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Date: 4 December 2020

# External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**  
**University of Cyprus**
- **Town:** Nicosia
- **School/Faculty:** Faculty of Letters
- **Department:** Department of History and Archaeology
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**  
**Programme 1 – BA**  
**In Greek:**  
Πρόγραμμα Ιστορίας και Αρχαιολογίας  
**In English:**  
(BA) History and Archaeology  
**Language(s) of instruction: Greek**
- **Programme 2 – MA**  
**In Greek:**  
(Μάστερ) Αρχαιολογία του Μεσογειακού χώρου από την Προϊστορία έως τη Βυζαντινή περίοδο  
**In English:**  
(MA) Archaeology of the Mediterranean from Prehistory to the Byzantine Era  
**Language(s) of instruction: Greek, English**
- **Programme 3 – PhD**  
**In Greek:**  
(Διδακτορικό) Αρχαιολογία του Μεσογειακού χώρου από την Προϊστορία έως τη Βυζαντινή περίοδο  
**In English:**  
(PhD) Archaeology of the Mediterranean from Prehistory to the Byzantine Era



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



**Language(s) of instruction: Greek, English**



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
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**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

## A. Introduction

*This part includes basic information regarding the onsite visit.*

Due to the Covid crisis, the visit had to take place remotely via Zoom.

On November 30<sup>th</sup> 2020, the visit started at 10 am with a meeting of the EEC and the Vice-Rector for Academic Affairs, Prof. I.-A. Diakidou, and the university officer in charge of the University's Internal QA Committee, Ms D. Demetri. The Head of the Department of History and Archaeology, Prof. A. Nicolaou-Konnari, and the Vice-Chairperson, Prof. O. Kouka, also attended the meeting. The Vice-Rector presented the University and we discussed the vision of the University and challenges of the last decade. From 10.40 to 11.20 am the Head of the Department presented and discussed with us the structure of the Department and its study programmes. From 11.30 to 12.30 the coordinator of the Archaeology programme, Prof. O. Kouka, and the coordinator of the History programme, Dr. D. Kontogeorgis, introduced us to the structure of the BA programme in History and Archaeology and we discussed the programme's standards, admission criteria and learning outcomes.

After a lunch break a discussion with the permanent teaching staff of the BA programme took place from 1.30 to 2.30 pm. Subjects were the discussion of the CVs and career prospects, the scope of the programme and the courses and implementation, grading, and assessments. The session was followed by a meeting with a group of undergraduate students (2.40 to 3.10 pm) in which we discussed challenges of their study and mentoring of the students. A meeting with administrative staff was held from 3.10 to 3.30 pm. We met the departmental secretary, Ms E. Hadjistylianou, and the ARU secretary, Ms C. Gregoriou, as well as Mr S. Stavridis from the University Library. We discussed workflow in the Department and acquisition processes of the library. From 3.30 to 4 pm Prof. Kouka took us on a virtual tour of the premises of the Department and we discussed the facilities of the department. After that we attended a live streaming of the Introduction to Ancient History course by Prof. Mavroyiannis until 4.30; this was followed by a meeting with the Head of Department for clarifications. The first day ended at 5 pm.

The second day, December 1<sup>st</sup> 2020, started from 10 to 11 am with a meeting with Prof. G. Papasavvas, the coordinator of the Master's programme in Mediterranean Archaeology and with the Head of Department. We were introduced to the study programme and the challenges of the currently suspended programme. We discussed the aim of the programme and possible improvements. From 11.10 am to 12.10 pm Prof. Papasavvas presented the PhD programme and we discussed admission criteria and job and career prospects in detail. From 12.10 to 1 pm we met the teaching staff of the Archaeology programmes and gathered information about teaching assessments as well as the quality of the research-based teaching. This session was followed by a meeting with PhD students from 2 to 2.30 pm in which we discussed the mentoring and supervision in the PhD programme, the reasons for enrolling at the University of Cyprus and recommendations for improving the programme including support through scholarships. After that we had a final discussion with the Head of Department and Prof. Papasavvas to clarify remaining questions.

The members of the ECC were impressed by the enthusiasm of all members of the Department as well as by the detailed application documents which provided us with clear information. Also the



presentations were clear and informative, and the Zoom sessions worked fine and gave us the necessary information to conduct the evaluation.

