

Higher Education Institution's Response (Programmatic)

Date: 13/10/2025

- **Higher Education Institution:**
National & Kapodistrian University of Athens Cyprus Branch
- **Town:** Nicosia
- **Programme of study**
BA in the Archaeology, History, and Literature of Ancient Greece (4 Years, 240 ECTS, A Cycle Bachelor)

In Greek:

Αρχαιολογία, Ιστορία, και Φιλολογία της Αρχαίας
Ελλάδας

In English:

BA in the Archaeology, History, and Literature of
Ancient Greece

- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

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

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1.1 Quality Assurance Policy Recommendations:</p> <p><i>1. Publish a clear and accessible QA policy on the programme’s website, aligned with ESG standards. It should outline governance structures, stakeholder roles, and review processes.</i></p> <p><i>2. Strengthen the role of students and staff in QA by integrating their feedback into formal decision-making bodies (e.g., programme committees).</i></p>	<p>1. Publish QA policy (response)</p> <p>We will publish a concise, user-friendly Quality Assurance policy on the programme website within six weeks. The document will map governance structures, stakeholder roles, review timelines and appeal routes, and will explicitly reference ESG standards.</p> <p>2. Strengthen student/staff role in QA (response)</p> <p>We will formalise student and staff representation on programme committees and ensure course evaluation outcomes are tabled and acted upon at every programme committee meeting. Terms of reference and representative election procedures will be published before the first intake.</p>	<p>Choose level of compliance:</p>
<p>1.2 Design, Approval, On-Going Monitoring and Review</p> <p>Recommendations:</p> <p><i>1. The curriculum meets international standards and aligns with EQF Level 6, and evaluation and review procedures for the Athenian programme are well established. It will be important to ensure that these procedures are also carried out for the Cyprus programme.</i></p> <p><i>2. Student support systems (mentorship, accessibility services, hybrid learning) are still developing. Data-informed enhancements should be implemented by analysing trends in workload, course outcomes, and graduate progression.</i></p> <p><i>3. Alumni and career tracking systems could support curriculum relevance and feedback loops. These systems would enhance institutional coherence and ensure long-term sustainability.</i></p>	<p>1. Apply Athens evaluation procedures in Cyprus (response)</p> <p>All established Athens evaluation and review procedures will be adopted for the Cyprus programme. A Cyprus QA calendar will mirror Athens’ timetable for course evaluations, periodic review and external benchmarking. Progress will be reported quarterly to MODIP.</p> <p>2. Develop data-informed student support (response)</p> <p>We will analyse workload, course outcomes and progression data to refine mentorship, accessibility and blended-learning provision. Targeted enhancements (e.g., structured mentoring for at-risk students) will be piloted in Year 1 and evaluated at termly QA meetings.</p> <p>3. Create alumni/career tracking (response) An alumni and career-tracking module will be launched, beginning with a graduate outcomes survey for Athens alumni and a linked database to inform curriculum review and employability initiatives. Annual summaries will inform programme adjustments.</p>	<p>Choose level of compliance:</p>

