

Doc. 300.3.1

Date: Date

External Evaluation Report (Departmental)

- **Higher Education Institution:**
National and Kapodistrian University of Athens
(Cyprus Branch)
- **Town:** Nicosia
- **School/Faculty:** School of Philosophy
- **Department:** Classical Studies
- **Department's Status:** New

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

Programme 1

In Greek:

Programme Name

In English:

Archaeology, History, and Literature of Ancient Greece (4 academic years, 240 ECTS, Bachelor)



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
Department of Classical Studies, National and Kapodistrian University of Athens, Cyprus Branch	BA Archaeology, History, and Literature of Ancient Greece

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC was provided with a number of documents in advance of the onsite visit, and where requested, further documentation at and immediately after the visit. These included the slides from presentations. The combination of documentation and onsite visit have allowed us to gain a full understanding of the programme.

The onsite visit took place on Thursday 4 September 2025. The EEC met with the following groups:

- The Dean of the School of Philosophy, Vice-Rector for Academic Affairs and Programme Director
- Members of the Department leadership
- Members of the Department's Co-ordinating Committee
- Members of the Teaching Staff
- Members of the Administrative Staff
- External Stakeholders, including representatives from museums and cultural institutions in Cyprus, key figures from the archaeological community in Alexandria and the Bibliotheca Alexandrina, academics from China and Athens and from US universities
- Current and former students of the Athenian version of the programme

The EEC was shown the resources on-site, including teaching rooms. The EEC also received a presentation on the digital resources supporting the programme.

The EEC was impressed by the quality of the presentations from the leadership. We were also impressed by the enthusiasm of the academic staff about both the existing programme taught in Athens and the plans for delivering it in Cyprus. We recognized the commitment and skills of the administrative staff and their readiness to meet the challenges of delivering the programme in Cyprus.

We noted the great enthusiasm of the stakeholder representatives for the new programme, and their commitment to supporting it in a great variety of ways including giving access to learning resources, supporting research and encouraging students to join the programme.

We were impressed by the enthusiasm of the students on the Athens programme.

We recognize that the site we visited is a temporary site while the NKUA develops its permanent premises in Nicosia, but we found the facilities more than adequate for the purposes, and recognize the commitment of the Church of Cyprus in supporting the Department and the programme. Although we did not visit the proposed library site we were shown plans and were satisfied that it would be a high-quality resource, in particular if it could be sufficiently stocked with relevant physical books.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Hugh Bowden	Chair	King's College London
Professor Jeremy Tanner	Member	University College London
Professor Mika Kajava	Member	University of Helsinki
Mrs Stella Charalambous	Member (Student)	Open University Cyprus

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.		

Click to enter text.

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).

The EEC found no deficiencies in these areas. The Department offers a single programme, which is well-designed and coherent. The programme is the only one in the areas covered by NKUA's School of Philosophy being delivered in Cyprus.

Provide suggestions for changes in case of incompatibility.

N/A

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.

The EEC found no deficiencies in this area. The Department's presence in Cyprus is clearly welcomed by the community and local external stakeholders.

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.	4
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.	5

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

As the programme is new, the Department has not fully developed its student recruitment strategy. However it is clear from discussion with students on the Athens programme and external stakeholders that this is likely to recruit well. Realistic recruitment targets have been set.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Expected number of Cypriot and international students: 20-25

Greece (2), Cyprus (5), Eastern Mediterranean (5), East Asia (5), North America (2), EU (2), UK (2).

Findings

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

The Department of Classical Studies is currently staffed from members of the Departments of Philology and of History and Archaeology of NKUA in Athens. Members of these departments will be seconded for a semester at a time to teach in Cyprus. The Department will also begin the process of recruiting local academic staff in Cyprus, with the expectation that the Department will eventually (within six years) be sustainable on its own. The current members of the Department are committed to the success of the new project, and the leadership is very competent.

