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Date: 1st March 2021

External Evaluation Report (Programmatic within the framework of Departmental Evaluation)

● **Higher Education Institution:**

Cyprus University of Technology (CUT)

● **Town:** Limassol

● **Faculty: Fine and Applied Arts**

● **Department: Department of Fine Arts**

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

Programme 1 – MA Level 7

In Greek:

Programme Name

In English:

 MA Level 7, 90 ECTS, Second Cycle

Language(s) of instruction: Greek

Programme 2 – PhD Level 8

In Greek:

Programme Name

In English:

 PhD Level 8, ??? ECTS, Third Cycle

Language(s) of instruction: Greek

[Title 3]

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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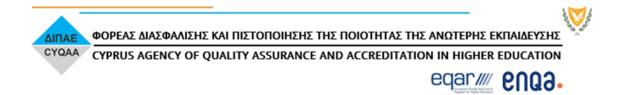ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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A.   Introduction

Due to Covid-19 travel restrictions, the EEC conducted the site visit online. We met with a wide range of academic and para-academic faculty responsible for teaching, research, quality enhancement, student support, information technology and the library.

We were also able to meet groups of MA and PhD students - since we were primarily reviewing the MA and PhD programmes.

The Dept. Chair took us on a virtual visit that enabled us to see the current studios and workshops, the studios, workshops and gallery spaces being built and the residential space in the mountains close to the main city campus.

B.   External Evaluation Committee (EEC)

Name	Position	University
Prof Neil Mulholland	EEC Chair	Chair of Contemporary Art Practice & Theory, The University of Edinburgh, Scotland.
Prof Jan von Bonsdorff	EEC Member	Professor of Art History in the Department of Art History, Faculty of Arts, Uppsala Universitet, Sverige.
Prof Ulrich Pfisterer	EEC Member	Professor of Art History in the Institut für Kunstgeschichte, Ludwig Maximilian University and Director of Zentralinstitut für Kunstgeschichte, München, Deutschland.
Katerina Niic	EEC Member	Student, University of Cyprus, Republic of Cyprus.

C.   Guidelines on content and structure of the report

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

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

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

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

Findings

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

Strengths

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

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

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

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

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

Findings for MA Level 7

1.1 Policy for quality assurance

  Standards

The documentation suggests that the following standards have been met. *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*

Some clarification is required in relation to how the MA programme '*supports the involvement of external stakeholders.* This relates to stakeholder involvement in the co-design of the curriculum as well as to site visits/fieldwork, knowledge exchange, PDP, residencies and placements.

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1.2 Design, approval, on-going monitoring and review

The programme of study is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes (LOs)

MA Programme – Yes, the learning objectives are in line with the Department and Higher Education Institute (HEI) strategy. There are explicit learning outcomes.

The programme of study is designed by involving students and other stakeholders

MA Programme – No evidence of students being involved in design was presented to the EEC, but some evidence of stakeholder *research* in Cyprus and EHEA is in the documentation. This doesn't amount to the same thing as actually co-designing with students and stakeholders. It's understandable that this hasn't happened to date - the programme has to start and gather students to be able to then involve them in co-design. Now is the time to do that alongside key stakeholders in Cyprus. The programme could benefit from some more co-design to make it relevant to the arts sector.
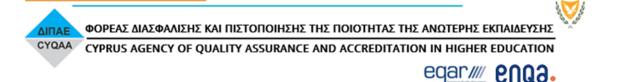
The programme of study benefits from external expertise

MA Programme – The documentation seen by the EEC seems to suggest that this standard has been met.

The programme of study 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)

MA Programme – The documentation seen by the EEC seems to suggest that this standard has been met – however there is room for improvement *vis a vis* the breadth of the knowledge base, the relationships between the programme and employment in the sector and support for PDP.

The programme of study is designed so that it enables smooth student progression

MA Programme – The documentation seen by the EEC suggests that this standard has been met.

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The programme of study is designed so that the exam and assignment content corresponds to the level of the programme and the number of ECTS

MA Programme – The documentation seen by the EEC suggests that this standard has been met.

