Doc. 300.3.1/1

Date: 6 October 2023

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
University of Cyprus

- **Town: Nicosia**

- **School/Faculty: Faculty of Humanities**

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

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – [Title 1]
In Greek:
Πτυχίο στις Τουρκικές Σπουδές
In English:
 BA in Turkish Studies (4 academic years, 240 ECTS)
Language(s) of instruction: Greek with extensive use of Turkish and English

Programme 2 – [Title 2]
In Greek:
Μάστερ στις Τουρκικές Σπουδές
In English:
 MA in Turkish Studies (2 academic years, 120 ECTS)
Language(s) of instruction: Greek with extensive use of Turkish and English

Programme 3 – [Title 3]
In Greek:
Διδακτορικό στις Τουρκικές Σπουδές
In English:
 PhD in Turkish Studies (3 academic years, 240 ECTS)
Language(s) of instruction: Greek with extensive use of Turkish and English

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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A. **Introduction**

This part includes basic information regarding the onsite visit.

The onsite visit took place on 3 and 4 October 2023. The committee was provided with three documents about the Department's three programmes which provided an excellent overview about the Department of Turkish and Middle Eastern Studies and academic achievements of the staff members at the University of Cyprus. The onsite visit consisted of an introduction by the Vice Rector for Academic Affairs at the University of Cyprus and the Dean of School of Humanities who gave the committee an overview over the overall structure of the university, its vision, strategies, and current development. Basic information was given about study programmes and the budget. The vice rector presented the research areas and centers, the procedures for quality assurance. After the vice rector's presentation the committee had a chance to ask questions about the structure of the faculty, and the budgeting, and the internal organisation, and relation between different administrative units.The head of the Turkish and Middle Eastern Studies Department made an introduction presenting the history of the Department, the study programmes, the staff (academic staff and special teaching staff), the premises, library, and student body before detailing the study programme. A discussion followed the presentation and allowed the committee to ask specific questions ranging from the structures of the programme to procedures about academic promotion. A librarian gave a tour of the library and showed the committee the facilities and Turkish collections. The session was concluded with a lengthy conversation with the head of the Department. Over the course of two days we met with programme representatives who discussed their visions for the Department's future, along with informative meetings with current BA, MA and PhD students, among whom were elected student representatives. We also viewed a video recording of a class offered by a member of the teaching staff. The committee requested and reviewed syllabi, exam questions, MA and PhD dissertations in Greek, English and Turkish. For further details please see the onsite schedule.

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B. **External Evaluation Committee (EEC)**

Name	Position	University
Professor László Károly	Professor of Turkic Languages	Uppsala University
Professor Eleni Sella	Professor of Linguistics	National and Kapodistrian University of Athens
Professor Marc David Baer	Professor of International History	London School of Economics and Political Science
Alexandros Evgeniou	student	Open University of Cyprus

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C.   **Guidelines on content and structure of the report**

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  - (a)   *sub-areas*
  - (b)   *standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c)   *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  Findings

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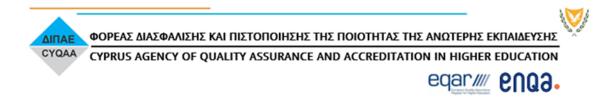
  Strengths

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

  Areas of improvement and recommendations

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

- *The 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*

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

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

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

    1.1. **Policy for quality assurance**

    1.2. **Design, approval, on-going monitoring and review**

    1.3. **Public information**

    1.4. **Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*

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o *includes well-structured placement opportunities where appropriate*
o *is subject to a formal institutional approval process*
o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  o *selection criteria*
  o *intended learning outcomes*
  o *qualification awarded*
  o *teaching, learning and assessment procedures*
  o *pass rates*
  o *learning opportunities available to the students*
  o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  o *key performance indicators*
  o *profile of the student population*
  o *student progression, success and drop-out rates*
  o *students' satisfaction with their programmes*
  o *learning resources and student support available*
  o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

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You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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Findings

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

Findings for BA Programme

The BA programme under evaluation is subject to quality assurance procedures. These procedures have a formal status operationalized by the IQA committee. Through the whole quality assurance procedure the students have the opportunity to be involved in the design and implementation of the programme through their representatives.

