

Doc. 300.3.1

Date: 7 April 2024

External Evaluation Report (Departmental)

- **Higher Education Institution:**
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Faculty of Humanities
- **Department:** French and European Studies
- **Department's Status:** Existing
- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Γαλλικές και Ευρωπαϊκές Σπουδές

In English:

BA in French Language & Literature

BA in French & European Studies

Programme 2

In Greek:

Μάστερ στη Διδακτική της Γαλλικής ως Ξένης Γλώσσας

In English:

MA in Teaching French as a Foreign Language

Programme 3

In Greek:

Διδακτορικό στις Γαλλικές Σπουδές

In English: PhD in French Studies





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].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

| DEPARTMENT | PROGRAMMES OF STUDY |
|---------------------------|---|
| French & European Studies | BA in French Language & Literature |
| | BA in French & European Studies |
| | MA in Teaching French as a Foreign Language |
| | PhD in French Studies |
| | |
| | |



A. Introduction

This part includes basic information regarding the onsite visit.

Thursday 4 and Friday 5 April were spent on site at the University of Cyprus, meeting members of academic staff, administration and students from the programmes under evaluation. There was also a site visit to the University Library and University rooms, and attendance at a representative class from the BA programme in French Language & Literature.

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|--------------------|-----------------|--------------------------------|
| Anita THOMAS | Professor | University of Fribourg (CH) |
| Tannelie BLOM | Professor | University of Maastricht (NL) |
| Edward WELCH | Professor | University of Aberdeen (UK) |
| Fivi CHRISTODOULOU | PhD Candidate | Open University of Cyprus (CY) |

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *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: | <i>Non-compliant</i> |
| 3: | <i>Partially compliant</i> |
| 4 or 5: | <i>Compliant</i> |

- *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 Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department'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 Department based on evidence from the Department's application and the site - 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 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.***



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

1. Department's academic profile and orientation (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

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. Department's academic profile and orientation | | |
| 1.1 Mission and strategic planning (including SWOT analysis) | | 1 - 5 |
| 1.1.1 | The Department has formally adopted a mission statement, which is available to the public and easily accessible. | 5 |
| 1.1.2 | The Department has developed its strategic planning aiming at fulfilling its mission. | 5 |
| 1.1.3 | The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted. | 5 |
| 1.1.4 | The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice. | 5 |
| 1.1.5 | The academic community is involved in shaping and monitoring the implementation of the Department's development strategies. | 5 |
| 1.1.6 | Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy. | 5 |
| 1.1.7 | The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective. | 5 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |

No deficiencies

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).
 - Clear pathway from BA through to MA and PhD levels in particular via expertise in Teaching French as a Foreign Language
 - Excellent collaboration with Departments in other Faculties (Social Sciences and Education, Economics and Management) as well as Departments in the home Faculty (specifically English and the Language Centre) in relation to the current and new MAs in FLE, and in doctoral supervision

Provide suggestions for changes in case of incompatibility.

No suggestions to make

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

| | | |
|-------|---|---|
| 1.2.1 | The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. | 5 |
| 1.2.2 | The Department provides sufficient information to the public about its activities and offered programmes of study. | 5 |
| 1.2.3 | The Department ensures that its operation and activities have a positive impact on society. | 5 |
| 1.2.4 | The Department has an effective communication mechanism with its graduates. | 5 |

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

No deficiencies

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

| | | |
|-------|--|---|
| 1.3.1 | Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work. | 5 |
| 1.3.2 | Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan. | 5 |

| | | |
|-------|--|---|
| 1.3.3 | The Department applies an effective strategy of attracting high-level students from Cyprus and abroad. | 5 |
| 1.3.4 | The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent. | 4 |

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

The suspension of University scholarship programmes risks having a detrimental effect on the Department's ability to attract and support students for its MA and PhD programmes. The EEC therefore makes a strong request to the University to reintroduce these funding programmes as soon as possible.