The programme defines the expected student workload in ECTS

MA Programme – The documentation seen by the EEC suggests that this standard has been met.

The programme includes well-structured placement opportunities where appropriate

MA Programme – No evidence of this was presented to the EEC. Professional placements are now something that Erasmus+ supports for Level 7 students.

RECOMMENDATION: Erasmus+ professional placement opportunities must be clearly flagged in the programme documentation and applicants should be made aware of them.

The programme is subject to a formal institutional approval process

MA Programme – Yes.

The programme 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

MA Programme – The documentation seen by the EEC clearly demonstrates that this standard has been met.

The programme is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up to date

RECOMMENDATION: MA Programme – While the documentation seen by the EEC demonstrates that this standard has been met with regard to the courses that are unique to this programme, there's more to be done with co-design of the curriculum to ensure that the masters

teaches the latest approaches to Digital Humanities, Material Studies and experiential forms of learning. The missing elements in the curriculum - Islamic and MENA art histories - are equally important in terms of how art history has been decolonised. A balance to the Christendom narrative of Eurocentrism is important if the programme is to be a genuine melting pot history of art developing at the crossroads of Europe, Asia and North Africa.

The programme is periodically reviewed so that it considers 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 .

RECOMMENDATION: MA Programme – While the documentation demonstrates that this standard has been met, there's more to be done with co-design of the curriculum with students to ensure that the masters meets *the changing needs of society*.

The programme is reviewed and revised regularly involving students and other stakeholders
RECOMMENDATION: MA Programme – This is a weak point: more work to do to co-design the curriculum with stakeholders to ensure that the masters meets *the changing needs of society*.

1.3 Public information

Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:

MA Programme –

The documentation suggests that the following standards have been met:

Selection criteria, intended learning outcomes, qualification awarded, teaching, learning and assessment procedures and learning opportunities available to the students are all published and clear. Drop-out rates are very low; pass rates are good.

Graduate employment information is published but needs to be updated.

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1.4 Information management

Yes, information for the effective management of both programmes of study is collected, monitored and analysed. Each programme has specific issues to consider here:

MA Programme:

Profile of the student population is provided – key focus here is (unique) provision of masters level education in art history in Cyprus. This is vitally important on a national and international level – clearly Cyprus needs to host the means to research its own art history. The programme, rightly, celebrates self-determination and self-representation within a postcolonial framework.

As such widening the *profile of the student population* is very important here. The introduction of a BA programme in fine art practice will assist here to some extent, but as is the case in other member states of the EHEA, the absence of K-12 and BA **history of art** education in Cyprus means that the BA programme in art history must cover more rudimentary ground.
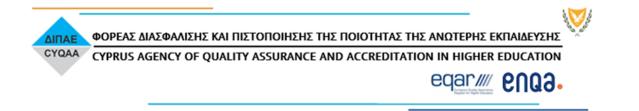
RECOMMENDATION: Widening the *profile of the student population* by validating RPL as an MA entry point is thus an important consideration.

The EEC fully acknowledge that CUT has identified underrepresented groups and the barriers to access, participation and completion (barriers due, for example, to socio-economic status, age, gender, ethnicity, disability or other reasons, depending on the different situations in individual member countries) and adopted point-allocation rules on socio-economic status at the 95th meeting of the Senate. See: https://www.cut.ac.cy/students/practical-information/policies-and-procedures/Point+Allocation+Rules+on+the+Socio-economic+status/ Close analysis of all information relating to widening access and participation in the programme is vital in light of this.[1] The MA enables part-time study so encourages flexible learning to a point. Can it also advance student centred approaches by developing ECTS credit-bearing residencies / PDP / experiential

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[1] See the (EHEA) Report of the 2012-2015 BFUG working group on the Social Dimension and Lifelong Learning. This asks for the introduction of clear mechanisms for the recognition of prior learning based on a learning-outcomes approach for qualifications.

learning, by introducing more VLE blended learning using Moodle and, eventually, developing some quality-assured open educational resources?

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Findings for PhD Level 8

1.1 Policy for quality assurance

The documentation suggests that the following standards have been met.

