



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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University of Cyprus

Department of Turkish and Middle
Eastern Studies

External evaluation report

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The committee was provided with a 300page document about the undergraduate program of Turkish Studies at the University of Cyprus. The onsite visit consisted of an introduction by the vice rector who gave the committee an overview over the overall structure of the university, its vision, strategies, and current development. Basic information of was given about study programs 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 value of the humanities at the university, the structure of the faculty, and the budgeting.

The head of the Turkish and Middle Eastern Studies Department made an introduction presenting the history of the department, the study programs, the staff (academic staff and special teaching staff), the premises, library, and student body before detailing the study program. A discussion followed the presentation and allowed the committee to ask specific questions ranging from the structures of the program to procedures about academic promotion.

A librarian and former graduate of the Turkish Studies Department gave a tour of the new library and showed the committee the facilities and Turkish collections.

The onsite visit included a five-hour session in which individual members of academic and special teaching staff, the secretary and a group of six students were interviewed. The students represented all years of the study program and hence could talk about the different needs and expectations at various stages of their BA. The session was concluded with a lengthy conversation with the head of the department.

Recommendations for future evaluations:

- According to the information given, the 300page document was finalized by the central administration. It is not clear to the committee how the document, which has flaws, was put together. The document is in parts very repetitive and does not always provide relevant information. Missing from the document is for example, the important structure of the study program that allows students to follow two different tracks (literature&linguistics and history&politics). Since this is a feature that makes the department unique, it would have been helpful to highlight this. Missing is also information about the student body. In order better understand the function of the program, it would have helpful to be provided with data about the educational background, gender ratio, numbers, failure rates, success rates etc. It would have been useful for the assessment to have information about the changes that were made over the years. The general description about the teaching load is unclear and raised some questions.

- In the afternoon program, the committee met with the students after the individual meetings with the administration and staff (academic and special teaching). It would have been more useful to meet with students and listen to their criticism of the program before meeting with staff in order to get a fuller picture and allow the committee to ask the staff more targeted questions.
- **The six students were not elected by students as representatives** but were asked by staff to join the evaluation. In order to gain more transparency, it is suggested that next time elected members of the student body join the evaluation process.
- The department has undergone the evaluation for the Masters and PhD program only five months ago in October 2018 and will have to undergo a departmental evaluation in the near future. The evaluation procedure is very time-consuming, interrupts the teaching and research activities and is a tremendous administrative load for the faculty. Since much of the material concerns all areas of the department, it is recommended to merge the three evaluations into one.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
László Károly	Chair and Professor of Turkic Languages	Uppsala University
Kader Konuk	Professor and Chair, Turkish Studies	University of Duisburg-Essen
Laurent Mignon	Associate Professor of Turkish,	University of Oxford
Nikandros Ioannidis	Student	Cyprus University of Technology

C. Guidelines on content and structure of the report

The assessment of study programs follows the structure of assessment areas. At the beginning of each assessment area there is a box presenting standards which are relevant to the European Standards and Guidelines (ESG) and 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. The questions should be deleted when drafting the report, so that each assessment area consists of the standards and the description of the way in which the standards are met.

Under each assessment area, it is important to provide information regarding the compliance with the requirements. For each assessment area, the report should include:

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report 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, following by or linked to the recommendations of how to improve the situation.

In addition, for each assessment area there are quality indicators (criteria) on a scale from one (1) to ten (10). The scale used is explained below:

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

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

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

1. Study program and study program's design and development (ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the program 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*

- *The program of study:*
 - *is designed with overall program 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*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results to 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*
 - *is regularly monitored in the light of the latest research in the given discipline thus ensuring that the program is up to date*
 - *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, the student expectations, needs and satisfaction in relation to the program*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the program of study offered*
 - *the selection criteria*
 - *the intended learning outcomes*
 - *the qualification awarded*
 - *the teaching, learning and assessment procedures*
 - *the pass rates*
 - *the learning opportunities available to the students*
 - *graduate employment information*

You may also consider the following questions:

- *What is the procedure for quality assurance of the program and who are involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *Who are involved in study program's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *Please evaluate a) whether the study program remains current and consistent with developments in society (labor market, digital technologies, etc.), and b) whether the content and objectives of the study program are in accordance with each other?*
- *How is coherence of the study program ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff are aware of the content and outputs of their colleagues' work within the same study program?*
- *How does the study program 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 practical training in the study program (where appropriate)?*
- *What are the scope and objectives of the foundation courses in the study program (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate?*
- *How has been the feedback from students, alumni, employers, teaching staff taken into account? Provide some concrete examples.*
- *Has study program been compared to other similar study programs when designed, including internationally, and to what purpose? Explain.*
- *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 program (courses/modules taught in a foreign language)?*
- *Is information related to the program of study publicly available?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report and on findings from the onsite visit.

