

# Cyprus Agency of Quality Assurance and Accreditation in Higher Education

## Republic of Cyprus

### External Evaluation Report

### Program of Study

**Institution:** University of Cyprus

**District:** Nicosia

**Name of the Program of Study in Greek:**

ΜΕΤΑΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΣΠΟΥΔΩΝ (Μάστερ) ΣΤΙΣ ΤΟΥΡΚΙΚΕΣ ΣΠΟΥΔΕΣ

**Name of the Program of Study in English:**

Doctoral Program in Turkish Studies

**Department:** Department of Turkish and Middle Eastern Studies

**Language/s of instruction:** Greek, Turkish and English

**Faculty:** Faculty of Humanities

**Program Status (check  where applicable):**

- New Program of Study:
- Currently operation Program of Study: 
  - Registered but not evaluated
  - Evaluated and accredited by SEKAP
  - Evaluated by the Cy.Q.A.A. and did not get accreditation

**Program Category (check  where applicable):**

- Conventional
- Distance Learning
- Inter-university (Name of collaborating university/ies)

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## **INSTRUCTIONS:**

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 2016” [N. 136 (I)/2015].

**The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.**

**EXTERNAL EVALUATION COMMITTEE:**

<b>NAME</b>	<b>TITLE AND RANK</b>	<b>UNIVERSITY / INSTITUTION</b>
Henryk Jankowski	Professor	Adam Mickiewicz University, Poznań
Laurent Mignon	Associate Professor	University of Oxford
Ehud R. Toledano	Professor	Tel Aviv University
Maria Papageorgiou	Student	Cyprus University of Technology

## **INTRODUCTION:**

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

### II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

#### **- Organization of Teaching Work**

Organization of teaching is well designed according to the declared objectives of the program. Semester I includes three compulsory introductory courses for all specializations. In the following three semesters students are required to take six specialization courses consisting of lectures and seminars. In semester III students start writing their MA theses under the guidance of their supervisors which they continue in the last semester. They are also expected to participate in the department colloquium.

We find this structure and organization reasonable and acceptable for achieving the aims of the program.

Students expressed their desire to have more specialised courses. Staff responded that they are aware of this fact but due to the shortage of the positions they are unable to fulfil this request.

The possibility of having combined BA and MA courses (with separate assessment methods) should be explored. This would provide MA students who have not graduated with a BA in Turkish Studies from the department to have a larger choice of electives.

#### **- Teaching**

Students expressed their full satisfaction with the level of instruction and the attention paid by the teaching staff to their academic needs.

#### **- Teaching personnel**

The teachers are well qualified to provide courses in their specializations. They appeared to be highly involved and deeply engaged with their students.

The committee notes that advanced Turkish reading classes would assist the teachers to concentrate on teaching the material rather than devote much time to reading and explaining secondary literature in Turkish to the students.

## 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

### - **Purpose and Objectives and learning outcomes of the Program of Study**

Given the specific situation in Cyprus it seems that the study program is working in the right direction and contributes to the promotion of the bicomunal relations.

### - **Structure and Content of the Program of studies**

See above

### - **Quality Assurance of the Program of studies**

The committee reviewed Internal Rules of Graduate Studies of the Department. We note that it seems that these rules are in compliance with European standards for similar programs of study.

### - **Management of the Program of Study**

The current and the previous chair of the department are both highly competent and well versed in running their department and the study program.

The secretary seems to be very competent in handling her job. We note that she needs to take care of both academic and students' affairs which poses a risk of a higher load of work than desirable.

It is recommendable that all faculty take upon themselves a fair share of the administrative load.

### - **International Dimension of the Program of Study**

Instruction is trilingual. This encourages students to develop international connections.

The department, including the administrative staff, fully profits from international mobility programs such as Erasmus.

The staff is international which promotes connections and exchanges with European academic institutions. Another strong point is that the department invites visiting professors from abroad.

We note that students specializing in Turkic linguistics should be given the opportunity to study languages relevant to their study, e.g. German, French and Russian.

- **Connection with the labor market and the society**

We have been given information that students can be employed in both the public and private sectors.

As already noted above, given the specific situation in Cyprus, it seems that the study program is working in the right direction and contributes to the promotion of the bicomunal relations.

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

- **Research Teaching Synergies**

We noted that there is synergy between research work and teaching in all specializations. Thus, in the field of linguistics and literature new areas are being developed in the Turkish-Cypriot direction. The same may be said about new subfields in history and politics.

### **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

- **Administrative Mechanisms**

It seems that administration services are available and the mechanism operates properly.

