Doc. 300.1.1

Date: 6-8 February 2023

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution: UNIVERSITY OF CYPRUS**

- **Town: NICOSIA**

- **School/Faculty (if applicable): FACULTY OF LETTERS**

- **Department/ Sector: DEPARTMENT OF HISTORY AND ARCHAEOLOGY**

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Μεταπτυχιακό Πρόγραμμα στην Αρχαία Ιστορία, 4 Εξάμηνα, 120 ECTS

  In English:

  MA in Ancient History, 4 semesters, 120 ECTS

- **Language(s) of instruction: Greek**

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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

Prior to their visit in Nicosia, the members of the External Evaluation Committee (EEC) had the opportunity to study all the relevant documents supplied to them in advance by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education. These included the Programme's Proposal for Evaluation-Accreditation with several tables (4) and annexes (8) relating to the Programme's content and structure, the courses of the Programme of study, the teaching personnel, as well as the Agency instructions.

The visit by the members of the EEC was conducted between 6 and 8 February 2023, following a well-organized schedule.

The review procedure began on the 6th February with the site visit. After a brief introduction of the members of the EEC, a meeting took place with Professor Tatiana Eleni Synodinou, the Vice Rector for Academic Affairs, who is also the Chairwoman of the Internal QA Committee of the University. Professor Synodinou gave a short presentation concerning the University of Cyprus. There followed a meeting with Associate Professor Maria Parani, the Head of the Department of History and Archaeology, who gave a short presentation concerning the Department's structure.

The next meeting was with Professor Theodoros Mavrogiannis, the Master Programme's Coordinator, and the other members of the teaching staff of the Programme (Dr. Christina Ioannou, Dr. Maria Achilleos and Dr. Ioannis Papadopoulos). The staff members presented and discussed with the EEC the programme's standards, the admission criteria for prospective students, the learning outcomes and ECTS, the courses' content and the persons involved in the Programme's design and development. Then the members of the EEC visited the University Library, where they were guided by Mrs Yioula Moniati, the University Officer.

During the afternoon, the EEC held a meeting with members of the teaching staff concerning each course for all the years of study. The members of the EEC discussed with staff members their research interests and research activity, their duties in the program, the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, the learning outcomes, the content and the assessment of each course).

Subsequently, EEC members met Ms Eleni Hadjistylianou, the Departmental administrator, and then current students and graduates of the Programme. The members of EEC also had the possibility to observe a recorded lesson of the Visiting Lecturer Dr. Ioannis Papadopoulos.

A final meeting took place with Associate Professor Maria Parani, the Head of the Department, and Professor Theodoros Mavrogiannis, the Programme's Coordinator. During this meeting a final discussion of the Program took place.

The reception of the members of the External Evaluation Committee was excellent and all staff members and students were particularly cooperative and willing to facilitate the accreditation procedure.

During the next two days, the members of the EEC met and worked as a team to process the data and evaluate the material. The members of the Committee were particularly grateful that they were given access to all additional material they requested on paper and/or in digital format.

B. External Evaluation Committee (EEC)

Name	Position	University
Ilias Koulakiotis	Associate Professor	University of Ioannina
Sophia Aneziri	Associate Professor	University of Athens
Kostas Vlassopoulos	Associate Professor	University of Crete
Edward Bisphan	Associate Professor	Oxford University
Foivi Christodoulou	Student	Open University 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 the programme of study as a whole.*

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

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*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *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*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme 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, student expectations, needs and satisfaction in relation to the programme*
- *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:*
    - *selection criteria*
    - *intended learning outcomes*
    - *qualification awarded*
    - *teaching, learning and assessment procedures*
    - *pass rates*
    - *learning opportunities available to the students*
    - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - *key performance indicators*
    - *profile of the student population*
    - *student progression, success and drop-out rates*
    - *students' satisfaction with their programmes*
    - *learning resources and student support available*
    - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

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.

Based on the evidence provided, the interviews and presentations, and the postgraduate studies rule book, the EEC can confirm that the Master's Programme has a formal status and information about it is publicly available.