The BA programme is publicly available on the website and presents a clear view about the content, aims, and outcomes of the programme. The quality assurance system of the university is followed by the Department and adjustments are made when needed. Comparing previous reports with what we found on our onsite visit, the Department implements what is expected. Students and staff participate equally in the quality assurance processes and improvement of the programme. Academic freedom is guaranteed and necessary measures are taken to combat discrimination should it should occur. The BA programme provides the opportunity for students to be trained in the Department's areas of expertise including collaboration with their instructors. The programme is designed so that students progress through the programme by completing exams and assignments which correspond to the level of the programme and the ECTS. The proper evaluation processes are followed. The structure of the programme meets the requirements of the Framework for Qualifications of the European Higher Education Area. The programme is regularly monitored, taking into account the scientific progress and needs of the students. The Department follows the recommendations of the university regarding selection criteria and is adequately implemented. The main intended learning outcomes of gaining expert knowledge of Turkish History/Politics/Language/Literature are routinely met and students earn their qualifications. However not all information including pass rates is readily publicly accessible. During our meetings with the staff members we received limited stastical information about the students, including pass rates, student progression, and so on. We received primarily qualitative rather than quantitative information about the programme, which is to be expected.

Findings for MA Programme

The MA programme under evaluation is subject to quality assurance procedures. These procedures have a formal status operationalized by the IQA committee. Through the whole quality assurance procedure the students have the opportunity to be involved in the design and implementation of the programme through their representatives.

The MA programme is publicly available on the website and presents a clear view about the content, aims, and outcomes of the programme. The quality assurance system of the university is followed by the Department and adjustments are made when needed. Comparing previous reports with what we found on our onsite visit, the Department implements what is expected. Students and staff participate equally in the quality assurance processes and improvement of the programme. Academic freedom is guaranteed and necessary measures are taken to combat discrimination should it should occur. The MA programme provides the opportunity for students to be trained in the Department's areas of expertise including collaboration with their instructors. The programme is designed so that students progress through the programme by completing exams and assignments which correspond to the level of the programme and the ECTS. The proper evaluation processes are followed. The structure of the programmes meet the requirements of the Framework for Qualifications of the European Higher Education Area. The programme is regularly monitored,

taking into account the scientific progress and needs of the students. The Department follows the recommendations of the university regarding selection criteria and is adequately implemented. The main intended learning outcomes of gaining expert knowledge of Turkish History/Politics, Linguistics, and Literature are routinely met and students earn their qualifications. However not all information including pass rates is readily publicly accessible. During our meetings with the staff members we received limited statistical information about the students, including pass rates, student progression, and so on. We received primarily qualitative rather than quantitative information about the programme, which is to be expected.

Findings for PhD Programme

The PhD programme under evaluation is subject to quality assurance procedures. These procedures have a formal status operationalized by the IQA committee. Through the whole quality assurance procedure the students have the opportunity to be involved in the design and implementation of the programme through their representatives.

The PhD programme is publicly available on the website and presents a clear view about the content, aims, and outcomes of the programme. The quality assurance system of the university is followed by the Department and adjustments are made when needed. Comparing previous reports with what we found on our onsite visit, the Department implements what is expected. Students and staff participate equally in the quality assurance processes and improvement of the programme. Academic freedom is guaranteed and necessary measures are taken to combat discrimination should it should occur. The PhD programme provides the opportunity for students to be trained in the Department's areas of expertise including collaboration with their instructors. The programme is designed so that students progress through the programme by completing exams and assignments which correspond to the level of the programme and the ECTS. The proper evaluation processes are followed. The structure of the programme meets the requirements of the Framework for Qualifications of the European Higher Education Area. The programme is regularly monitored, taking into account the scientific progress and needs of the students. The Department follows the recommendations of the university regarding selection criteria and is adequately implemented. The main intended learning outcomes of gaining expert knowledge of Turkish History/Politics, Linguistics, and Literature are routinely met and students earn their qualifications. However not all information including pass rates is readily publicly accessible. During our meetings with the staff members we received limited stastical information about the students, including pass rates, student progression, and so on. We received primarily qualitative rather than quantitative information about the programme, which is to be expected.