Additionally, write:

- Expected number of Cypriot and international students
 - o BA: 128 students
 - o MA: 5 students
 - o PhD: 12 students
- Countries of origin of international students and number from each country

The EEC does not have access to this data - please contact the Department

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

A very strong Department with excellent alignment between research and teaching in relation to all programmes. Meetings with staff and students made very clear the strong sense of collegiality, vision and ethos that defines the Department's strategy and a very positive learning environment for students at all levels.

Strengths

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

- Scope and design of all programmes are clearly informed by the research expertise of the department
- Coherent ethos and philosophy underpinning programme design in relation to student-centred learning and the fostering of critical and analytical skills
- Strong understanding of the programme aims, intentions and ethos amongst the student body
- High quality of the MA in FLE, enhanced by excellent collaboration with Departments of Education and Psychology
- Excellent supervision conditions and researcher development support on the PhD programme, e.g. annual doctoral conference
- Innovative solutions in relation to areas of strategic importance for the University, particularly e-Learning

Areas of improvement and recommendations

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

- The EEC **strongly recommends** that at least one of the current professorial members of staff is replaced directly at professorial level so that appropriate leadership of the Department remains in place
- For the BA in French & European Studies the EEC **strongly recommends** that the University of Cyprus invest in additional staffing to help develop the programme in a way that can make it the strongest programme in the region in this domain
- The BA in French & European Studies programme could be enhanced by courses on power structures, role of bureaucracies and power politics within the European Union, quantitative methodologies and skills development
- The EEC **strongly recommends** that the Department should run the MA in FLE **in only one mode** and the EEC **would further recommend** this mode be **blended** learning
- The EEC **strongly recommends** that PhD thesis supervision be formally recognised and accounted for within the workload allocations of academic staff in Department
- The EEC **strongly recommends** that the specification of entry requirements for PhD programmes be devolved to Faculties

Further recommendations are as follows:

- For both BA programmes the EEC recommends increased scope for independent research through longer essays and ideally a compulsory BA thesis in order to foster and cement skills of independent research and thinking and to ensure students are in a position to progress to postgraduate programmes across Europe
- In order to accommodate a compulsory BA thesis in staff teaching workloads elements of the thesis course could include a dissertation seminar and peer review alongside a reduced number of one-to-one supervisions
- Bibliographies in some courses in the BA in French Language & Literature could benefit from include more recent scholarship from the 2010s and 2020s and work by Anglophone scholarship in French & Francophone Studies
- There should be greater standardisation of the length of the MA thesis to c. 60-80 pages without annexes
- Final approval of the PhD thesis after the defence and any corrections should devolve from the University Senate to individual Faculties

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|------------------------------------|--|
| 1.1 Mission and strategic planning | Compliant |
| 1.2 Connecting with society | Compliant |
| 1.3 Development processes | Compliant |

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

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 | | |
|---|---|-------|
| 2. Quality Assurance | | |
| 2.1 System and quality assurance strategy | | 1 - 5 |
| 2.1.1 | The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management. | 5 |
| 2.1.2 | Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. | 5 |
| 2.1.3 | The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff. | 5 |
| 2.1.4 | The quality assurance system adequately covers all the functions and sectors of the Department's activities: | |
| 2.1.4.1 | Teaching and learning | 5 |
| 2.1.4.2 | Research | 5 |
| 2.1.4.3 | The connection with society | 5 |
| 2.1.4.4 | Management and support services | 5 |
| 2.1.5 | The quality assurance system promotes a culture of quality. | 5 |
| 2.1.6 | Students' evaluation and feedback | 5 |

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

No deficiencies.