Strengths

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

The existing members of the Department are scholars and teachers of the highest quality, and their home Departments are the best in Greece.

There has been effective engagement with the local community and with external stakeholders, and this will ensure that the new programme provides a high-quality experience.

Areas of improvement and recommendations

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

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	N/A
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.

The EEC found no deficiencies. The systems are fully supported by the NKUA in Athens.

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.	N/A
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.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	N/A

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

[Click to enter text.](#)

Findings

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

The EEC is confident that the QA processes are well managed. We discussed these with the Head of the Quality Assurance Unit (MODIP) of NKUA. Discussion with Departmental leadership and with Teaching and Administrative staff confirmed that all the aspects listed above are being very well handled by the Department.

Strengths

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

Strong commitment to all aspects of quality and quality assurance by all those involved with the new programme.

Strong support from the Administration of NKUA for quality assurance, and a commitment to maintaining this in Cyprus.

Areas of improvement and recommendations

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

It will be important to monitor delivery in these areas for the Cyprus programme as it grows and develops greater autonomy.

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.	4
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.

Choose
mark

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

The EEC found no significant deficiencies. The Teaching and Administrative staff play a full role in the management of the Department. Students currently are involved through the creation of ad hoc committees to address specific issues. It is planned to formalize student involvement in the direction of the Department.

Findings

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

The EEC were impressed by the involvement of internal stakeholders in the management of the Department. It was clear to us that the Department is well-managed and fulfills its responsibilities effectively.

Strengths

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

The Department is effectively managed, with appropriate involvement of internal stakeholders.

Areas of improvement and recommendations

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

We encourage the Department to set up a formal staff-student liaison committee with representatives from each student cohort, to provide a clear and formalized channel for students to communicate concerns about and suggestions for improving their learning experience and the programme.

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.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>This is a well-organised department. In addition to meeting with the departmental council, the EEC had opportunity to meet with students from the Athens programme and external stakeholders for the new Cyprus programme, who confirmed their involvement in the planning and development of programmes of study</p>		
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.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
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>Generally excellent organization of teaching: some issues with timeliness in advanced notification concerning assessments and of fullness of feedback from individual teachers.</p>		

Findings

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

This is an extremely well-organised department, with strong direction from a Departmental Council, and an outstanding staff of committed teachers. The EEC was able to see the syllabuses and assessment regimes of all the courses, and to discuss with both teachers and students. All of this confirmed the quality of the education offered.

Strengths

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

1. Excellent range of different types of assessment, with particularly strong emphasis – developing over the course of the degree programme - on individual and research projects. These involve

close interaction with course teachers providing regular opportunities for advice as students become autonomous learners and researchers.

2. Truly exceptional range of opportunities for practical work, in particular on the archaeological side of the programme, involving field trips, fieldwork training, object handling sessions.
3. Wide variety of assessments appropriate to the interdisciplinary character of the programme, and enabling the demonstration of a wide variety of skills and aptitudes relevant to possible employers and for continuing in the field of classical studies at a higher level.

Areas of improvement and recommendations

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

Discussion with students suggested some inconsistency on part of individual teachers in timely provision of details of assessment deadlines and activities. Discussion with Athens students suggested that in general feedback on essays and projects was good and much appreciated, but for tests and exams it was often not much more than a grade, and fuller elaboration of reasons for the grade would be helpful.

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.	5
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.	4

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

There is some room to formalize feedback from students to staff. In addition to the existing student evaluations of individual courses, it would be helpful to create a staff-student consultative committee

Numbers of staff in the Department not yet available because the programme not starting to be delivered until 2026. But teachers from the NKUA will in place – on leave/secondment for teaching courses for Year 1, and an programme for appointment

of permanent members of staff has been planned, with up to three each year to provide a full complement of 12 permanent members of staff by the beginning of year 4 of the delivery of the programme which the Department is responsible for

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

[Click to enter text.](#)

Findings

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

In addition to receiving (online) complete documentation of the NKCU Athens Departments involved in the creation of the new programme and Department in Cyprus, we had the opportunity to talk with members of staff who are responsible for teaching the counterpart options in Athens, and may be involved (on leave / secondment) the initial teaching provision for the Cyprus department. They were all extremely highly motivated, and very much committed to the new branch in Cyprus. Many of them expressed an interest in teaching at the Cyprus department, whether in the early years as the permanent staff is being built up, or on a more permanent basis.

