning and student assessment

(ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *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.*

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)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *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)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

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

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

Quality indicators/criteria		1 - 5
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	4
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	4
2.3	There is an adequate policy for regular and effective communication with students.	4
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	4
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	4

2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	4
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	4
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	5
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	4
2.10	It is ensured that teaching and learning are continuously enriched by research.	4
2.11	The programme promotes students' research skills and inquiry learning.	3
2.12	Students are adequately trained in the research process.	3

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

The Program is expected to start after the evaluation and accreditation procedure. Therefore, everything concerning students is referred to above according to the demonstration of the future running of the Program by the teaching and administrative staff of the University of Nicosia and the examination in situ of the e-Learning Pedagogical Support Unit as well as the answers given to the EEC Committee by the teaching and administrative Personnel.

Findings

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

The Program is well-prepared and organized in great detail and certain Compulsory seminars will assist students in their Elective seminars. The Platform Moodle is well-managed by a team of experts in Distant Learning and it appears that they will assist greatly this new Distant Learning Program.

Strengths

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

- a. Well-trained and experienced teaching personnel with high academic qualifications
- b. An assisting team of experts in Distant Learning
- c. Well-organized seminars according to the requirements for Distant Learning Programs

- d. A valuable digital library and registration to a number of databases for an easy access to the required by students bibliography
- e. Availability of technical means for the examinations and the avoidance of plagiarism

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.

- a. Interviews for all applicant students must become obligatory
- b. Encouragement of students to prefer an MA thesis instead of three more elective seminars
- c. The examination of the MA thesis should take place within the premises of the University of Nicosia and at least one of the examiners should come from another institution
- d. The Program should be strengthened with topics such as:
 - 1. «Democracy in Classical Athens and the age of Pericles» and «The survival of classical civilization in the Hellenistic and Byzantine periods through the Greek paideia»

Please tick one of the following for:

Teaching, learning and student assessment

Non-Compliant



Partially Compliant



Compliant



3. Teaching Staff

(ESG 1.5)

Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

You may also consider the following questions:

- *How are (novice) 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)?*

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

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

Quality indicators/criteria		1 - 5
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	3
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialisation	Choose mark
	3.2.2 Research and publications within the discipline	4
	3.2.3 Experience / training in teaching in higher education	4
3.3	The programme attracts visiting professors of recognized academic standing.	4
3.4	The specialisations of visiting professors adequately support the programme of study.	5
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	5
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	3
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	4
3.8	The teaching load allows for the conduct of research and contribution to society.	3
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	5
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	5
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	4
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	Choose mark

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

3.12 N/A: The programme has not yet been implemented, so there is no student satisfaction data. However, a system of evaluation of all courses through student's satisfaction surveys is planned.

Provide information on the following:

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

The number of part-time academic staff is quite high and exceeds 30% of the permanent teaching staff (of fourteen (14) tutors participating in the programme only six (6) are permanent teaching staff at the institution)

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.

Academic staff on the Program have the necessary qualifications and expertise in their field of studies to deliver teaching in an appropriate manner. The teaching staff and the Program Coordinator have worked hard on the design of the Program and are highly motivated. Some of the participants have professional experience in collaborating with external institutions and stakeholders (juries in literary prizes, exhibition catalogues, documentation and digitalization of archives, directing film festivals, etc.).

Strengths

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

The Institution has developed a good structure, which offers to the academic staff support in e-Learning Strategy. So the teaching staff is provided with adequate training opportunities in online teaching and learning methods and new technologies.

A strength of the Program is the qualified and motivated academic staff and the collaboration with external stakeholders.

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.

To increase the number of permanent teaching staff

Please tick one of the following for:

Teaching Staff

Non-Compliant

Partially Compliant

Compliant

4. Students

(ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *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/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*
- *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?

- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

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

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

Quality indicators/criteria		1 - 5
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	4
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	5
4.3	The programme's evaluation mechanism, by the students, is effective.	4
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	Choose mark
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	5
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	5
4.9	Students are satisfied with their learning experiences.	Choose

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

4.4. N/A. The ECC has not accessed information on this matter. This Master of Arts in Greek Civilization has not yet been launched. It is expected that in the future Erasmus and other mobility agreements with other institutions will be put in place.