The Programme supports the organisation of the quality assurance system through appropriate structures, regulations and processes. It supports teaching staff, administrative staff and students to take on their responsibilities in quality assurance. It ensures academic integrity and freedom and is vigilant against academic fraud. It guards against intolerance of any kind, or discrimination against students and staff. Students are involved as external stakeholders.

The Programme 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) and is designed so that it enables smooth student progression. It is subject to a formal institutional approval process.

The Programme is regularly monitored in the light of the latest research in the given discipline. The exams' and assignments' content and the expected student workload corresponds to the level of the Programme and the number of ECTS allocated.

The EEC find *clear, accurate and readily accessible information* about selection criteria, intended learning outcomes, qualification awarded, and teaching, learning and assessment procedures of the Programme.

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

The programme offers its students the possibility to improve their knowledge of the ancient Greek language. Students have also an excellent opportunity to acquire basic knowledge/linguistic skills in Phoenician.

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.

a) The EEC can confirm that there is coherence in the Master's Programme and no overlaps between courses. It is recommended that during the coming 5-year run of the Programme, the Department institutes a procedure to ensure that these results are maintained in light of changes and different circumstances. The EEC would also recommend that social history and the history of gender are incorporated in a more systematic way into the teaching of the current courses offered by the Programme.

b) The EEC thinks that future changes of the design of the Programme and the courses offered should include a more active involvement of students, other stakeholders and external experts.

c) Although the website is comprehensive, and clearly set out in both languages, Greek and English, the evidence provided is not always sufficient. The website of the Programme should be regularly updated.

d) The Programme should take action to ensure the collection, monitoring and analysis of information on the profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, and the career paths of graduates. The Programme should annually process this information and take it into account in the context of changes and new circumstances.

e) The Programme can explore the possibility that the teaching of certain courses in English might increase its attractiveness to international students, given the advantages offered by the neuralgic position of the University of Cyprus in the Eastern Mediterranean.

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

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

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

> <u>**Sub-areas**</u>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

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

<u>*Standards*</u>

- *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

<u>*Standards*</u>

- *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

<u>*Standards*</u>
- *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 the 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.

Based on the evidence provided the EEC is satisfied that 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.

Graduate students have the right to participate as student representatives on the Departmental board, which ensures that student complaints regarding the process of teaching and learning are heard in the appropriate institutional setting.

During the oral interview with past and current students, there was a clear sense among students that assessment is appropriate, transparent and applied equally to all students. Students are given feedback in the form of corrections to the coursework submitted.

Strengths

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

The use of various methods of teaching such as oral delivery, discussion, visit of museums and archaeological sites are among the strengths of the Programme. The courses offered by the Programme are popular with students in other MA Programmes.

The practical training in the Museum collections is among the best practices and it should be enhanced in the future.

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.

a) Past and current students have indicated that they would like to have more course options available in each semester. This clearly depends on the filling of the vacant post of the second permanent member of staff.

b) The criteria governing the award of marks and assessment of work are set by the University; it would be of assistance to teaching staff and students on this programme (and others) if the Postgraduate Rules were revised to make clearer some areas, for example, the relation of particular marks to particular characteristics of the submitted work (marking descriptors), and the grounds on which appeal against a grade can be made.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant

2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

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.*

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- *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.

Based on the evidence submitted and our own personal assessment, the quality of the teaching staff is undoubtedly high. The two tenured members of staff, Professor Mavrogiannis and Dr Kantirea, are excellent teachers with a wide range of teaching interests in the history of ancient Cyprus and the eastern Mediterranean in antiquity. Both are internationally recognized and energetic in their own research fields. This is also successfully reflected in the courses offered and the topics of the assigned and completed MA dissertations. The adjunct staff (Dr Ioannou) have research and teaching interests in the history of archaic Cyprus and the history of ancient Phoenicia and the Phoenician presence in Cyprus, which complement rather than repeat the research and teaching strengths of the tenured staff. The MA programme in Ancient History should also be commended for the consistent and successful effort to recruit high-quality visiting scholars (Dr Kyriakou, Dr Papadopoulos), whose research expertise and teaching in late antiquity makes a substantial contribution to the chronological and thematic range of the courses offered. The participation of the teaching staff in international colloquia and conferences and their publication within their research groups is highly successful and fully in line with other equivalent programmes worldwide.