- **Infrastructures / Support**

Facilities to use modern teaching technology are provided, although we were not able to visit the premises used for teaching and the library which was being moved to the other building. However, the application document demonstrates that the department acquires books and journals regularly. Moreover, students did not raise the issue of infrastructures during the interviews.

- **Financial Resources**

Graduate students said that fellowships are available. Research students have been very successful in obtaining university scholarships. Assistance of teaching staff is available for them.

### **5. DISTANCE LEARNING PROGRAMS**

N/A

## 6. DOCTORAL PROGRAMS OF STUDY

To be reviewed in the separate report.

## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

This is one of the most comprehensive Turkish studies programme in Europe covering a wide range of areas, disciplines and periods. We were impressed by the intellectual coherence, the academic competence and commitment of the faculty. This is even more important owing to the fact that this programme is being offered in Cyprus at an institution that wishes to promote bi-communalism. Here is a summary of our key findings and suggestions:

### **Good Practices:**

- Cooperative and constructive teaching and learning environment.
- Good working relationship between students and academic staff.
- Impressive academic and linguistic preparation of the graduate students.
- Research and instruction are conducted in an outward-looking international atmosphere.
- Remarkable synergy between academic staff, departmental administrator and students.
- Adequate teacher-student ratio provides suitable support for students.

### **Recommendations:**

- A need to better frame the issues and problematic presented in courses within broader theoretical and methodological contexts. This can be achieved by updating the readings for the courses so that they incorporate also more recent studies and theoretical works.
- Advanced Turkish reading classes.
- Advanced spoken Turkish tutorials.
- Opportunities for students to learn important working languages in the field of Turkic linguistics and literatures, such as German, French and Russian.
- Exploration of ways to combine some BA and MA courses
- Increased student, academic and administrative staff awareness of university's guidelines and conflict resolution policies, especially regarding sexual harassment, work relations and gender issues.
- Problems emanating from the particular situation on Cyprus:

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<sup>1</sup> It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

- a) Educating students and researchers about support mechanisms for students doing fieldwork in North Cyprus and Turkey;
- b) Facilitation of book and journal acquisition from Turkey and North Cyprus.

## Quality Standards and Indicators

### External Evaluation of a Program of Study

Institution: University of Cyprus  
Program of Study: Master's Program in Turkish Studies  
Duration of the Program of Study: 2 years (4 semesters)  
Evaluation Date: 18–20 October 2018

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

**DIRECTIONS:** Note what is applicable for each quality standard/indicator.

1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

### Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Henryk Jankowski	Professor	Adam Mickiewicz University, Poznań
Laurent Mignon	Professor	University of Oxford
Ehud R. Toledano	Professor	Tel Aviv University
Maria Papageorgiou	Student	Cyprus University of Technology

**Date and Time of the On-Site Visit:** 18 October 2018, 9:00 – 20:00

**Duration of the On-Site Visit:** A full working day

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
1.1.3.3	The course web-pages, updated with the relevant supplementary material			N/A		
1.1.3.4	The procedures for the fulfilment of undergraduate and postgraduate assignments / practical training					X
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
1.1.4.1	facilities					X
1.1.4.2	library				X	

	1.1.4.3	infrastructure					X
	1.1.4.4	student welfare			X		
	1.1.4.5	academic mentoring					X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X		
1.1.8	Control mechanisms for student performance are effective.						X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X
1.1.10	Academic mentoring processes are transparent and effective for <del>undergraduate</del> and postgraduate programs and are taken into consideration for the calculation of academic work load.						X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.4.2 We noted difficulties in acquisition of books from Turkey.

1.1.4.4, 1.1.7 and 1.1.12 Students seem to be unaware of any mechanisms for complaint and conflict resolution in various issues, including academic as well as sexual harassment and gender issues. It should be addressed at the University level and applied by each department.

Students doing fieldwork in Turkey and North Cyprus should be instructed about the relevant risks before travel and given information about available support mechanisms (e.g., whom to turn to if they get in trouble, how conduct interview with informants on the ground, how to cite oral sources, etc.).

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study – N/A.