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Quality indicators/criteria		1 - 10
1.1	Quality assurance policy defines competences and procedures for the people involved.	yes
1.2	Participation in quality assurance processes is ensured for:	
	1.2.1 the members of the teaching staff	yes
	1.2.2 the members of the administrative staff	yes
	1.2.3 the students	yes
1.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.	yes
1.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.	yes
1.5	The organization of the educational process safeguards the quality implementation of the program's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
	1.5.1 The implementation of a specific academic calendar and its timely publication	10
	1.5.2 The disclosure of the program's curricula to the students, and their implementation by the teaching staff	10
	1.5.3 The course web-pages, updated with the relevant supplementary material	10

1.5.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	10
1.5.5	The procedures for the conduct and the format of the examinations and for student assessment	10
1.5.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process	3
1.6	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.	10
1.7	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.	10
1.8	The following ensure the achievement of the program's purpose, objectives and the learning outcomes:	
1.8.1	The number of courses	10
1.8.2	The program's content	10
1.8.3	The methods of assessment	7
1.8.4	The teaching material	5
1.8.5	The equipment	10
1.9	The expected learning outcomes of the program are known to the students and to the members of the teaching staff.	10
1.10	The learning process is properly designed to achieve the expected learning outcomes.	10
1.11	It is ensured that learning outcomes may be achieved within the specified timeframe.	10
1.12	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses according to the European practice.	10
1.13	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.	8
1.14	New research results are embodied in the content of the program of study.	8
1.15	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	7
1.16	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.	10
1.17	The learning outcomes and the content of the program are consistent.	10
1.18	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional	10

	programs of studies according to the European practice in higher education institutions.	
1.19	The higher education qualification awarded to the students, corresponds to the purpose, objectives and the learning outcomes of the program.	10
1.20	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
1.21	Program's management with regard to its design, its approval, its monitoring and its review, is in place.	10
1.22	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.	10
1.23	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	10
1.24	Procedures are applied so that the program conforms to the scientific and professional activities of the graduates.	10
1.25	Indicators for the employability of graduates and the employability record of the department's graduates are described in the feasibility study.	N/A
1.26	The graduation rate for the program of study is analogous to other programs with similar content.	N/A
1.27	The program of study benefits the society.	10
1.28	Information relating to the program of study are posted publicly and include:	
1.28.1	The provisions regarding unit credits	yes
1.28.2	The expected learning outcomes	yes
1.28.3	The methodology	yes
1.28.4	Course descriptions	yes
1.28.5	The program's structure	yes
1.28.6	The admission requirements	yes
1.28.7	The format and the procedures for student assessment	yes
1.28.8	The pass rates	no

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

General comment:

The department is doing their utmost to provide students with an ideal and inspiring learning environment. However, during the first two years the program includes introductory courses where communication between students and instructors is challenged by the use of English and Turkish instead of Greek in the classroom. To alleviate this problem the committee suggest the use of teaching assistants to prepare and assist the instructor with Greek language material and to add a tutorial to ensure the learning outcome.

1.5.6 Students and teaching/academic staff reported about the online teaching evaluations that students have to fill out before they can access their final grade. The committee suggests transparency and that students evaluate their classes at the end of the teaching and not rush through the evaluation to see their final grade. For the committee it would have been useful to see a sample evaluation form.

The instructors and the head of the department can get hold of the anonymous evaluations. The implementation of changes to problematic classes depends on individual teachers.

1.8.3 The assessment as defined in the individual course plans sometimes do not correlate with the actual course work suggested to be completed during the semester (see language exercise classes TOM 106, 107 and 206)

1.8.4. Students mentioned that some of the teaching material in introductory courses do not match their language abilities.

1.25 and 1.26 No data was provided

1.27 This department is unique in its mission and role in the entire university and communities in Cyprus. It is playing a crucial role in promoting bicomunal understanding and peacebuilding by creating opportunities to overcome language and sociopolitical barriers. The academic and special teaching staff are setting positive role models for students of the department and promote the intercommunal dialogue and exchange.