- *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*

Clarification required here:

- *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

The programme of study is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes

PhD Programme – The learning objectives are not *clearly* in line with the whole Department since the programme - as it stands in March 2021 - relates only to one employee (albeit this will change in due course). There are no explicit learning outcomes at either programme level or course level – (one 5 ECTS course excepted) so it is difficult to align the learning objectives with those of the Department.

The programme of study is designed by involving students and other stakeholders

PhD Programme – No explicit evidence of co-design was offered in the evaluation documents received by the EEC. It's not entirely clear how students and stakeholders are involved in the

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curriculum design and validation process. The course content doesn't reflect such involvement (e.g. there are no examples of non-academic partnership based teaching or explicit knowledge exchanges within the PhD programme). A curriculum design sprint or similar *design thinking* approach would need to be implemented to achieve this. The EEC are not sure if such an approach is common in Cyprus but, in due course, this is something that would help to improve the PhD programme in this respect.

The programme of study benefits from external expertise

PhD Programme – No explicit evidence of co-design was offered in the evaluation documents received by the EEC on how students will benefit from external expertise either through knowledge exchange with non-academic partners in or beyond Cyprus or through DTPs, DTCs or ITNs.

1.5 Design, approval, on-going monitoring and review

The programme of study 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)

PhD Programme – No; the programme as it currently stands does not *fully* evidence the four purposes – the base standard here for Third Cycle programmes was set in Salzburg I (2005) and updated in Salzburg II (2010). There's a bit of work to do here in aligning with Salzburg; in effect this is an exercise of mapping the existing PhD curriculum in relation to EHEA Third Cycle standards and expectations. Where the mapping shows parity no further changes are required. Where there are gaps - the gaps should be filled in due course (over an adjustment period of 3 years).

The programme of study is designed so that it enables smooth student progression

PhD Programme – While various examination hurdles may ensure that candidates work hard on their research, they *may* present too many barriers to smooth progression. PhDs in the EHEA need only have one final examination; the additional examinations incorporated into the

programme are not *self-evidently* supportive of the full remit of research training expected of today's PhD graduates.[2] The emphasis is on learning and teaching (Level 7) rather than continually supporting the changing training needs of PhD candidates as Early Career Researchers (Level 8) – for example, there is no annual Training Needs Assessment (TNA). The 29% completion rate is very poor (2 out of 7 candidates) and there is a 29% drop out from exceeding max study time. Most recent registered candidates in 2014 and 2019. Indicates that there is an issue with training.

<u>The programme of study is designed so that the exam and assignment content corresponds to the level of the programme and the number of ECTS</u>

PhD Programme – No; the programme incorporates several examination processes that are common for Second Cycle programmes but not all are thus automatically relevant for Level 8 PhD programmes (justification is required here).

The examination processes that are required are not set at any specific Level; <u>they must be set at Level 8</u>. There are courses within the programme that are awarded ECTS that have no learning outcomes and no workload. e.g., Seminar Attendance (10 ECTS): '*Seminars are obligatorily credited with credit units (ECTS), the exact number of which is determined by each department or faculty. Seminars are not counted as teaching assignments for workload purposes of the department and the Teaching-Research Staff, while PhD students are not charged with additional tuition fees for them.*' PhD Document: 200.1 Section 9 p15. This is a confused and confusing message. EHEA HEIs cannot award ECTS credit simply for attending something. Students must demonstrate that they have acquired Learning Outcomes to be awarded ECTS credits. This means they also must be assessed to determine if they have acquired the

LOs. *'Credit: a quantified means of expressing the volume of learning based on the achievement of learning outcomes and their associated workloads.'* (Bologna 2005: 29)

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[2] *Doctoral candidates as early stage researchers: should be recognized as professionals – with commensurate rights – who make a key contribution to the creation of new knowledge.* UA. (2010). Saltzburg II Recommendations, European University Association: 8.

The programme includes well-structured placement opportunities where appropriate

PhD Programme – No explicit evidence of this was offered in the evaluation documents received by the EEC. Professional placements are now something that Erasmus+ supports for Level 8 early career researchers/PhDs. This should be added into the programme documentation to ensure that all PhD students are aware of this important opportunity.