The submitted evidence concerning the quality of teaching (video recording of a teaching session by Dr Papadopoulos) confirms the high standards of teaching provided and the use of IT technologies.

The ratio of 2 permanent staff members to 1 adjunct staff is appropriate, but the contribution of visiting teaching staff is also highly desirable. Consequently, the gap left by the departure of Dr Kantirea in 2019 was undoubtedly substantial. Nevertheless, the one remaining permanent member of staff and the adjunct and visiting staff have taken on the substantial amount of extra work and responsibilities and have ensured the successful continuation of the programme in the four years that have ensued. However, although the allocation of teaching hours is appropriate, in the long term the absence of a second permanent member of staff is likely to impede the research conducted by the remaining teaching staff.

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

a) The committee was really impressed by the exceedingly strong overlap between research and teaching evidenced in the MA Programme in Ancient History. The permanent members of staff and the adjunct and visiting staff have excellent research track records in the study of the long-term history of ancient Cyprus, as well as the history of the societies, states and cultures of the eastern Mediterranean world from the archaic period to late antiquity. This is an excellent choice for staff working at the University of Cyprus. The MA Programme in Ancient History is designed to take advantage of this accumulation of research expertise, and the fit between research and teaching is probably one of the most successful examples in university teaching that the members of the committee are aware of.

b) We also highly commend the extent of collaboration among teaching staff within the HEI in terms of course design and teaching. A very high number of courses offered has been designed collaboratively by staff members, while many courses are also taught collaboratively. We hope that this excellent tradition will be maintained and enhanced in the future.

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.

a) The committee emphatically recommends that the sustainability of the graduate programme in ancient history requires the swift replacement of the second permanent position in ancient history vacated by the departure of Dr Kantirea. Notwithstanding the heroic efforts of the permanent staff member (professor Mavrogiannis) and the adjunct and visiting teaching staff (Dr Ioannou, Dr Papadopoulos), the quality and diversity of teaching cannot be maintained in the long-term without the filling in of the vacant post. We expect that the University and the Department will take all necessary steps to resolve this issue.

b)The committee would like to recommend to the Department the implementation of an

'away day', an annual meeting between members of the Department, in which each staff member would present aspects of their research and teaching, followed by discussion. On this basis, the teaching staff in the Programme would be able to exchange ideas on teaching strategies and pedagogical methods and find ways of implementing the best available solutions.

c) The Department needs to take steps to further facilitate the training of all members of staff to use available digital resources and technologies in teaching (Powerpoint, e-class, etc).

d) Although we have been informed that student evaluation of teaching is obligatory and implemented online, we have not been provided with any evidence of results. We recommend that in the future the Department provides clear evidence that student evaluation of teaching is monitored and that there are clear procedures through which the issues raised are taken into account and the solutions are implemented.

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

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

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.

We were able to verify that clear pre-defined regulations regarding student admission exist and are published, in the Masters Rules and online; the criteria and standards are appropriate. These access policies, admission processes and criteria are implemented consistently and in a transparent manner. Likewise, pre-defined and published regulations regarding student progression are available. The Department was able to share with us evidence on student progression, which demonstrates that processes and tools to collect, monitor and act on information on student progression are properly employed. We believe that the department takes into account student recognition in its practices and procedures.

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

We consider that the criteria adopted for student admission to the programme are well formulated, transparent and robust.

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.

Annex 6 of the Department's submission to the Agency proves that students are provided with a Degree Certificate, but we have not been able to find evidence that students are provided with a transcript, which lists the courses taken, and the marks obtained in each course. We recommend that the Department takes steps to ensure that students receive such a transcript.

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

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

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

Sub-areas

5.1 Teaching and Learning resources
5.2 Physical resources
5.3 Human support resources
5.4 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.

The Committee finds that the teaching and learning resources meet the needs of the MA Programme in Ancient History. The resources for language teaching, an activity necessary for the successful completion of the MA Programme in Ancient History, were available and fit for the task.