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*

- *Mutual respect within the learner-teacher relationship is promoted.*
- *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.*

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?*
- *Are 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 program? 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?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *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)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report and on findings from the onsite visit.

Strengths

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Areas of improvement and recommendations

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

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The number of students in each class allows for constructive teaching and communication.	10
2.2	The number of students in each class compares positively to the current international standards and/or practices.	10
2.3	A policy for regular and effective communication, between the teaching staff and the students, is applied.	5
2.4	The methodology utilized in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	6
2.5	Formative assessment and feedback are provided to the students regularly.	5
2.6	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	10
2.7	Educational activities which encourage students' active participation in the learning process, are implemented.	10
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	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.	5
2.10	It is ensured that teaching and learning have been enlightened by research.	10
2.11	Students, teaching and administrative staff participate in research activities and projects.	10
2.12	Students are trained in the research process.	1

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

2.3. Although a system of academic advisers is in place, students mentioned their hesitancy to make use of it because of language barriers. This means that some members of staff are more frequently contacted by students adding to their work load.

2.4. The committee has information about specific courses but cannot make an general assessment. However, particular concerns about the language of instruction in some of the classes in the first and second year were raised by a number of students. With regards to the coordination between grammar and language exercise a tighter coordination between the instructors is needed to improve the learning outcome. The committee supports the idea of the head of the department to import general methodological courses from other departments to the BA in Turkish.

2.5 Students mentioned that some staff does not provide sufficient feedback.

2.9 The Turkish and English teaching material is at times repetitive and not updated. The professors on the committee are unable to assess the Greek teaching material and the availability of secondary literature in Greek.

2.12 The students are only provided with one session about academic writing at the beginning of their BA. This is insufficient. The committee recommends to add an entire course about academic writing in order to ensure the training of students in the research process that is particular to the Turkish Studies BA.

3. Teaching Staff (ESG 1.5)

Standards

- *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 program, and to ensure quality and sustainability of the teaching and learning.*
- *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).*
- *Recognised visiting teaching staff participate in teaching the study program.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

You may also consider the following questions:

- *How are (novice) 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)?*

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9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.	2
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:	
	3.2.1 Subject specialization, preferably with a doctorate, in the discipline	10
	3.2.2 Publications within the discipline	10
3.3	The program attracts visiting professors of recognized academic standing.	10
3.4	The specializations of visiting professors adequately support the program of study.	10

3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.	10
3.6	In every program of study the special teaching staff does not exceed 30% of the permanent teaching staff.	Exceeds 30 %
3.7	In the program of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the program of study.	10
3.8	The ratio of the number of students to the total number of teaching staff supports and safeguards of the program's quality.	10
3.9	The teaching load allows the conduct of research and contribution to society.	10
3.10	Future redundancies / retirements, expected recruitment and promotions of teaching staff safeguard the unimpeded implementation of the program of study within a five-year span.	yes
3.11	The program's coordinator has the qualifications and experience to coordinate the program of study.	10
3.12	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	10
3.13	The teaching staff are provided with training opportunities in teaching methods, adult education and new technologies.	10
3.14	Feedback processes for teaching staff with regards to the evaluation of their teaching work, by the students, are satisfactory.	yes

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

3.1 Since the retirement of three members of academic staff the department has been understaffed. The financial crisis meant that the positions were not readvertised until only recently. The prospect of adding three new members to the department will alleviate the work load for the current members of staff. According to the information provided to the committee, scholars are being hired in the adequate fields of expertise needed to fill the gaps.

3.4. Visiting professors are carefully chosen according to the needs of the curriculum.

3.5. One member of the special teaching staff does not have a doctorate but the adequate specialization required to offer students cultural and language expertise.

3.6. see 3.1

3.8 With the hiring of three new academics the ratio will be optimal.

3.13 The Center for Teaching and Learning at the University of Cyprus provides training opportunities in teaching methods. New hires are required to attend these training classes.

3.14 The feedback process is in place but the implementation of any improvement is dependent on the individual instructor.

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available, career paths of graduates, is collected, monitored and analyzed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study program? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study program? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study program, etc.)?*
- *How are students' special needs considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)? How/to what extent can students themselves design the content of their studies? What are students' options within the study program and outside of it?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study program on their employment and/or continuation of studies?*

- *How is student mobility been supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Findings

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5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements of the program of study, are based on specific regulations and suitable criteria.	10
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with the European and international standards.	10
4.3	The program' s evaluation mechanism, by the students, is effective.	4
4.4	Students participation in exchange programs is compared favorably to similar programs across Europe.	5
4.5	There is a student welfare service that supports students with regards to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	5
4.7	Control mechanisms for student performance are effective.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students	10

with special needs, are provided.