The programme is subject to a formal institutional approval process

PhD Programme – Yes.

The programme 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

PhD Programme – Not clearly articulated enough in relation to Level 8, Third Cycle guidelines within the EQF (EHEA). Further clarification and clearer articulation is required here.

The programme is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up to date

PhD Programme – A little polishing is required here. For example, the Literature Review approach has been widely criticised – the programme's research training doesn't engage with alternatives to the Literature Review as a scoping method such as Problematisation, Digital Humanities or Material Studies. The actual processes of Level 8, Third Cycle research and researcher training has its own, vast, literature. There's nothing in place here that is current and specific to Level 8? For example, the Research Methods course lists 19 resources: only two books on the list were published this century. There appear to be no resources on research methods, doctoral training, etc. A quick search of the library catalogue shows that this material is available – it needs to be integrated into the programme by updating the appropriate courses and the Programme Level induction materials.

For PhD research, there are issues with CUT's own library being limited. Is it possible to make more use of primary materials in Cyprus (fieldwork) and in your own unique teaching resources: e.g. Institutional Repository KTISIS (http://ktisis.cut.ac.cy/)? What further arrangements can be made with other Cypriot libraries (mutually agreed access)?

The programme is periodically reviewed so that it considers 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.

PhD Programme – This does not *appear* to have happened yet but the programme is still very new.

The programme is reviewed and revised regularly involving students and other stakeholders

PhD Programme – No evidence of this *in the programme design itself* – not clear from the documentation if there was any stakeholder co-design of the programme. The EEC are not sure if such a co-design approach is common in Cyprus; again this is something that would benefit the programme if it could be actioned within the next three years.

1.6 Public information

Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:

PhD Programme –

The documentation suggests that the following standards have been met:

Learning opportunities available to the students, the qualification awarded and the teaching, learning and assessment procedures are published and clear.

Further work / clarification required:

Selection criteria **are** published and clear, but more work is required on RPL for non-academic professional experience

Pass rates; published and clear – (but they are somewhat poor results for the PhD.)

Graduate employment information is published but needs to be updated.

Intended learning outcomes for the PhD are **not** published and so are not clear. A base here, at least, would be the EQF Level 8 Learning Outcomes.

1.7 Information management

Yes, information for the effective management of both programmes of study is collected, monitored and analysed. Each programme has specific issues to consider here:

Widening the *profile of the student population* by validating RPL as a PhD entry point is important.

As a point of reference: *'We will work to implement the Council of Europe/UNESCO Lisbon Recognition Convention and its Recommendations, in particular on the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation. We also urge the adoption of transparent procedures for the recognition of qualifications, prior learning and study periods, supported by interoperable digital solutions.'* PARIS COMMUNIQUÉ, 25th Paris, May 2018

Close analysis of all information relating to widening access and participation in the BA and MA programmes also is vital here.

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Strengths for MA Level 7

The courses on Cypriot / Mediterranean art history are innovative and unique. This is a good USP for the programme.

Strengths for PhD Level 8

The PhD has a rigorous structure in terms of progression. This needs to be balanced with an equally rigorous approach to research training and early career researcher development.

Areas of improvement and recommendations for MA Level 7

RECOMMENDATION:

The EEC noted that the Mediterranean art history is missing consideration of Islamic art and cultures and, more generally, consideration of MENA histories of art. Both are vital if the USP of being a postcolonial 'Mediterranean' programme is to be fully realised. It's possible that these courses would benefit from being offered as part of a (virtual) exchange with another partner HEI in the EHEA and/or in MENA (Middle East North Africa). This way students would gain access to other courses beyond what's offered in the programme. See: Erasmus+ virtual mobility: https://europa.eu/youth/erasmusvirtual/activity/exchanges_en

RECOMMENDATION:

The EEC also note that the MA programme does not include the range of media and periods that an art history programme might cover. There is no consideration of design or architecture nor is there any pre-modern art history. It seems that there is scope to begin to consider these areas within the Historiography course and within the courses on aesthetics and art theory.