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

| | | |
|--------|---|---|
| 2.2.1 | The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff. | 5 |
| 2.2.2 | The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students. | 5 |
| 2.2.3 | The quality control system refers to specific indicators and is effective, which have been presented and discussed. | 5 |
| 2.2.4 | The results from student assessments are used to improve the programmes of study. | 5 |
| 2.2.5 | The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. | 5 |
| 2.2.6 | The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. | 5 |
| 2.2.7 | The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. | 5 |
| 2.2.8 | Names and position of the teaching staff of each programme are published and easily accessible. | 5 |
| 2.2.9 | The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. | 5 |
| 2.2.10 | The Department flexibly uses a variety of teaching methods. | 5 |
| 2.2.11 | The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. | 5 |
| 2.2.12 | The Department analyses and publishes graduate employment information. | 5 |

| | | | |
|--|--|---|---|
| 2.2.13 | The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly: | | |
| | 2.2.12.1 | Building facilities | 5 |
| | 2.2.12.2 | Library | 5 |
| | 2.2.12.3 | Rooms for theoretical, practical and laboratory lessons | 5 |
| | 2.2.12.4 | Technological infrastructure | 5 |
| | 2.2.12.5 | Academic support | 5 |
| 2.2.14 | There is a student welfare service that supports students in regard to academic, personal problems and difficulties. | | 5 |
| 2.2.15 | The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. | | 5 |
| 2.2.16 | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. | | 5 |
| 2.2.17 | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available. | | 5 |
| 2.2.18 | 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. | | 5 |
| 2.2.19 | The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates. | | 5 |
| 2.2.20 | There is a clear policy on authorship and intellectual property. | | 5 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | | |
| No deficiencies | | | |

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The QA policy for the department has been well described in the self-report and follows University policies. There is clear evidence of continuous self-evaluation and improvement of all programmes, with excellent student representation through membership of the Departmental Committee which meets monthly. All student representatives reported very strong and consistent engagement with the teaching staff and transparent mechanisms for feedback and evaluation.

Strengths

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

- Excellent diversity of assessment methods in BA and MA programmes which enable students to demonstrate learning in different ways and assess the range of skills and competences appropriately
- Excellent feedback and consultation mechanisms across all courses and programmes to ensure the student voice is heard and taken into account
- Clear enhancement of the design of the PhD programme since the last evaluation, particularly in relation to skills development and training, networking and conference attendance, including providing financial support to facilitate this

Areas of improvement and recommendations

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

- While the EEC commends the Department's commitment to its students, it recommends that members of staff find more efficient ways to support and give feedback on student work (especially at MA and PhD levels), for example by organising seminars where the students can present and discuss the current development of their work. Identifying such efficiencies can help ease staff workload pressures and ensure staff protect the time they need to pursue their research and undertake programme development

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|---|--|
| 2.1 System and quality assurance strategy | Compliant |
| 2.2 Quality assurance for the programmes of study | Compliant |

3. Administration (ESG 1.1, 1.3, 1.6)

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

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

| Quality indicators/criteria | | |
|-----------------------------|--|--------------|
| 3. Administration | | 1 - 5 |
| 3.1 | The administrative structure is in line with the legislation and the Department's mission. | 5 |
| 3.2 | The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department. | 5 |
| 3.3 | The administrative staff adequately supports the operation of the Department. | 5 |
| 3.4 | Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions. | 5 |
| 3.5 | The Department applies effective procedures to ensure transparency in the decision-making process. | 5 |
| 3.6 | Statutory sessions of the Department are held and minutes are kept. | 5 |
| 3.7 | The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions. | 5 |
| 3.8 | The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively. | 5 |
| 3.9 | The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism. | 5 |
| 3.10 | The Department has appropriate procedures for dealing with students' complaints. | 5 |

| | | |
|------|---|---|
| 3.11 | Internationalization of the Department and external collaborations. | 5 |
|------|---|---|

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

No deficiencies.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

- All administrative criteria are met to ensure the appropriate functioning of the Department, including student participation in the departmental committee
- The EEC is pleased to note the appointment of a second full time secretary in the Department which enables it to implement its administrative requirements

Strengths

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

See findings

Areas of improvement and recommendations

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

No improvements and recommendations to note.