Strengths

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

The department benefits from a highly qualified academic team, with extensive expertise, international recognition, and ongoing engagement in research—particularly in classical studies and archaeology. Plans are in place in terms of teaching secondments and administrative secondments from NKUA 'mother' University to the Cyprus branch in order to ensure that the quality and character of the Department, the staff and the taught programme as established in Athens can be replicated in Cyprus.

Areas of improvement and recommendations

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

There are no problems in terms of general principles of staffing, qualifications, coverage. The NKUA staff who will be involved in setting up the Cyprus programme and in some of the teaching in initial years are outstanding.

Of course, the final staffing of the Cyprus department is something for the future, but good clear recruitment plans are already in place, and there is every reason to believe that it will not be difficult to recruit excellent teachers to this outstanding programme.

Please ✓ what is appropriate for the following assessment area:



Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	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.	N/A
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.	N/A
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	N/A
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A

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



Click to enter text.

Findings

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

Research activity was not part of the EEC's remit.

Strengths

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

Click to enter text.

Areas of improvement and recommendations

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

Click to enter text.

Please ✓ what is appropriate for the following assessment area:

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

6. 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.	5
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

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

Inevitably with setting up a new department which is part of a new branch of a university in a different country is fraught with risks, but it was very clear from the presentations of the Vice-Rector for Academic Affairs (Internal Relations and Extraversion) and the Dean of the School of Philosophy NKUA as well as the Chair of the new Department in Cyprus that this whole process has been extremely carefully planned and thought through. There is a sensible budget for the departmental costs, and plans concerning student recruitment which will make the department and

programme academically viable. Inevitably in the first few years, there might be some variability in recruitment, but NKUA Athens has undertaken to act as financial guarantor during this period.

Strengths

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

The planning undertaken by NKUA for this venture has been extremely systematic. Particularly impressive were the measures that have been taken place to ensure that the standards of education, and of institutional and departmental management characteristic of NKUA in Athens and transferred to NKCU Cyprus. Oversight groups and committees have been set up to ensure articulation in all aspects between the running of NKUA Athens and NKUA Cyprus. Particularly good practice is exemplified by the planned secondment of key administrative staff from Athens to Cyprus to help in setting up corresponding administrative functions in Cyprus and training the new staff who will be appointed to the permanent roles in Cyprus, so that these staff will be able to deliver to the same protocols and standards as at NKUA Athens.

Areas of improvement and recommendations

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

There are no problems as such, just the inevitable risks of setting up a new department, but these have all been planned for and suitable contingencies are in place.

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 was impressed by the quality of the Department and the commitment of its leadership and members (both academic and administrative) to the developing the new programme in Cyprus. The presence of the Department in Nicosia will be of benefit to the local community, and the Department will in turn benefit from engagement with external stakeholders in Cyprus and beyond. It is clear to us that the Department takes seriously all aspects of its responsibilities.

While there are risks in setting up a new Department and programme in a new country, we are confident that the Department understands the challenges and is well prepared to address them. The Department has strong support from NKUA in Athens, and also from authorities in Cyprus. The programme being offered is very attractive, from the perspectives of both students and participating academic staff. For these reasons we are confident that recruitment targets for both new staff and students will be met.

It has been a pleasure to review the Department and we have had the greatest co-operation from them throughout the review process.



E. Signatures of the EEC

<i>Name</i>
Professor Hugh Bowden
Professor Jeremy Tanner
Professor Mika Kajava
Mrs Stella Charalambous

Date: 5 September 2025