RECOMMENDATION:

The EEC noted that the MA programme promises to engage with the Cypriot art scene. In practice, this doesn't appear to be happening. There are few clear non-academic partnerships in place and the teaching methods do not include fieldwork, site visits or professional engagement with Cypriot galleries, museums and heritage sites. To meet the programmes's own aims and

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expectations - clear engagement with the Cypriot art scene is something that should be put in place.

RECOMMENDATION:

The MA enables part-time study so encourages flexible learning to a point.

Close analysis of all information relating to widening access and broader public participation in the programme is vital to ensure its sustainability and growth in the near future.

The MA programme should now seek to advance more overtly student-centred approaches (meaning more centred on the needs of the lifelong learners it attracts) by, for example, developing ECTS credit-bearing residencies / PDP / experiential learning and by introducing more VLE supported blended learning (using Moodle). Longer term it really should be developing some quality-assured open educational resources (OERs) to align learning and teaching with Plan S and the Euro universities movement.

RECOMMENDATION: The provision of VLE supported blended learning using Moodle will open the more original forms of course content/provision in the masters programme to the 5-10 ECTS short-cycle qualification framework (QF-EHEA). This will enable virtual Erasmus+ exchange for BA, MA and PhD students. See: PARIS COMMUNIQUÉ, 25th Paris, May 2018

Areas of improvement and recommendations for PhD Level 8

The profile of applicants to the PhD to date suggests that research training and professional qualifications are the key factors for CUT students rather than monograph preparation. The working assumption of the PhD programme is that monograph preparation is the goal – but this is an antiquated viewpoint that reflects *the faculty's own experiences* of Level 8 research rather than *candidate expectations* or emerging sectorial requirements.

The PhD is a relatively new mode of education and is constantly shapeshifting. Level 8 programmes in the EHEA now serve two key purposes simultaneously: Research Training *and* Professional Qualification. The Professional Qualification aspect of the PhD is the component that needs more attention in CUT.

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RECOMMENDATION: The programme needs to consider *how* it serves these purposes by generating Learning Outcomes for *the whole PhD* that align with the ten key principles outlined in Salzburg II (2010).

The key shift that has taken place in Level 8 since 2005 is that the PhD now serves to validate *the candidate* as a competent researcher. This does not mean that the thesis is unimportant, but it *does* mean that the key focus is the *future research career* of the candidate. For example, the EQF Level 8 Learning Outcomes are as follows:

- *knowledge at the most advanced frontier of a field of work or study and at the interface between fields*
- *the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice*
- *demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.*

(European Commission, 2008).

You will note here that the main emphasis in EQF Level 8 LOs 2 and 3 is on the development of the *Early Career Researcher* rather than the research outcomes they create. Since the publication of Salzburg I in 2005, the EHEA PhD is seen as a form of research training for Early Career Researchers rather than a *magnum opus* that they complete at a mature stage of their career (the PhD up to the end of the 1930s). Moreover, since only a tiny percentage of PhD graduates become academics, the PhD is *now* seen as a training programme for a much broader range of professions that require highly proficient researchers.:

"2.4. Outcomes The main outcome of doctoral education are the early stage researchers and their contribution to society through knowledge, competences and skills learnt by undertaking research, as well as awareness and openness towards other disciplines." (Salzburg II, 2010: 5)

The CUT History of Art PhD programme, as it stands, places little emphasis on preparing and continually updating training (no TNA). The main emphasis is on establishing tough academic hurdles to progression – the focus thus is very much on ensuring the quality of *magnum opus*, not so much on the changing training and supervision needs of the Early Career Researcher. The quality of the research outcomes *magnum opus*) is, of course, important, but the quality of the research *process* is *more* important since it is a lifelong learning skill that researchers will further develop and share more widely throughout their working career. The PhD programme currently has very poor *student progression, success and drop-out rates* that *suggests* that the academic progression hurdle and research outcome focus is not working on its own and that better training is required. The training/process/outcome relations needs to be rebalanced to ensure that the PhD remains current and consistent with developments in society and within EHEA Level 8 practices.