Strengths

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

Strengths for BA programme

The Department rigorously follows the policies recommended by the university and immediately take actions to remediate any problems that arise. The programme of study is designed so that students fulfill the primary departmental outcome of producing graduates who are proficient in the Turkish language and experts in Turkish history, politics, and literature so as to meet Cypriot society's needs. The programme has a precise and well defined set of expected learning outcomes depending on the chosen specialization. The Department offers many public activities including cultural events which are enthusiastically attended by members of the public.

Strengths for MA programme

The Department rigorously follows the policies recommended by the university and immediately take actions to remediate any problems that arise. The programme of study is designed so that students fulfill the primary departmental outcome of producing graduates who are proficient in the Turkish language and experts in Turkish history, politics, and literature so as to meet Cypriot society's needs. The programme has a precise and well defined set of expected learning outcomes. The Department offers many public activities including cultural events which are enthusiastically attended by members of the public.

Strengths for PhD programme

The Department rigorously follows the policies recommended by the university and immediately take actions to remediate any problems that arise. The programme of study is designed so that students fulfill the primary departmental outcome of producing graduates who are proficient in the Turkish language and experts in Turkish history, politics, and literature so as to meet Cypriot society's needs. The Department offers many public activities including cultural events which are enthusiastically attended by members of the public.

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

Areas of improvement and recommendations for BA programme

What is especially noticeable is how too much time is devoted to analysing grammar and too little time obtaining crucial oral communication skills at the BA level. We recommend more use of the language laboratory and more advanced digital methods and better and more up to date technology to assist this aim. We recommend the Department follow the guideline of the Common European Framework of Reference for Languages (CEFR). Improved training in speaking Turkish would provide a smoother path of progression from BA to MA. It would make more sense to have BA students study all three areas of History/Politics, Language, and Literature without specializing. In addition, the language courses can be distributed across the eight semesters rather than in the first years. Remedial courses should be offered to the weaker students. Certain information needs to be made readily available to students and the public. This includes pass rates and graduate employment information.Students could be more involved in activities collecting information about student progression and student satisfaction and career paths of graduates. The formation of an alumni association for the Department would be very helpful in providing such information. The university needs to provide clear guidelines and paths of remediation when problems between students and students or students and professors arise.

Areas of improvement and recommendations for MA programme

We recommend the Department follow the guideline of the Common European Framework of Reference for Languages (CEFR). We recommend more use of the language laboratory, more advanced digital methods, better and more up to date technology to assist this aim. It would make more sense to have MA students specialize in either History/Politics or Language/Literature. The Department may wish to change the language of instruction from Greek to English so as to attract

more international students. Certain information needs to be made readily available to students and the public. This includes pass rates and graduate employment information. Students could be more involved in activities collecting information about student progression and student satisfaction and career paths of graduates. The formation of an alumni association for the Department would be very helpful in providing such information.

Areas of improvement and recommendations for PhD programme

Students could be more involved in activities collecting information about student progression and student satisfaction and career paths of graduates. The formation of an alumni association for the Department would be very helpful in providing such information.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BA	*MA*	*PhD*
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant	Partially compliant	Compliant
1.3	Public information	Partially compliant	Partially compliant	Partially compliant
1.4	Information management	Partially compliant	Partially compliant	Partially compliant

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2. Student – centred learning, teaching and assessment *(ESG 1.3)*

Sub-areas

2.1 **Process of teaching and learning and student-centred teaching methodology**

2.2 **Practical training**

2.3 **Student assessment**

2.