<p>1.4 Information Management Recommendations: <i>Although the programme intends to collect data on student satisfaction, workload, course performance, graduate employment, and stakeholder engagement, there is no mention of a systematic, integrated data management strategy.</i></p> <ul style="list-style-type: none"> • <i>Establish a robust information management system to track:</i> <ul style="list-style-type: none"> o <i>Student progression and dropout rates</i> o <i>Course pass/fail trends</i> o <i>Student satisfaction and learning outcomes</i> o <i>Graduate employment and career trajectories</i> • <i>Ensure that data insights are used in strategic planning and shared transparently with stakeholders.</i> • <i>Train staff and engage students in data-driven QA processes (e.g., via workshops, evaluation committees, annual QA reports).</i> 	<ol style="list-style-type: none"> 1. Information-management strategy (response) We will implement an integrated information-management plan to record progression, pass/fail trends, satisfaction and graduate trajectories; a named data lead will produce an annual QA report for internal and external stakeholders. 2. Staff & student training in data-driven QA (response) We will run annual workshops for staff and student representatives on using QA data for improvement, and establish an evaluation committee that includes trained student members to ensure data feeds into decision-making. 	Choose level of compliance:
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><i>Discussion with students suggested some inconsistency on part of individual teachers in timely provision of details of assessment deadlines and activities.</i></p> <p><i>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.</i></p> <p><i>We recommend the Department look at progression through language levels (in classical Greek and Latin) to ensure that on graduation students are equipped to enter graduate programmes.</i></p> <p><i>We recommend the Department consider the practicality of offering internship opportunities, and</i></p>	<ol style="list-style-type: none"> 1. Timeliness of assessment information (response) All course convenors will be required to publish assessment calendars and assessment briefs at term start; compliance will be checked via the programme office and reported to the staff–student committee. 2. Fuller feedback on tests/exams (response) We will introduce standardised feedback templates for tests and exams requiring constructive comments and, where applicable, indicative marking rubrics. Staff training and moderation procedures will support consistent application. 3. Language progression (Greek & Latin) (response) The Department will review the language pathway and implement clearer progression 	Choose level of compliance:

<p><i>discuss with relevant external stakeholders how they might support this.</i></p> <p><i>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.</i></p>	<p>milestones and additional support (bridge modules, peer tutoring, summer bootcamps) to ensure graduates meet entry requirements for postgraduate study.</p> <p>4. Internship opportunities (response) We will explore and pilot internship placements in collaboration with local museums and heritage partners; a small internships working group will map opportunities and produce a feasibility plan within six months.</p> <p>5. Staff–student liaison committee (response) A permanent staff–student liaison committee will be established, with elected cohort representatives, published remit and termly meetings; minutes and action logs will be publicly available.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Recommendations</p> <p>1. Prioritize the completion of permanent faculty appointments so that there is sufficient staff to teach the rich curriculum of the programme and to ensure program continuity and maintain academic standards. 19</p> <p>2. Develop a long-term staffing strategy that reduces dependence on temporary appointments, where possible through open-ended contracts.</p> <p>3. Streamline administrative processes to support interdisciplinary teaching and effective faculty collaboration.</p>	<p>1. Prioritise permanent faculty appointments (response) We will accelerate the recruitment timetable for permanent posts subject to Cypriot law and international good practices, prioritising core specialisms required to deliver the full curriculum, and will publish a staffing timeline indicating vacancy stages and expected appointment dates.</p> <p>2. Long-term staffing strategy (response) A multi-year staffing strategy will be prepared to reduce reliance on temporary contracts, exploring open-ended contracts where legally and financially viable and setting targets to increase permanent staff proportion over a defined timeframe.</p> <p>3. Streamline administrative processes (response) An administrative review will identify bottlenecks and propose streamlined procedures (single case management for cross-departmental requests, clearer role descriptions) to better support interdisciplinary teaching and collaboration.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>We expect that all these processes (i.e. The use of interviews in the admissions process and the adoption of well-established processes from NKUA and the support of the NKUA administrative structures) are kept under review by the Department as the Cyprus branch develops greater autonomy.</p>	<p>Keep processes under review (response) We will maintain periodic review of admissions, progression, recognition and certification procedures as the Cyprus branch gains autonomy, reporting adjustments to the Departmental Council and to MODIP with evidence of impact.</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. Expedite infrastructure planning and implementation to ensure parity of physical and digital resources across all program locations. This includes providing a budget for the purchase of physical books in the many areas of Classical studies where digital resources are not adequate.</p> <p>2. We recommend the provision of foldable tables for students in teaching rooms to create flexible learning spaces that facilitate group work, and provide better conditions for examinations. The teaching rooms should be provided with whiteboards in addition to the screens.</p> <p>3. Develop and implement standardized protocols and digital solutions to guarantee equal access to academic and support services for all students, regardless of campus.</p>	<p>1. Expedite infrastructure & budget for books (response) Infrastructure delivery will be prioritised to ensure parity across campuses; an initial acquisitions budget for core physical monographs will be released before the first intake and replenished annually in line with teaching needs.</p> <p>2. Foldable tables & whiteboards (response) Teaching rooms will be equipped with foldable tables to support group work and improved exam layouts; whiteboards will be installed in addition to screens where feasible before term start.</p> <p>3. Standardised protocols & digital solutions (response) We will deploy standard digital protocols to ensure parity of access (single sign-on, shared VLE content, synchronous streaming of seminars) and develop service SLAs to guarantee consistent student support regardless of campus.</p> <p>4. Staffing & service expansion strategy (response) A forward-looking plan will project advisor and administrative needs against enrolment scenarios and include a recruitment and</p>	<p>Choose level of compliance:</p>