The EEC continued its work December 2<sup>nd</sup> to 4<sup>th</sup> 2020 with Zoom meetings in order to complete the reports.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Achim Lichtenberger (Chair)</b>	Professor of Classical Archaeology	University of Münster
<b>Nena Galanidou</b>	Professor of Prehistoric Archaeology	University of Crete
<b>Niels Gaul</b>	A. G. Leventis Professor of Byzantine Studies	University of Edinburgh
<b>Giorgos Christodoulou</b>	Student	Open University of Cyprus
<b>Name</b>	Position	University
<b>Name</b>	Position	University

## 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:*
  - sub-areas*
  - standards which are relevant to the European Standards and Guidelines (ESG)*
  - some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

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

### **Strengths**

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

### **Areas of improvement and recommendations**

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

## 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?*

## **Findings**

### **Findings for BA**

The study programme has a formal status and is publicly available. It corresponds to the EQF. The departmental website provides students and prospective students with basic information. The programme offers students a very good overview of the history and archaeology of the eastern Mediterranean and allows specialization on specific topics. The ECTS are appropriate and the learning outcomes clearly defined.

### **Findings for MA**

Information on the programme is available only in Greek so it cannot be communicated to a wider pool of prospective students. The study programme is suspended; the website does not mention this fact. An English version of the programme is missing from the website (the same holds true for other Master's programmes offered by the Department not presently under review).

### **Findings for PhD**

The study programme has a formal status and corresponds to the EQF. The Department website does not provide any obvious information on the departmental PhD programmes other than in a Word document hidden at the bottom of the Greek (only) version of the Master's programme in Mediterranean Archaeology. In that document, a reader must scroll down to page 11 to find any information on the PhD programme.

## **Strengths**

### **Strengths for BA**

The strength of the programme lies in its broad overview of history and archaeology, providing students with firm knowledge and offering them the option to continue their studies in postgraduate programmes. The programme itself is coherent in its logical sequence. Students are able to choose from a wide range of topics and are satisfied with their programme.

### **Strengths for MA**

The programme is suspended due to lack of students.

### **Strengths for PhD**

PhD students have enough time to pursue their research and complete the dissertations and do not have to take courses if they hold a Master degree. The programme attracts several students from abroad. The mentoring and supervision procedures are excellent and facilitate the completion of theses. Students are satisfied with their programme.

## **Areas of improvement and recommendations**

### **Areas of improvement and recommendations for BA**

The Department should increase the number of freely elective courses and consider offering at least some courses in English in order to facilitate Erasmus+ and other international student exchange schemes. Finally, it ought to consider increasing the practical components in the curriculum e.g. by making fieldwork/archival work and internships obligatory parts of key courses.

Areas of improvement and recommendations for MA

The study programme needs to be thoroughly revised in order to make it attractive for students again. The programme should not be simply a duplication and continuation of the Archaeology major of the BA but it needs to re-invent itself with a more specific and targeted profile. To achieve this the EEC makes the following recommendations:

**A.** Teaching in English language would make it more easily accessible whilst a clear specialization in eastern Mediterranean and Cypriot archaeology will sharpen its focus. The Department should employ its excellent and world-renowned teaching and research expertise in Cypriot archaeology and make this the ‘brand’ of the programme.

**B.** The number of courses needs to be increased in meaningful ways so that students can achieve a specialization during their Master’s. To this end the vacant positions (due to a hiring freeze) urgently need to be filled and the class quorum for PG courses should be reduced – the EEC realises that responsibility with this does not lie with the Department – in line with international practice, from the current 5 to a at least 3 (for comparative purposes, the University of Münster applies a minimum of 2, the University of Edinburgh a minimum of 1). As a matter of fact, the University would be well advised to take into account that class sizes at leading universities in the Humanities tend to be small.

**C.** The UCY scholarship programme needs to be expanded to make the programme more attractive.

**D.** Last but not least, the website needs to be updated and translated into other languages to provide students with relevant information.

Areas of improvement and recommendations for PhD

The website needs to be updated to provide students with relevant information. The English-language sections need to be created.

Students should be better prepared for the job market and for their careers as junior researchers. An obligatory course in research ethics can be useful for that.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BA</i>	<i>MA</i>	<i>PhD</i>
<b>1.1</b>	Policy for quality assurance	Compliant	Not applicable	Compliant
<b>1.2</b>	Design, approval, on-going monitoring and review	Compliant	Not applicable	Compliant
<b>1.3</b>	Public information	Compliant	Non-compliant	Non-compliant
<b>1.4</b>	Information management	Compliant	Compliant	Compliant



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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
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## 2. Student-centred learning, teaching and assessment (ESG 1.3)

### Sub-areas

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

**2.2 Practical training**

**2.3 Student assessment**

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

#### Standards

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

### **2.2 Practical training**

#### Standards

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

### **2.3 Student assessment**

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

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

*You may also consider the following questions:*

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



## **Findings**

### **Findings for BA**

The high number of courses ensures flexibility in teaching and learning. The student assessment is transparent and objective. Student complaints are dealt with in a formal way in the University and the Department.