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 **Practical training**

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 **Student assessment**

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

Findings for BA programme
On the basis of the application, the onsite visit, and video of an actual teaching lesson we determine that pedagogy mostly meets the objectives and intended learning outcomes of mastering the Turkish language. The instructors creatively apply various methodologies and technologies to enable student learning, however, there is possibility for improvement in the Turkish-language courses. Student-centred teaching methodology as well as theory and practice are creatively combined in lessons related to literature, history and politics. Assignments at home and in the classroom meet the needs of the students. Unfortunately, assessment on the Turkish language courses tend to be based on written rather than oral evaluation. Optional excursions reinforce what students learn in the classroom and provide opportunities to apply what they study to practical situations. Students are able to meet regularly with their professors.

Findings for MA programme
In comparison with the BA programme, we notice that the applied methodology is student-centred in the entire MA programme. Students work closely with their supervisors and other teaching staff in their papers and research, seminars, and colloquia. Assessments correspond to the European Qualifications Framework (EQF). Students find that professors are accessible outside classtime, giving supportive feedback, including them in their research, and actively involved in their professional development. Students are able to meet regularly with their professors.

Findings for PhD programme
Students work closely with their supervisors in their papers and research, seminars, and colloquia. However, there is little interaction and scientific communication between the PhD students. Assessments correspond to the European Qualifications Framework (EQF). Students find that professors are accessible outside classtime, giving supportive feedback, including them in their research, and actively involved in their professional development. Students are able to meet regularly with their professors.

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

Strengths for BA programme
The curriculum is divided into the core areas of History/Politics and Language/Literature and teaching staff divided by specialty to only cover their expertise in the courses they teach. This means they are able to apply their expertise to the educational development of their students, transferring the outcomes of their research to the classroom. Staff take a great interest in the intellectual development of their students. Most of the teachers use innovative teaching methods and a great variety of learning environments. The examination papers shown to us during the onsite visit demonstrates that the teaching staff put a great deal of efforts into basing their teaching and assessment methods on objectives and intended learning outcomes.

Strengths for MA programme

The teaching staff currently active in the MA programme use innovative teaching methods and a great variety of learning environments. Teaching staff collaborate well with students in research and application of theory and practice. We observed that at least one professor, for example, involves students in his/her own research. The theses students complete demonstrate mastery of either History/Politics or Language/Literature. Students have the opportunity to obtain financial assistance.

Strengths for PhD programme

Teaching staff collaborate well with students in research and application of theory and practice. We observed that at least one professor, for example, involves students in his/her own research.
PhD students are given the opportunity to apply what they learn in a classroom situation when they teach their own courses. The theses students complete demonstrate mastery of either History/Politics or Language/Literature. Students have the opportunity to obtain financial assistance.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for BA programme

We recommend adopting a new methodological approach to teaching Turkish grammar. The balance between theory and practice is not properly balanced. We suggest the students receive much less theory knowledge (i.e. grammar) and much more speaking and writing practice. More oral assessments would compel students to improve their communication skills. It would also be helpful if students had the option to take elective courses that allow them to specialize in teaching foreign languages. In addition, class size (up to 30) is too large to effectively teach language at a beginner's level. Hiring additional staff to break the class into two groups of 15 would solve this problem.

Areas of improvement and recommendations for BA programme

Students are burdened by having to specialize in History/Politics, Language, and Literature. It would be better training at this advanced level when students could choose a single path to specialize and deepen their specialist knowledge. Assigning student-led discussion exercises would further develop students' communication skills in Turkish. Students have the opportunity to obtain financial assistance.