β) the countries of origin of the majority of students – Cyprus.  
γ) the maximum planned number of students per class-section – 10.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

See comments above. Although we assess the above points highly, we encourage the teaching staff to periodically update the syllabi with recent studies relevant to their fields. For example, in the case of literature, there has been an important increase in publications of high quality literary and academic criticism in Turkey. It would be good to reflect those developments in the reading lists of the literature courses. As regards linguistics, some new trends are lacking; phonology, sociolinguistics, discourse analysis and cognitive linguistics are not covered at all. With regard to history, most reading lists for these courses need to be seriously updated, bringing in new and more current research. More urgently perhaps, attention should be given to including methodological studies to contextualize the subject matters. For example, courses on Istanbul need to have something about urban studies in general, as about Mediterranean port cities in the Levant and elsewhere. Courses on Ottoman modernization need to incorporate general studies about modernization (from recent years) and about modernization in the Ottoman

Empire, where significant reconceptualization has taken place. Also add a course on the professional writing of history and on the approaches to the role of the historian. A course on social and cultural history is not being offered, although it is central to any program of Ottoman studies. No course is offered about minorities in the Ottoman Mediterranean, nor one on the Arab provinces of the Ottoman Empire.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.					X
1.3.3	The specializations of Visiting Professors adequately support the program of study.			N/A		
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			N/A		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.			N/A		
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			N/A		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X

1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				X	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.		X			
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

See comments above.

1.3.10 – The committee notes that three faculty members have retired or moved to another institution and have not been replaced until now. That leads to a significant increase in administrative load, which all faculty complained about; this further underlines the need to fill the three promised positions.

<b>2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS</b>						
<b>2.1</b>	<b>Purpose and Objectives and learning outcomes of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			N/A		
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator. See comments above						
<b>2.2</b>	<b>Structure and Content of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student					X

	either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			X		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			N/A		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See above</p> <p>2.2.3 – The faculty should have in mind the committee's notes on updating the reading lists and the syllabi.</p> <p>2.2.5 – Courses need to reflect broader anchoring within the topics by recourse to theoretical and comparative studies.</p> <p>2.2.8 – See the previous comment.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p> <p>N/A</p>						
<b>2.3</b>	<b>Quality Assurance of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
2.3.2.1	the members of the academic personnel					X
2.3.2.2	the members of the administrative personnel			N/A		
2.3.2.3	the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See comments above</p>						
<b>2.4</b>	<b>Management of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes					X

	2.4.5.3	The methodology						X
	2.4.5.4	Course descriptions						X
	2.4.5.5	The program's structure						X
	2.4.5.6	The admission requirements						X
	2.4.5.7	The format and the procedures for student assessment						X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.							X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				N/A			
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.							X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See comments above</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> <li>- The number of credit units for courses and the number of credits for practical training</li> <li>- In which semester does practical training takes place?</li> <li>- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification</li> </ul> <p>N/A</p>								
<b>2.5</b>	<b>International Dimension of the Program of Study</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					X		
2.5.2	The program attracts Visiting professors of recognized academic standing.					X		
2.5.3	Students participate in exchange programs.							X

2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See above</p> <p>2.5.1 and 2.5.3 – Academic collaboration with Turkish universities is hampered by the political situation.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p>						
<b>2.6</b>	<b>Connection with the labor market and the society</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.			N/A		
2.6.3	Benefits, for the society, deriving from the program are significant.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See comments above</p>						

<b>3. RESEARCH WORK AND SYNERGIES WITH TEACHING</b>						
<b>3.1</b>	<b>Research - Teaching Synergies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.			X		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	

3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				X	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			N/A		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			N/A		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			N/A		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.			N/A		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

See above

3.1.2 – see comment at 1.2.7; 3.1.3 – see comment at item **Infrastructures / Support**.

N/A – the committee has not been given information about these issues.

#### 4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.			X		
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			X		
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

As noted above, students seem to be unaware of any mechanisms for complaint and conflict resolution in various issues, including academic as well as sexual harassment and gender issues. It should be addressed at the University level and applied in each faculty and department.

<b>4.2</b>	<b>Infrastructure / Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.1	There are suitable books and reputable journals supporting the program.				x	
4.2.2	There is a supportive internal communication platform.			N/A		
4.2.3	The facilities are adequate in number and size.					x
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					x
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					x
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.		x			
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			N/A		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.6 – See comment at 1.2.7.</p>						
<b>4.3</b>	<b>Financial Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					x
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					x
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					x

4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			x		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.3.4 – In relation to European standards it is comparable, but given the economic conditions in Cyprus it is too high.</p>						

**The following criterion applies additionally for distance learning programs of study. N/A**

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					

5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

**N/A There is no distance learning program at the department.**

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

**The following criterion applies additionally for doctoral programs of study.**

6.	<b>DOCTORAL PROGRAMS OF STUDY</b>	1	2	3	4	5
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6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

**See our separate report on the PhD program**

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

### FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The committee would like to thank the professors who prepared the detailed internal report which we found to be highly instructive and helpful in the evaluation of this study program. We would like to take this opportunity to wish the department much success in their endeavours to continue to run this highly important program.

### Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Henryk Jankowski	
Laurent Mignon	
Ehud R. Toledano	
Maria Papageorgiou	

Date: 20 October 2018