### **Findings for MA**

The programme is suspended. Since only a few courses were offered, the flexibility of student learning was limited.

### **Findings for PhD**

The close supervision and personal mentoring ensure that students are individually trained, and that learning is student-centred. Student complaints are dealt with in a formal way in the University and the Department.

## **Strengths**

### **Strengths for BA**

Because of the large number of cultural sites including archaeological sites, museums and archives available in Cyprus, students have the chance to familiarise themselves with these monuments and their heritage and receive practical insights into job opportunities. The broad overview of the courses allows students to develop according to their individual interests and skills. Projects and laboratories enable students to get involved in research.

### **Strengths for MA**

Archaeological projects offer students the possibility to acquire practical skills and get involved actively in research.

### **Strengths for PhD**

The library in the ARU is a meeting point of PhD students and staff and creates a vibrant research atmosphere. Supervisors are available and easily approachable.

## **Areas of improvement and recommendations**

### **Areas of improvement and recommendations for BA**

Practical and theoretical learning should be better combined by integrating compulsory practical courses and internships. Academic staff might consider to introduce to some courses at least alternative teaching methods (such as flipped classrooms or simulations) as well as assessment methods beyond written essays and oral presentations (such as posters, short films, or quizzes in order to allow for a wider range of student talents).

### **Areas of improvement and recommendations for MA**

Practical and theoretical learning should be better combined by integrating compulsory practical training, internships and excavations. Academic staff might consider varying assessment methods



beyond written essays and oral presentations (such as posters, role-playing simulations, or similar, in order to allow for a wider range of student talents).

Areas of improvement and recommendations for PhD

Students undertaking laboratory work need more support regarding laboratory equipment and resources. Students should also get offered courses in research ethics as well as training in finding jobs outside academia.

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

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

### **Findings for BA**

The competence of teaching staff that undertakes the BA programme is ensured through what appears to be open, fair and clear processes for recruitment and development. The teaching staff is adequately qualified to implement the objectives and planned learning outcomes of the study programme, and to ensure the quality and sustainability of the teaching and learning.

### **Findings for MA**

The competence of teaching staff that undertakes the MA programme is ensured through what appears to be open, fair and straightforward processes for recruitment and development. The teaching staff is adequately qualified to implement the objectives and planned learning outcomes of the study programme, and to ensure the quality and sustainability of the teaching and learning.

### **Findings for PhD**

Supervision of PhD students is unevenly distributed among members of the teaching staff. The competence of teaching staff that undertakes the PhD programme is ensured through what appears to be open, fair and clear processes for recruitment and development. The teaching staff is adequately qualified to implement the objectives and planned learning outcomes of the study programme, and to ensure the quality and sustainability of the teaching and learning.

## **Strengths**

### **Strengths for BA**

The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad). Scholarly activity to strengthen the link between education and research is encouraged. The teaching staff publications are within the discipline and are closely related to the programme's taught courses. The EEC noted the staff-student ratio (which is somewhat counteracted by the forbiddingly high class quora currently in place). Many members of the academic staff have gained experience abroad and are able to guide their students in this direction, not least in order to enrol in excellent MA programmes.

#### Strengths for MA

The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad). Scholarly activity to strengthen the link between education and research is encouraged. The teaching staff publications are within the discipline and are closely related to the programme's taught courses. Many members of the academic staff have gained experience abroad and are able to guide their students in this direction.

#### Strengths for PhD

All members of staff are engaged in cutting-edge, even world-leading research and are therefore extremely well suited to act as doctoral supervisors; staff are also very well connected internationally and thus able to let their PhD students participate in, and profit from, their own research and collegial networks. The members of academic 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).

### Areas of improvement and recommendations

#### Areas of improvement and recommendations for BA

While permanent staff work under conditions that are fully in line with international standards, early career and temporary staff do not; work conditions and career prospects for adjunct professors (special scientists) are not presently in line with international developments. For example, the savings from a member of permanent staff taking unpaid leave should be invested in a proper fixed-term replacement for the duration of the leave, not ad-hoc course-by-course arrangements as seem to be the case.