Please select what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-------------------|--|
| 3. Administration | Compliant |

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

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 | | |
|---|--|--------------|
| 4. Learning and Teaching | | |
| 4.1 Planning the programmes of study | | 1 - 5 |
| 4.1.1 | The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study. | 5 |
| 4.1.2 | Students and other stakeholders, including employers, are actively involved on the programmes' review and development. | 5 |
| 4.1.3 | Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). | 5 |
| 4.1.4 | The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable. | N/A |
| 4.1.5 | The Department ensures that its programmes of study integrate effectively theory and practice. | 5 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. No deficiencies | | |
| 4. Learning and Teaching | | |
| 4.2 Organisation of teaching | | 1 - 5 |

| | | |
|--|--|---|
| 4.2.1 | The Department establishes student admission criteria for each programme, which are adhered to consistently. | 5 |
| 4.2.2 | Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices. | 5 |
| 4.2.3 | The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons. | 5 |
| 4.2.4 | The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship. | 5 |
| 4.2.5 | Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. | 5 |
| 4.2.6 | The teaching staff of the Department provides timely and effective feedback to their students. | 5 |
| 4.2.7 | The criteria and the method of assessment as well as the criteria for marking are published in advance. | 5 |
| 4.2.8 | The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. | 5 |
| <p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>No deficiencies</p> | | |

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

- Attending sample classes during site visit provided compelling evidence of student-centred approaches to learning and respectful interactions between teacher and students, as well as the suitability of classrooms for the teaching undertaking
- Student-centred learning is embedded in all BA and MA programmes reviewed and is reflected in an appropriate range of assessment methods
- Assessment criteria are detailed and precise and feedback is given systematically with substantial additional support available to students as required

Strengths

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

- The programme has a strong interdisciplinary profile, facilitated by extensive collaboration with Departments across the University

- The Department is pioneering in its development of innovative programmes which lead the University's strategic aims, specifically in relation to e-Learning via the MA in FLE

Areas of improvement and recommendations

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

- With the above point in mind, the EEC strongly recommends to the University of Cyprus that the Department should run the MA in FLE in only one mode and would further recommend this mode be blended learning

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|--------------------------------------|--|
| 4.1 Planning the programmes of study | compliant |
| 4.2 Organisation of teaching | compliant |

5. Teaching Staff (ESG 1.5)

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

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

| Quality indicators/criteria | | |
|-----------------------------|---|-------|
| 5. Teaching Staff | | 1 - 5 |
| 5.1 | The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study. | 4 |
| 5.2 | The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. | 5 |
| 5.3 | The visiting Professors' subject areas adequately support the Department's programmes of study. | 5 |
| 5.4 | The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study. | 5 |
| 5.5 | The ratio of special teaching staff to the total number of teaching staff is satisfactory. | 5 |
| 5.6 | The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study. | 5 |
| 5.7 | The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study. | 5 |
| 5.8 | Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. | 5 |

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

No deficiencies.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

Please refer to materials provided by the Department

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

It was clear from meetings with staff and students, as well as from the sample class attended, that the Department is a dynamic and vibrant community of teachers and learners. The Department is to be commended for the energy and commitment of its staff. The Department's current staff profile is very well aligned with the requirements of all the programmes evaluated, and has given clear thought to its staffing strategy, as evidenced by recent appointments in Distance Learning and Digital Humanities. Moreover these appointments will enable the Department to embark on its innovative and ambitious plans for development in line with the University's strategic objectives.

Strengths

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

See Findings above.

Areas of improvement and recommendations

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

In order to ensure the long term quality of the programmes the EEC strongly recommends that at least one of the current professorial members of staff is replaced directly at professorial level so that appropriate leadership of the Department remains in place

For the BA in French & European Studies it also strongly recommends that the University of Cyprus invest in additional staffing to help develop the programme.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | Non-compliant / Partially Compliant / Compliant |
|---|--|
| Teaching staff number, adequacy and suitability | Partially Compliant |
| Teaching staff recruitment and development | Compliant |
| Synergies of teaching and research | Compliant |