4.9. N/A. The Program has not yet been launched, so there are no data on the student satisfaction.

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.

Student admission is clearly pre-defined. The Program does not require undergraduate level specialized knowledge. Student selection will be based on qualifications in the degree and in proficiency in English Language. In order to select the most motivated and appropriate candidates a personal interview is also necessary.

Since the Study Programme is not yet in place, there is no information available about the profile of the student population, student progression, students' satisfaction or Alumni professional career. It is expected that in the future all these data will be collected and properly analyzed.

Strengths

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

Good mentoring and student's support system.

Areas of improvement and recommendations

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

Click or tap here to enter text.

Please circle one of the following for:

Students

Non-Compliant



Partially Compliant



Compliant



5. Resources

(ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

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?*

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

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

Quality indicators/criteria		1 - 5
5.1	Adequate and modern learning resources are available to the students.	5
5.2	The library includes the latest books and material that support the programme.	4
5.3	The library loan system facilitates students' studies.	5
5.4	The laboratories adequately support the programme.	Choose mark
5.5	Student welfare services are of high quality.	5
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	5
5.7	Suitable books and reputable journals support the programme of study.	4
5.8	An internal communication platform supports the programme of study.	5
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	5
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	4
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	4

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

Click or tap here to enter text.

Findings

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

Adequate resources and IT infrastructure are provided to students. Each course syllabus describes clearly course objectives, learning outcomes, course content, learning activities, assessment methods, required textbooks and other

recommended bibliography. The University Library offers students the possibility to access bibliography, electronic books and other digital resources, although in some cases required manuals are not available.

In some cases, the recommended bibliography of the courses should be updated and/or expanded.

Strengths

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

Human support resources, good premises and IT infrastructure.

Areas of improvement and recommendations

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

Click or tap here to enter text.

Please circle one of the following for:

Resources

Non-Compliant

Partially Compliant

Compliant x

6. Additional for distance learning programmes

(ALL ESG)

Standards

- **The distance learning methodology is appropriate for the particular programme of study.**
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

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

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

Quality indicators/criteria		1 - 5
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	4
6.2	The teaching e-learning material takes advantage of the capabilities offered by the virtual and audio-visual environment (simulations/ virtual environments, problem solving scenarios, interactive learning and formative assessment games).	4
6.3	The expected learning outcomes and distance learning processes aim to develop higher cognitive and research skills, as well as specialised knowledge, according to the European Qualifications Framework (EQF).	4
6.4	The distance-learning programme of study supports the development of students' research and cognitive skills.	4
6.5	The institution safeguards and assesses the interaction:	
6.5.1	Among students	5
6.5.2	Between students and teaching staff	5
6.5.3	Between students and study guides/material of study	5
6.6	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	4
6.7	Research background and experience of the teaching staff is adequate.	5
6.8	Training, guidance and support are provided to the teaching staff through appropriate procedures.	3
6.9	Student performance monitoring mechanisms are satisfactory.	5
6.10	Adequate mentoring by the teaching staff is provided to students through established procedures.	5
6.11	The unimpeded distance learning communication between the teaching staff	5

	and the students is ensured.	
6.12	Assessment consistency is ensured.	4
6.13	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	4
6.14	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	5
6.15	The supporting infrastructures are easily accessible.	5
6.16	Students are informed and trained with regards to the available educational infrastructure.	5
6.17	Procedures for systematic control and improvement of the supportive services are set.	4
6.18	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	5
6.19	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	5
6.20	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	5
6.21	Students' weekly assignments are appropriate for the level of the programme.	4
6.22	Feedback on students' assignments is regular through concrete and published procedures.	5
6.23	The quality of students' final exams is ensured and evidenced.	4
6.24	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	5

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

6.8 Support and training should be focused more on the special challenges and possibilities of the use of technology, and especially on the combination of technology and distance learning, for handling pedagogical issues and for promoting learning.