#### Areas of improvement and recommendations for MA

While permanent staff work under conditions that are fully in line with international standards, early career and temporary staff do not; work conditions and career prospects for adjunct professors (special scientists) are not presently in line with international developments. For example, the savings from a member of permanent staff taking unpaid leave should be invested in a proper fixed-term replacement for the duration of the leave, not ad-hoc course-by-course arrangements as seem to be the case.

#### Areas of improvement and recommendations for PhD

Members of staff who supervise more than the departmental average of PhD students and mentor a large number of post-docs should receive workload compensation elsewhere, e.g., a reduction in the teaching load.

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

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

#### 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**

###### Findings for BA

Admission processes are thorough and in line with international practice; student progression, recognition and certification are all well-defined.

Members of the academic staff are keen to increase the numbers of better qualified undergraduate students: one of the main obstacles appears to be the subsequent career prospects as much of the departmental curriculum follows the requirements of secondary-school teaching on Cyprus (while at the same time the EEC notes that pedagogical training is not presently among the course requirements for majors in History or Archaeology).

###### Findings for MA

The Master's programme has been suspended for a couple of years now. The duration of the programme is potentially too long (certainly the maximum duration).

###### Findings for PhD

Admission processes are thorough and in line with international practice; student progression, recognition and certification are all well-defined. The maximum duration of the programme is too long.

##### **Strengths**

###### Strengths for BA

Small classes, excellent staff-student ratio, personalized teaching. Student recognition is handled by a special committee on a case-by-case basis. Commendably, we did not detect any signs of grade inflation. Very successful placement of graduates in international Master's programmes



(unfortunately also a necessity while the UCY Master's in Mediterranean Archaeology is suspended).

#### Strengths for MA

The programme is presently suspended.

#### Strengths for PhD

A good number of successfully completed Ph.D. theses. An MA is automatically credited toward the ECTS required for a PhD, which makes very good sense. The EEC saw promising and prestigious co-tutelle arrangements in place.

The EEC was particularly impressed with the PhD candidates we met: these were all highly motivated and mature young colleagues, who appreciate that the academic staff in the Department is highly supportive. Just as the permanent members of staff, they come with excellent international credentials already at this early stage of their academic careers and have a clear vision of where the field is going.

#### Areas of improvement and recommendations

##### Areas of improvement and recommendations for BA

While the EEC understands that offering UG courses and programmes in English is currently prohibited by the law – a provision we would urge Cypriot lawmakers to revisit urgently in order to facilitate UCY's international ambitions – seeking to attract well-qualified students from Greece, who would profit from the favourable staff-student ratio and close mentoring available, is an option. To achieve this a more active participation in high-school open days and other publicity activities to inform prospective students about the aims and overall conditions of study are necessary.

##### Areas of improvement and recommendations for MA

The programme would certainly become internationally more competitive if an intensive one-year option, following the successful model of Master's programmes in UK universities, were available. The EEC understands that this would require a change in the law, and strongly recommends to clear that path – especially with a four-year UG degree, a one-year Master's should comply with European regulations. At the same time, the two-year version should be retained for students who would need more coursework before embarking on a PhD, e.g for students graduating from a three-year Bachelor programme. Offering a part-time option would be better than allow all students to extend their MA to four years.

Finally, the Master's programme seems very expensive, perhaps overpriced, in what constitutes a highly competitive international environment. The EEC believes that adjusting the fees would help attracting local and international students to the programme. Taking into account the cost of living in Cyprus, more funding and scholarships should also be made available to PG students in order to reduce the need to work and allow a stronger focus on academic work (and shorter durations for the various PG programmes).

##### Areas of improvement and recommendations for PhD

The standard maximum length should be reduced to four six years with the ideal completion time somewhere between four and five years; concomitantly, funding opportunities for PhD students



ought to be improved in order to reduce the need for work outside the academic environment. Offering a part-time option would be better than to allow all students to extend their PhD to eight years of studies.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BA</i>	<i>MA</i>	<i>PhD</i>
<b>4.1</b>	Student admission, processes and criteria	Compliant	Compliant	Compliant
<b>4.2</b>	Student progression	Compliant	Not applicable	Compliant
<b>4.3</b>	Student recognition	Compliant	Not applicable	Compliant
<b>4.4</b>	Student certification	Compliant	Not applicable	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**

### **Findings for BA**

Adequate learning resources are in place. Administrative support is very thinly stretched.

### **Findings for MA**

The EEC was not able to interview MA students about their experience but is confident that Department and ARU will provide adequate resources once the programme restarts.