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

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

| Quality indicators/criteria | | |
|-----------------------------|---|--------------|
| 6. Research | | 1 - 5 |
| 6.1 | The Department has a research policy formulated in line with its mission. | 5 |
| 6.2 | The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes. | 5 |
| 6.3 | The Department provides adequate facilities and equipment to cover the staff and students' research activities. | 5 |
| 6.4 | The Department has the appropriate mechanisms for the development of students' research skills. | 4 |
| 6.5 | The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy. | 5 |
| 6.6 | The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector. | 5 |
| 6.7 | The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers. | 5 |
| 6.8 | The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad. | N/A |
| 6.9 | The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices. | 5 |

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

No deficiencies

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The EEC found the departmental research culture, environment and organization to be very satisfying and to support individual and collaborative research activity. The Department implements the University's research leave policy of one semester in six which enables staff to pursue their research projects. Additionally it has developed an excellent and supportive research environment for its MA and PhD students, providing funding for them to attend international conferences and encouraging them to help organize the Department's own research conferences and activities. The Department is to be commended for the way in which it has built its community of researchers over previous years.

Strengths

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

See Findings above.

Areas of improvement and recommendations

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

The EEC recommends that the Department focuses attention on securing European funding for its research. For this purpose it recommends inviting a research policy officer with expertise in the EU Horizon funding programmes for a seminar for two days to guide the Department through the complexities of EU funding and help it choose an appropriate funding stream. Such a project would give the possibility of providing funding for several fully-paid PhD candidates.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-------------------------------------|--|
| Research mechanisms and regulations | Compliant |
| External and internal funding | Compliant |
| Motives for research | Compliant |
| Publications | Compliant |

7. Resources (ESG 1.6)

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

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

| Quality indicators/criteria | | |
|--|--|--------------|
| 7. Resources | | 1 - 5 |
| 7.1 | The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies. | 4 |
| 7.2 | The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise. | 5 |
| 7.3 | The Department's profits and donations are used for its development and for the benefit of the university community. | 5 |
| 7.4 | The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning. | 5 |
| 7.5 | The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation. | 5 |
| 7.6 | The Department's external audit and the transparent management of its finances are ensured. | 5 |
| 7.7 | The fitness-for-purpose of support facilities and services is periodically reviewed. | 5 |
| <p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>No deficiencies</p> | | |

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Through meetings and site visits the EEC has established that the Department has appropriate resources and mechanisms to fulfil its core mission, and deploys them very effectively. However the EEC notes with concern that the University has recently withdrawn the Evagoras and Praxandros scholarship programmes which risks having negative consequences for the Department's ability to attract and support postgraduate students. The EEC therefore makes a strong request to the University to reintroduce these funding programmes. In addition, the EEC strongly

recommends that PhD thesis supervision should be formally recognised and accounted for within the workload allocations of academic staff in Department.

Strengths

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

See Findings above.

Areas of improvement and recommendations

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

See Findings above.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-----------------|--|
| 7. Resources | Compliant |

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The EEC **commends in the highest terms** the work of the Department of French & European Studies at the University of Cyprus. Meetings with staff and students made very clear the strong sense of collegiality, vision and ethos that defines the Department's strategy.

The EEC was struck by the Department's ambition and desire to innovate, pioneering work in several important areas for the University, including e-Learning and the introduction of the annual doctoral students conference. Moreover, the Department has cultivated an excellent research culture and environment which includes Masters and PhD students. It is proving to be a centre of excellence within the institution in terms of the support it provides to students at all levels and the way it fosters interdisciplinary collaboration within the institution

The EEC also notes the Department's success in persuading the Cypriot Ministry of Education to introduce French as a compulsory second language at primary and secondary levels. This initiative should help sustain recruitment of students into the Department's BA programmes into the future as well as strengthening employment opportunities for its graduates. The EEC would like to thank the staff and students of the Department for their warm welcome and the quality of the discussions over the two days of its site visit.



E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|--------------------|------------------|
| Anita THOMAS | |
| Tannelie BLOM | |
| Edward WELCH | |
| Fivi CHRISTODOULOU | |

Date: 7 April 2024