The Committee has not physically visited the teaching rooms, but from the evidence made available we are confident that they are fit for purpose and at the same level with equivalent institutions worldwide. We have visited the Library of the University of Cyprus, and we were impressed by the infrastructure, the 24-hour access for students, and the availability of rooms for individual study. The Library has substantial IT facilities available to students for studying and writing their essays and dissertations, and has a very impressive collection of digital resources, which is also available off campus through VPN. Each PhD student is provided with an individual computer for the duration of their studies.

The Programme offers each student an individual tutor, a practice that makes a substantial contribution to helping students navigate the programme successfully and productively. Students are effectively supported and informed about the services available to them by the departmental administrator. Based on our interviews with members of staff and the departmental administrator, we can confirm that there is efficient and heartfelt collaboration between administrative and teaching staff. However, the vacant permanent staff post and the fact that there is a single administrator for the whole Department and all of its MA programmes, creates substantial challenges in terms of pastoral care and administrative support, notwithstanding the highly commendable efforts of the teaching and administrative staff. The recent addition of a six-month administrative post has clearly made a significant contribution, but is clearly insufficient, given the time needed to train a new administrator in the variety and complexity of the tasks required.

In terms of the student population, there is substantial diversity in terms of age, academic background and work conditions, while there is a healthy balance between part time and full-time students. However, more could be done in terms of achieving a gender balance among students in the MA programme. The students to whom we spoke were aware of the existing provisions for welfare and psychological support offered by the University and the Department, but had not felt the need to engage in those services so far. The students also felt that they have been successfully supported by the teaching staff both academically and pastorally.

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

a) Given the small numbers of the students, the Committee commends the flexible methods employed by the teaching staff in terms of tailoring teaching to the highly diverse needs of individual students. The use of alternative methods of teaching through visits to museums and archaeological sites, both in Cyprus as well as in other countries of the eastern Mediterranean, was truly impressive, and at the forefront of equivalent programmes in Ancient History worldwide.

b) We also found highly commendable that there is a substantial number of students with first degrees outside history and archaeology who are willing to apply for an MA Programme in Ancient

History. The Department gives them sufficient support in order to do so, while their special needs are considered and taken care of, and as a result they are capable of completing the course successfully.

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.

a) The committee strongly recommends the appointment of a second administrator on a permanent or long-term basis. This will make a substantial contribution to the administrative support of the Programme.

b) The Department and the MA programme in Ancient History should make a consistent effort to achieve gender balance among students in the programme.

c) E-class (an electronic website and repository hosting teaching and research materials relevant to the course taught) should be introduced among the teaching practices of the Programme.

d) We recommend that all teaching is brought to the Aglantzia Campus, so that the teaching takes place on the same site as the Library.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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

> **Sub-areas**
> **6.1 Selection criteria and requirements**
> **6.2 Proposal and dissertation**
> **6.3 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:*
    - *the stages of completion*
    - *the minimum and maximum time of completing the programme*
    - *the examinations*
    - *the procedures for supporting and accepting the student's proposal*
    - *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:*
    - *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 process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards
- *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.

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.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The members of the EEC observe that the relatively high fees charged for admission to the MA programme in Ancient History might place it in a disadvantageous position in relation to similar MA programmes which charge lower fees or do not charge fees at all. We recognise that fees are set centrally by the University, rather than the Programme itself, so that any independent action by the Programme in this respect is not possible. However, we believe that this issue is worth raising within the current evaluation process so that any appropriate actions might be taken in collaboration with the University authorities.

Finally, the members of the the EEC were very pleased to take part in the evaluation process, and are grateful for the collaboration of the members of the department and the students. We are happy to note the sucessful operation of the MA programme in Ancient History, through the hard work of the Programme's Co-ordinator and the other staffs members and administrator. The qualitative characteristics of the programme are fully in line with other MA programmes worldwide. The programme is undoubtedly viable, but its long term-sustainability and potential growth require further support from the University, and implementation of the changes recommended in this report.

E. Signatures of the EEC

Name	Signature
Ilias Koulakiotis	
Sophia Aneziri	
Kostas Vlassopoulos	
Edward Bisphan	
Foivi Christodoulou	

Date: February 8, 2023