Areas of improvement and recommendations for PhD programme

Other than one staff member, it appears that most staff do not offer meaningful steps and credit as students work toward completing their degree. We recommend a weekly or regular seminar where PhD students and staff can meet and present their work. Students complain about limited job opportunities. The Department could offer alumni sessions where graduates of the programme discuss possible career opportunities. Students have the opportunity to receive financial assistance to complete their studies as well as to teach, thus applying their learning in the classroom.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BA	*MA*	*PhD*
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant	Compliant	Compliant
2.2	Practical training	Partially compliant	Compliant	Compliant
2.3	Student assessment	Partially compliant	Compliant	Compliant

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3. **Teaching staff** *(ESG 1.5)*

Sub-areas

    3.1. **Teaching staff recruitment and development**
    3.2. **Teaching staff number and status**
    3.3. **Synergies of teaching and research**

3.1. **Teaching staff recruitment and development**

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. **Teaching staff number and status**

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. **Synergies of teaching and research**

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

Findings for BA programme

Students regularly evaluate the teaching performance of their instructors that help them to improve their courses and teaching methodologies. On the basis of recent hires, we can confirm that the process of recruitment works well; however the process takes too long that negatively impacts the stability of the Department. Staff hires are in accordance with the needs of the Department, equally split amongst the Department's three areas of teaching, helping it to achieve its objectives. We are unable to discern if the School offers opportunities for continued learning for staff members. Currently there are five professors, two lecturers, and two special staff members equally divided across the disciplines which meets the aims and requirements of the Turkish Studies programme. However, as the Department's name is Turkish and Middle Eastern Studies, we find that the Department should be restricted to its current profile in Turkish studies, or add up to four staff members who could provide courses or a complete programme in Middle Eastern Studies.

Findings for MA programme

Students regularly evaluate the teaching performance of their instructors and make an exit survey at the end of their studies. On the basis of recent hires, we can confirm that the process of recruitment works well; however the process takes too long that negatively impacts the stability of the Department. Staff hires are in accordance with the needs of the Department, equally split amongst the Department's three areas of teaching, helping it to achieve its objectives. We are unable to discern if the School offers opportunities for continued learning for staff members. Currently there are eight staff members equally divided across the disciplines which meets the aims and requirements of the Turkish Studies programme. However, as the Department's name is Turkish

and Middle Eastern Studies, we find that the Department should be restricted to its current profile in Turkish studies, or add up to four staff members who could provide courses or a complete programme in Middle Eastern Studies.

Findings for PhD programme
Students regularly evaluate the teaching performance of their instructors. On the basis of recent hires, we can confirm that the process of recruitment works well; however the process takes too long that negatively impacts the stability of the Department. Staff hires are in accordance with the needs of the Department, equally split amongst the Department's three areas of teaching, helping it to achieve its objectives. We are unable to discern if the School offers opportunities for continued learning for staff members. Currently there are eight staff members equally divided across the disciplines which meets the aims and requirements of the Turkish Studies programme. However, as the Department's name is Turkish and Middle Eastern Studies, we find that the Department should be restricted to its current profile in Turkish studies, or add up to four staff members who could provide courses or a complete programme in Middle Eastern Studies.

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

Strengths for BA programme
Given the small number of the teaching staff in the Department, staff members are involved in teaching in all three cycles in their own specialization that provides continuity in education from the student's perspective. Visiting professors further enrich the offering of the Department with their specialized knowledge. The School ensures the competence of the teaching staff. The School ensures the competence of the teaching staff. The School ensures the competence of the teaching staff. The number of staff is suitable for offering Turkish studies. That the majority are full time offers stability for the programme. Visiting staff enhance the Department, offering new approaches to the programme.

Strengths for MA programme
The MA programme operates with the same teaching number of staff is suitable for offering Turkish studies as the BA programme. That the majoritystaff members are full time offers stability for the programme. Visiting staff enhance the Department, offering new approaches to the programme. Certain publications and research projects of the staff are directly applicable in the courses of the teaching programmes.
There is a good colleague to colleague relation and solidarity between the teaching staff members working collectively in favour of the Department, as we also observed in BA education. We notice that senior staff members help and encourage the junior colleagues both in teaching and in individual career development.