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

4.3. The evaluation mechanism in place seems to be ineffective from the point of view of students. In the case of insufficient command of the Greek language of staff teaching introductory courses the committee strongly recommends to hire teaching assistants (e.g. PhD students of the department) to support the staff and students and to improve the learning outcome.

4.4 Other Turkish Studies programs require extensive time in Turkey. However, the Erasmus exchange program set up by the Turkish Department of the University of Cyprus is very good because of connections to highly regarded universities in Turkey and elsewhere.

4.5 There is an infrastructure in place to ensure the welfare of students. However, students of the Turkish Department seem not to be aware of the existing support system. The committee suggests to inform their students about these opportunities.

4.6 Although a system of academic advisors is in place, students mentioned their hesitancy to make use of it because of language barriers.

4.8 The new facilities seem to have adjusted to special needs (ramps, elevator). The committee commends the support of students with disabilities in the Turkish Department and the university as a whole.

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study program.*
* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counselors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the program of study.*

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 program 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?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report 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, following by or linked to the recommendations of how to improve the situation.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources, are available to the students, including the following:	
	5.1.1 facilities	10
	5.1.2 library	10
	5.1.3 infrastructure	10
	5.1.4 student welfare	10
	5.1.5 academic mentoring	5
5.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	10
5.3	Suitable books and reputable journals support the program of study.	10
5.4	An internal communication platform supports the program of study.	10
5.5	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.	N/A

5.6	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	10
5.7	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	10

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

5.1.4 There is an infrastructure in place to ensure the welfare of students. However, students of the Turkish Department seem not to be aware of the existing support system. The committee suggests to inform their students about these opportunities.

5.1.5 Although a system of academic advisers is in place, students mentioned their hesitancy to make use of it because of language barriers.

5.4 Blackboard is used across all the courses of the Turkish Department.

5.6 / 5.7 The library facilities are exemplary.

6. Additional for distance learning programs (ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular program of study.***
- ***A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.***
- ***Feedback processes for students in relation to written assignments are set.***
- ***Specific plan is developed to ensure student interaction with each other, with the teaching staff, and the study material.***
- ***Teacher training programs focusing on interaction and the specificities of distance learning are offered.***
- ***A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.***
- ***Expected teleconferences for presentations, discussion and question-answer sessions, guidance are set.***
- ***A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:***
 - ***Clearly defined objectives and expected learning outcomes of the program, of the modules and activities in an organised and coherent manner***
 - ***Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)***
 - ***Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback***
 - ***Self-assessment exercises and self-correction guide***

- *Bibliographic references and suggestions for further study*
- *Number of assignments/papers and their topics, along with instructions and additional study material*
- *Synopsis*

You may also consider the following questions:

- *Is the nature of the program compatible with the distance learning delivery?*
- *How do the program, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning program?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report 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, following by or linked to the recommendations of how to improve the situation.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	
6.2	The institution safeguards the interaction between students, students and teaching staff, students and study guides/material of study.	

6.3	The process and the conditions for the recruitment of teaching staff, ensure that candidates have the necessary skills and experience for distance learning education.	
6.4	Training, guidance and support are provided to the teaching staff, through appropriate procedures.	
6.5	Student performance monitoring mechanisms are satisfactory.	
6.6	Adequate mentoring by the teaching staff, is provided to students, through established procedures.	
6.7	The unimpeded distance learning communication between the teaching staff and the students, is ensured.	
6.8	Assessment consistency is ensured.	
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	
6.10	The program of study has the appropriate and adequate infrastructure for the support of distance learning.	
6.11	The supporting infrastructures are easily accessible.	
6.12	Students are informed and trained with regards to the available educational infrastructure.	
6.13	Procedures for systematic control and improvement of the supportive services are set.	
6.14	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.	