<p>4. Establish a forward-looking staffing and service expansion strategy that includes recruitment and training of additional academic advisors and administrative staff to meet future demand.</p> <p>5. Review any proposed induction processes to ensure that information is provided to students before arrival to support them in dealing with immigration and visas, and that they receive appropriate orientation on arrival.</p>	<p>training timetable to ensure support capacity grows with the student body.</p> <p>5. Induction processes & pre-arrival information (response) We will redesign induction to include a pre-arrival guidance pack (immigration, visas, accommodation, healthcare) and an on-arrival orientation programme; responsible officers and timelines will be published.</p>	
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC was impressed by the quality of the programme being offered, and by the enthusiasm of all those involved in its development and future delivery. Since the programme will not receive its first students until October 2026 we were unable to see the programme in action, but the evidence from the already-existing Athens version of the programme left us in no doubt that those students would receive a high-quality BA education fully in line with EQF level 6. While the combination of documentation provided and the site visit gave the EEC a full understanding of the programme, and of the way in which the Department was addressing the challenges of setting up a programme in a new branch university, we note that some of the documentation was only superficially filled in, and that more evidence could have been cited in support of some statements. This is something that should be taken into account for future reviews: it is important that self-reflection is taken seriously. That said, we were very satisfied with the SWOT analyses provided, that showed a full understanding of the issues that need to be</p>	<p>The Department wishes to express its sincere gratitude to the External Evaluation Committee for its thoughtful and encouraging final remarks. We are deeply appreciative of the Committee’s recognition of the quality of the programme and of the enthusiasm and commitment demonstrated by all those involved in its design and forthcoming delivery.</p> <p>We also take careful note of the Committee’s observations regarding the documentation submitted. We acknowledge that certain sections could have been more fully developed and supported with further evidence. This constructive feedback is invaluable, and we are committed to strengthening our processes of documentation and self-reflection in preparation for future reviews. The experience of this evaluation has already led us to refine internal procedures for evidence collection and reporting.</p> <p>We are particularly pleased that the Committee found the SWOT analyses and presentations informative, and that they confirmed the Department’s readiness and reflective approach in establishing the new programme. With the continued support of NKUA, our partners in Cyprus, and the wider community, we are confident that the new BA will uphold the academic standards and pedagogical excellence already demonstrated by the Athens programme, providing students with a high-quality education fully aligned with EQF level 6.</p> <p>We thank the Committee once again for its collegial engagement and for the constructive dialogue throughout the review process, which has provided both affirmation and valuable guidance for the programme’s successful implementation.</p>	<p>Choose level of compliance:</p>

<p>addressed by the programme leadership. We also found the presentations extremely helpful in providing information that was not in the documentation, and the meetings with key staff showed that there had been plenty of self-reflection in the process of developing the programme.</p> <p>The EEC is confident that the programme has been well prepared. It benefits from the experience of delivery of what is essentially the same programme in Athens since 2020. It also benefits from strong support in Cyprus from the external stakeholders, the municipality of Nicosia, the Church of Cyprus and other organisations. Existing links between the NKUA and Cyprus mean that the proposal to set up the programme has widespread support within Cyprus, and this will feed into the quality of student recruitment and support as well as the experience of students on the programme.</p>		
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>
Dimitris Plantzos	Head, Department of Classical Studies, NKUA Cyprus
Click to enter Name	Click to enter Position
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Date: 13 October 2025