Strengths for PhD programme
The number of staff is suitable for offering Turkish studies. That the majoritystaff members are full time offers stability for the programme. Visiting staff enhance the Department, offering new approaches to the programme. Staff members encourage their students to get involved in a research project and to linkt their research to teaching. Similar to the collegial cooperation on MA level, we observe that senior staff members help their junior colleagues to develop skills in PhD supervision.

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Areas of improvement and recommendations

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

Areas of improvement and recommendations for BA programme

We find it concerning that there are limited opportunities for higher-ranking members of staff to be given time off so that they can develop themselves professionally including doing what is necessary to be promoted to full professor. We recommend staff be given the opportunities offered by Erasmus and other funding agencies to develop their networks, methodologies, and research and be given time away from teaching and administrative duties. Prioritising the hiring of women in future hires would redress the balance where most of the students are female, and most of the teaching staff male. We encourage the university administration to speed up the recruitment processes and appoint new staff members without delay.

Areas of improvement and recommendations for MA programme

We find it concerning that there are limited opportunities for higher-ranking members of staff to be given time off so that they can develop themselves professionally including doing what is necessary to be promoted to full professor. We recommend staff be given the opportunities offered by Erasmus and other funding agencies to develop their networks, methodologies, and research and be given time away from teaching and administrative duties. Prioritising the hiring of women in future hires would redress the balance where most of the students are female, and most of the teaching staff male.

Areas of improvement and recommendations for PhD programme

We find it concerning that there are limited opportunities for higher-ranking members of staff to be given time off so that they can develop themselves professionally including doing what is necessary to be promoted to full professor. We recommend staff be given the opportunities offered by Erasmus and other funding agencies to develop their networks, methodologies, and research and be given time away from teaching and administrative duties. Prioritising the hiring of women in future hires would redress the balance where most of the students are female, and most of the teaching staff male.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BA	MA	PhD
3.1	Teaching staff recruitment and development	Partially compliant	Partially compliant	Partially compliant
3.2	Teaching staff number and status	Partially compliant	Partially compliant	Partially compliant
3.3	Synergies of teaching and research	Compliant	Compliant	Compliant

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

Sub-areas
    4.1. **Student admission, processes and criteria**
    4.2. **Student progression**
    4.3. **Student recognition**
    4.4. **Student certification**

4.1 **Student admission, processes and criteria**

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 **Student progression**

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 **Student recognition**

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

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4.4 **Student certification**

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

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

Findings for BA programme
Regulations concerning admission and progression are appropriate and regulated by law. There is a very good professor/student ratio which makes it possible for individual development of students. Academic advisors monitor the progress of students and provide personalized guidance and support. The Department applies the principles of the LRC and the European Network and Information Centres. Student progression may be hindered by the fact that many students work while studying. During the onsite visit we were informed that there is a surprisingly high dropout rate of BA students. We also discovered during the onsite visit that there is much unhappiness about the Turkish language pedagogy. Large class sizes, particularly in introductory Turkish language courses, hinder student learning. Specific admission requirements are available online n the website of the Department and regularly updated, these are Graduation Requirements, Examination Regulations, Assessment and Grading. *Findings for MA programme*
Regulations concerning admission and progression are appropriate and regulated by law.
Recognition for prior learning and experience is ensured according to regulation. Academic advisors monitor the progress of students and provide personalized guidance and support. The Department applies the principles of the LRC and the European Network and Information Centres. Student progression may be hindered by the fact that many students work while studying. Specific Admission requirements are available online on the website of the Department and are regularly updated.

Findings for PhD programme

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Regulations concerning admission and progression are appropriate and regulated by law. Recognition for prior learning and experience is ensured according to regulation. Academic advisors monitor the progress of students and provide personalized guidance and support. The Department applies the principles of the LRC and the European Network and Information Centres. Student progression may be hindered by the fact that many students work while studying. Specific Admission requirements are available online on the website of the Department and are regularly updated.