Provide information on the following:

1. Assessment of the interaction (among students, between students and teaching staff, between students and study guides/material of study)

The interactions among students and teachers, and the accessibility to learning materials are very well supported by the technology which has been adopted by the university organization's infrastructure.

2. Student-centered teaching and learning

The possibilities of distance learning and the use of ICT are stimulating the students to search for cases of interest, by group work and by peer-reviewing assignments. However, it would be more stimulating for the students if the method of peer-reviewing was used more and on broader basis.

3. Training, guidance and support provided to the teaching staff

Sufficient support is provided to the teachers by the Pedagogical Support Unit and especially by the e-Learning Pedagogical Support Unit by offering courses for the teachers as well as continuous guidance. However, this could help teachers more if both the teacher training courses and the support were focused more on e-pedagogical issues.

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.

University of Nicosia is an established university with a very well-developed distance learning infrastructure. It invests heavily in the technology necessary for this purpose. Its ambition is to grow further in distance learning. This bodes well for a continuous effort in handling the challenges and taking advantage of the possibilities of distance learning and corresponding technology offering education to students all over the world.

Strengths

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

Experience of delivering distance learning programs and courses.

Very good technological and pedagogical infrastructure.

Continuous training and support to teaching staff.

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.

Pedagogical training courses for teaching staff are focusing more on using skills of distance learning technology. This is necessary but more weight should be given to pedagogical issues, and mostly on the special possibilities offered by the use of ICT for achieving the target of learning in distance education.

On the negative side, the risk of fraud is unfortunately always present when ICT tools are used. For example, the defence of the thesis from a distance implies certain risks for fraud that cannot be avoided by the use of different technological arrangements, lest the student is physically present on the site of the university.

Please tick one of the following for:

Additional for distance learning programmes

Non-Compliant



Partially Compliant



Compliant



7. Additional for doctoral programmes

(ALL ESG)

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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

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?*

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

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

Quality indicators/criteria		1 - 5
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	Choose mark
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	Choose mark
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	Choose mark
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	Choose mark
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	Choose mark
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	Choose mark
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	Choose mark
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	Choose mark
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	Choose mark
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	Choose mark
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	Choose mark
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	Choose mark
7.13	There is a clear policy on authorship and intellectual property.	Choose mark

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

Click or tap here to enter text.

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

Please tick one of the following for:

Additional for doctoral programmes

Non-Compliant



Partially Compliant



Compliant



8. Additional for joint programmes

(ALL ESG)

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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

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

Quality indicators/criteria		1 - 5
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	Choose mark
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	Choose mark
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	Choose mark
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	Choose mark
8.5	The joint study programme is based on the needs of the target group and of the labour market.	Choose mark
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	Choose mark
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	Choose mark
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	Choose mark
8.9	The partner universities ensure the economic sustainability of the joint study programme.	Choose mark
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	Choose mark
	8.10.2 The collaboration between/among the institutions delivering the programme	Choose mark
8.11	The jointness of the programme development is effective.	Choose

		mark
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	Choose mark

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

Click or tap here to enter text.

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

Please tick one of the following for:

Additional for joint programmes

Non-Compliant



Partially Compliant



Compliant



Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The overall impression regarding the proposed new M.A. D-L. Master of Arts in Greek Civilization is quite positive. However the EEC Committee has certain suggestions which will substantially improve the quality of the Program.

- a. The Training and Support Staff efforts should be focus more on pedagogical issues rather than on the proper use of technological tools.
- b. Increase the ratio of permanent Teaching Staff compared to part-time Personnel.
- c. It is strongly suggested that the M.A. thesis examination should take place in Nicosia with at least one external examiner. It is further suggested that one or two subjects relevant to Greek Civilization should be included in the Curriculum of the Program.
- d. Creating conditions for cooperation and exchanges (including D-L. students) with other universities and academic institutions in Europe and internationally will strengthen the Program in the field of new research approaches, developing more demanding methodological tools and issues.

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Dimitris Angelatos	
Assoc. Professor Alicia Morales Ortiz	
Professor Costas N. Costantinides	
Professor Iordanis Kavathatzopoulos	
Demetriou Rafaella	
Click to enter Name	

Date: 5 December 2019