### **Findings for PhD**

PhD students were very happy with the support they receive but at the same time it emerged that the Department does not stipulate a minimum number of supervisor-supervisee meetings per academic year. The laboratories proved insufficient for the work of some PhD students.

## **Strengths**

### **Strengths for BA**

The Department's academic advisor system, with a deputy advisor in place, is excellent as it provides students with a reliable continuity for the duration of their studies.

### **Strengths for MA**

The ARU provides an excellent context for PG studies.

### **Strengths for PhD**

The ARU library provides PhD students in Mediterranean Archaeology with suitable workplaces. Students were very happy with their work conditions in this respect.

## **Areas of improvement and recommendations**

### **Areas of improvement and recommendations for BA**

The current History building is not fit for teaching and research; the Department must be provided with suitable premises on the new campus as soon as possible with an eye to ensure spatial as well as thematic communication between its two UG majors in History and Archaeology.

### **Areas of improvement and recommendations for MA**

The resources available are adequate for running an internationally competitive MA programme in Mediterranean Archaeology.

### **Areas of improvement and recommendations for PhD**

Laboratory resources proved insufficient for the work of some PhD students who were thus forced to take their work to laboratories abroad, for which in turn insufficient internal funding was available.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BA</i>	<i>MA</i>	<i>PhD</i>
<b>5.1</b>	Teaching and Learning resources	Compliant	Compliant	Compliant
<b>5.2</b>	Physical resources	Compliant	Compliant	Partially compliant
<b>5.3</b>	Human support resources	Compliant	Compliant	Compliant
<b>5.4</b>	Student support	Compliant	Compliant	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

See our comments in previous sections pertaining to the PhD programme.

#### Strengths

PhD students are not overloaded with coursework and have time to focus on their research and complete their thesis.

#### Areas of improvement and recommendations

PhD students should have the opportunity to gain independent (yet guided) teaching experience on first- and second-year UG courses in order to develop a competitive CV and increase their employability on the international academic market.

The EEC would recommend giving doctoral students the right to meet their supervisor at least once every other month.

The standard maximum length should be reduced to six years; concomitantly, funding opportunities for PhD students ought to be improved in order to reduce the need for work.



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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant



## D. Conclusions and final remarks

The EEC had a very favourable impression of the degree programmes under review which clearly mark the Department as a world-leading centre for Cypriot studies; however, the suspended Master's programme is problematic and in need of urgent attention.

Staff members and students are very enthusiastic and discussed with us in a very collegial and open way the challenges the degree programmes face.

In conclusion, we confirm that the programmes adhere to the EQF. However, in order to develop the programmes, we recommend the following:

- A. At BA level, decrease the number of introductory and mandatory courses and increase the number of seminars that teach undergraduate students research methods and essay writing; vary methods of instruction and assessment. Introduce compulsory courses in both the Archaeology and History majors that include fieldwork or archival research to strengthen the practical component. The EEC understands that it will be difficult to separate the curriculum from teacher training needs but recommends looking at other academic systems that allow for more flexible pathways of study already at UG level to make offerings in History and Archaeology more relevant to students who do not see their future in secondary education. English-language courses should be introduced as soon as possible to increase opportunities for international exchange and student recruitment already at UG level.
- B. Re-configure the suspended MA programme. There is no doubt that this important MA programme must be continued, but it needs to be thoroughly revised and oriented towards the international student community and should focus on Eastern Mediterranean/Cypriot studies and Archaeological Sciences. We have given several strong recommendations to this end in sections 1 and 4: these pertain to the focus of the programme, the language of instruction, filling currently vacant positions in the Department in order to increase course choices, the availability of scholarships, and the fee structure.
- C. More flexibility is needed in the Department's ability to introduce new courses. The regulation that only courses approved in a five-year cycle by the EEC hinders teaching cutting-edge scientific subjects and topics of high societal relevance (e.g. a course on pandemics in history could be offered at the earliest in 5 years).
- D. PhD students should receive more financial and logistical support to undertake their research and should urgently be allowed to gain teaching experience e.g. by acting as tutors or co-teachers on introductory courses in the first two years/three semesters of BA studies. This would greatly help improve the employability of PhD graduates on the international academic market.
- E. Update online information on the website on a regular basis; develop information in English language for all PG programmes and increase the course offerings in English language in all PG programmes.



**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
<b>Achim Lichtenberger (Chair)</b>	
<b>Nena Galanidou</b>	
<b>Niels Gaul</b>	
<b>Giorgos Christodoulou</b>	
Click to enter Name	
Click to enter Name	

**Date:** 4 December 2020