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

Strengths for BA programme
All practices are transparent and published. The website is in English and Greek. There is a very good professor/student ratio which makes it possible for individual development of students.There is a very good professor-student ratio which makes it possible for the students to be informed about university regulations, student certifications and other information directly from their professors.

Strengths for MA programme
All practices are transparent and published. The website is in English and Greek. There is a very good professor/student ratio which makes it possible for individual development of students. During onsite interviews, students evaluated the Department information available online very favourably.

Strengths for PhD programme
All practices are transparent and published. The website is in English and Greek. There is a very good professor/student ratio which makes it possible for individual development of students. During onsite interviews, students evaluated the Departmentinformation available online very favourably.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for BA programme
No recommendations.

Areas of improvement and recommendations for MA programme
No recommendations.

Areas of improvement and recommendations for PhD programme
No recommendations.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*		
		BA	MA	PhD
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

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5. Learning resources and student support *(ESG 1.6)*

Sub-areas

    1.1. Teaching and Learning resources
    1.2. Physical resources
    1.3. Human support resources
    1.4. Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

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

Findings for BA programme
Teaching is undertaken on the old campus. Although the latest technology is used, the buildings do not support teaching of languages and lab work. On our onsite visit, we were not shown the Department, classrooms, study spaces, computer labs, language labs, offices, or meeting rooms. We were only shown the library. We were shown a video of a class which began with a twenty-minute lecture, and then included twenty-minutes of student-centred learning. Students are assigned mentors. The syllabi we were given offer clear learning objectives and learning outcomes. Non-academic services are available to the students on campus.

Findings for MA programme

Teaching is undertaken on the old campus. Although the latest technology is used, the buildings do not support teaching of languages and lab work. On our onsite visit we were not shown the Department, classrooms, study spaces, computer labs, language labs, offices, or meeting rooms. We were only shown the library. Students are assigned mentors. Non-academic services are available to the students on campus.

Findings for PhD programme

Although the latest technology is used, the buildings do not support teaching of languages and lab work. On campus we were not shown the Department, classrooms, study spaces, computer labs, language labs, offices, or meeting rooms. We were only shown the library. Each student is assigned a three-member advisory committee. Non-academic services are available to the students on campus.

Strengths

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

Strengths for BA programme

Students' mobility within and across universities is encouraged and supported. Non-traditional students, including part-time and mature students, are also supported.

Strengths for MA programme

Students' mobility within and across universities is encouraged and supported. BA students often continue on to MA and PhD programmes, including in the same Department. Non-traditional students, including part-time and mature students, are also supported.

Strengths for PhD programme

Students' mobility within and across universities is encouraged and supported. BA students often continue on to MA and PhD programmes, including in the same Department. Non-traditional students, including part-time and mature students, are also supported.

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

Areas of improvement and recommendations for BA programme
Moving to the new campus will be beneficial for students. Students will be afforded better teaching infrastructure. More interactive lectures would be welcomed by students. The School could better advertise the extra-academic services available to students. They appear to be relatively unaware of what is available outside the Department.

Areas of improvement and recommendations for MA programme

Moving to the new campus will be beneficial for students. Students will be afforded better teaching infrastructure. Students appear to be relatively unaware of what is available outside the Department. The Department may wish to change the language of instruction from Greek to English so as to attract more international students.