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

7. Additional for doctoral programs (ALL ESG)

Standards

- *Specific criteria that the potential students need to meet for admission in the program as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree program are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the program*

- *the examinations*
- *the procedures for supporting and accepting the student's proposal*
- *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *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 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 defences 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.*
- *The process of submitting the dissertation to the university library, is set.*

You may also consider the following questions:

- *How is the scientific quality of the PhD-thesis ensured?*
- *Is there a link between the doctoral programs of study and the society? What is the value of the obtained degree outside the academia and in the labour market?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report 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, following by or linked to the recommendations of how to improve the situation.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	
7.2	The structure and the content of a doctoral program of study ensure the quality provision of doctoral studies.	
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	
7.4	The number of doctoral students, under the supervision of a member of the teaching staff enables continuous and effective feedback provided to the students and it complies with the European and international standards.	
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the program.	
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the program of study.	
7.7	The quality of the doctoral theses of the program in this field is in line with international standards.	
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	
7.13	There is a clear policy on authorship and intellectual property.	

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

8. Additional for joint programs (ALL ESG)

Standards

- *The joint program is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint program is offered jointly, involving all cooperating universities in the design, delivery and further development of the program.*
- *The terms and conditions of the joint program are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the program*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if exists*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the program.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study program conform to the requirements of a study program offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the program are met?*
- *Do the mechanisms for ensuring the quality of the joint study program take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality, clearly defined among the partner universities?*
- *Is relevant information about the program, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the program of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report 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, following by or linked to the recommendations of how to improve the situation.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study program promotes the fulfilment of the mission and achievement of the goals of the partner universities.	
8.2	The joint study program has been developed by all the partner universities, which are also involved in its further development.	
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	
8.4	The joint study program conforms to the requirements and directions of national and international legislation.	
8.5	The joint study program is based on the needs of the target group and the labor market.	
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study program, which ensures the protection of the rights of students and teaching staff.	
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	
8.9	The partner universities ensure the economic sustainability of the joint study program.	

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note

any additional comments you may have on each indicator/criterion.

D. Conclusions and final remarks

Summary of the findings, strengths, areas of improvement and recommendations for each assessment area. Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the program of study under review may be achieved.

Strengths:

The committee recognizes the substantial changes made to the BA after the retirement of three members of the staff. The current BA program maintains traditional disciplines and areas of expertise in Turkish Studies such as linguistics, literature, history, and political science. The current program is improved since it provides space for innovative content and methodologies by introducing special topics classes in the list of elective courses (e.g. Karamanlidika; Kurds in the Middle East; Bilingualism and Language Contacts; Armenians under Turkish Rule). An emphasis on contemporary topics is particularly commendable in the current political situation in Cyprus.

This department is unique in its mission and role in the entire university and communities in Cyprus. It is playing a crucial role in promoting bicomunal understanding and peacebuilding by creating opportunities to overcome language and sociopolitical barriers. The academic and special teaching staff are setting positive role models for students of the department and promote the intercommunal dialogue and exchange.

RECOMMENDATIONS

Recognizing the strengths and the central role of the department, the committee makes the following recommendations for future consideration:

- To expand the interdisciplinary reach of the department the committee recommends to add a sociologist to the academic staff. Adding a scholar with expertise in social transformations, the changing ethnoreligious makeup of societies, and the relationship between state policies and social change will only enhance the interdisciplinary horizon for students of the department.
- Underrepresented in the current curriculum are Gender Studies. Although some staff might add gender studies aspects to their individual courses it is not yet an elementary part of the curriculum. Topics courses could be introduced to highlight the interrelationship between gender and nation-state, the history of women's and queer movements, or the state control of reproduction.

- The committee recognizes long lasting tensions between members of the staff. The committee suggests that the university implements a structure that allows for conflicts to be resolved with the support of a neutral ombudsperson at the University of Cyprus who treats any issues confidentially. The resolution of tensions and issues would further improve the learning atmosphere.
- Regarding academic promotion there is a lack of transparency that needs to be addressed.
- The central administration of the university has not yet implemented an equal opportunity commission that enforces laws against work place discrimination during hiring processes.
- The committee encourages teaching staff to make use of the language lab and the use of tutorials.
- The six students were not elected by students as representatives but were asked by staff to join the evaluation. In order to gain more transparency, it is suggested that next time elected members of the student body join the evaluation process.
- The committee emphasizes that the international profile of the academic and teaching staff is a crucial asset of the department and contributes to the international reputation and visibility of the department. The international and bicomunal profile should be fostered while finding ways of providing instruction in Greek in the first two years of the study program.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>	
László Károly		
Kader Konuk		
Laurent Mignon		
Nikandros Ioannidis		

Date: 15 March 2019