Areas of improvement and recommendations for PhD programme

We recommend PhD students be given adequate office space for their own work, for grading and preparing for the courses they teach, and for meeting with students.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BA	MA	PhD
5.1	Teaching and Learning resources	Partially compliant	Partially compliant	Partially compliant

5.2	Physical resources	Partially compliant	Partially compliant	Partially compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Partially compliant	Partially compliant	Partially compliant

2. Additional for doctoral programmes *(ALL ESG)*

Sub-areas

2.1.Selection criteria and requirements
2.2.Proposal and dissertation
2.3.Supervision and committees

6.1 **Selection criteria and requirements**

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - o *the stages of completion*
  - o *the minimum and maximum time of completing the programme*
  - o *the examinations*
  - o *the procedures for supporting and accepting the student's proposal*
  - o *the criteria for obtaining the Ph.D. degree*

6.2 **Proposal and dissertation**

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - o *the chapters that are contained*
  - o *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - o *the minimum word limit*
  - o *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 **Supervision and committees**

Standards

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- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*
    - *reports per semester and feedback from supervisors*
    - *support for writing research papers*
    - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*

- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*

- *Can you please provide us with some dissertation samples?*

Findings

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

The selection criteria and stages of obtaining the degree including the writing of the proposal and the dissertation are very well defined and implemented. There is a plagiarism detection system. The scientific quality of the PhD thesis is ensured through each student having three advisors and the dissertation being examined by five examiners. The duties of the students' committee, such as regular meetings, are carried out, however, they do not appear to be formalised. Professors are able to provide funding for students to conduct research and travel to conferences. The funding comes from the professors own research and travel budgets.

In comparison with similar Departments, i.e. French and English, the Turkish and Middle Eastern Studies Department receives very few PhD studentships. Whereas English receives 8 and French 4 PhD studentships, the Turkish and Middle Eastern Studies Department receives 1. The doctoral programme of study is intrinsically linked to Cypriot society, by the fact that research is conducted in Turkish and that many graduates go on to careers in translating, diplomacy, business, politics, and foreign affairs. The dissertation samples that we read or became aware of cover the entire spectrum of Turkish-Greek relations and Turkish history/politics, language and literature including language acquisition, combatting stereotypes, Turkish politics, Cypriot dialects, Turkish literature, translation.

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Strengths

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

The research conducted by doctoral students is original and often applicable to Cypriot society. The knowledge produced based on research in the Turkish language can help improve relations between the two Cypriot communities, and between Greece and Turkey. Doctoral students are provided adequate resources to pursue their research and intellectual development. The Department's premises include offices for Teaching and Research Staff and other associates, as well one meeting room.

Areas of improvement and recommendations

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

Professor-PhD student relations could be improved by a means for documenting meetings between them. Increasing the number of PhD students would create a more lively intellectual environment for the Department. Students should be encouraged by the programme to have ties across the university with scholars from other disciplines to strengthen the methodology and interdisciplinarity of their research as well as networking outside Cyprus.

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

Sub-areas		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	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 each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC committee identifies the following key strengths:

- The staff of the Turkish and Middle Eastern Studies Department is fully committed to their important educational mission.
- Overall the Turkish and Middle Eastern Studies Department plays a very important intellectual and non-academic role on the island of Cyprus and in the international academic community.

The EEC committee identifies the following key areas for improvement:

- We suggest using more language laboratories, the most up to date learning technologies, and the best methodological approaches to teaching foreign languages to better support student learning of Turkish.
- We suggest a better balance between activities teaching grammar on the one hand, and practicing reading, writing and speech on the other.
- More generalisation at the BA level and more specialisation at the MA level, which is opposite the way the programmes are currently designed, would make more pedagogical sense.
- The Department should analyse the cause of the high attrition rate at the BA level and take necessary measures to reduce it.
- The Department can be encouraged to better track student progress through their studies through additional evalution of the programme as a whole.
- Members of staff should be freed from being overburdened by School administrative duties that hinder their own career progressions.
- Moving to the new campus will enhance the learning and teaching environment of the Department and interaction with other staff, student and Departments.
- Increasing the number of PhD students will enhance the learning environment of the Department.
- It would be to the Department's benefit to encourage more international exchange among staff.
- We suggest preparing statistical information about the job prospects and career patterns of alumni.

E. **Signatures of the EEC**

Name	*Signature*
Professor László Károly	
Professor Eleni Sella	
Professor Marc David Baer	
Alexandros Evgeniou	

Date: 6 October 2023

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