RECOMMENDATION: The PhD programme needs to signpost clear Doctoral Training Partnership (DTP)/Doctoral Training Network (DTC) or International Training Network (ITN) support for its Early Career Researchers. It must have a functioning Training Needs Assessment (TNA) that can effectively find support for researchers. It must also situate PhD candidates as important Early Career Research Staff within the Department (e.g. integrating their research with BA learning and teaching) – taking on a new PhD at the scale the institution is operating at here (1 or 2 PhDs) effectively means taking in a new member of faculty. The PhD programme also needs to signpost the Level 8 Erasmus+ opportunities for candidates to take part in an academic exchange **or professional residency** in another Erasmus+ member country

The EEC noted that only one student has been on Erasmus+ exchange since 2016. This is a very poor showing - more work to do here.

RECOMMENDATION: In summary, the PhD programme needs to show how it supports the broader range of researcher development that Salzburg I (2005) introduced. To this end – examining the UK's Vitae Researcher Development Framework (RDF) would be helpful.

The PhD programme uses ECTS accurately only in relation to Art Methodology and Historiography Course (5 ECTS). 60 credits are erroneously attributed to prior learning *at Level 7* leading to the award of an MA Degree. These 60 credits do not count at all towards the Level 8 PhD.

Discounting this, as we must, means the proposed PhD is credited as 240-60 = 180 credits of study time. This means it is 90 credits short of being a 3 year full time PhD (12 months of full time study). Given that it is 90 credits short, the proposed PhD is not an **Integrated PhD** ('Irish Model') which extends over four years full-time study.[3] It really isn't clear what model this PhD is adopting.

RECOMMENDATION: The Art Methodology and Historiography Course (5 ECTS) can legitimately be expressed in ECTS. The remainder of the PhD may be **nominally** accredited as 270 credits simply to account for study time expected (5,200hrs), but this is unwise since it is not in line with current ECTS practice.[4]

"Third cycle qualifications do not necessarily have credits associated with them." (FQEHEA 2005: 72)

"2.6. Credits Applying the credit system developed for cohorts of students in the first and second cycles is not a necessary precondition for establishing successful doctoral programmes." (Salzburg II, 2010: 5)

All other aspects of the PhD should **not** be expressed in ECTS terms since the PhD is examined only by the Final Viva Voce Examination. Success in this examination *solely* determines the award of PhD. The timing of the various transfers and reports relates to time not to ECTS academic credit, they should be expressed in months and years, not ECTS.

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

Sub-area	*Non-compliant/* *Partially Compliant/Compliant*

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[3] If it were, then the 270 ECTS credit points are attributed as follows: 60 ECTS credit points may be undertaken at FHEQ Level 7 "i.e. taught" during Year 1; 30 ECTS credit points must be undertaken at FHEQ Level 8 by the end of Year 3; 180 ECTS credit points are **notionally** allocated to *thesis preparation* at FHEQ Level 8.

[4] "There has not been any detailed consideration of ECTS and the third cycle. This topic was considered at the Austrian-German-EUA Seminar in Salzburg in February 2005 but a conclusion was not reached." (FQEHEA 2005: 71)
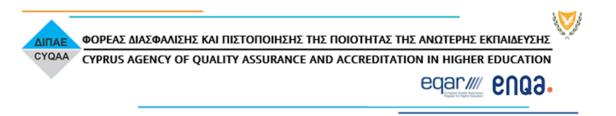
		MA Level 7	PhD Level 8
1.1	Policy for quality assurance	Compliant	*Partially compliant*
1.2	Design, approval, on-going monitoring and review	Compliant	*Partially compliant*
1.3	Public information	Compliant	Compliant
1.4	Information management	Compliant	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

Findings MA Level 7 Programme

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

This applies only to Level 7 programmes in the EHEA since Level 8 programmes are research degrees (non-taught).

MA Programme – Level 7

Level 7 programmes in the EHEA can serve several purposes:

- Research Preparation

- Professional Qualification / Accreditation

- PDP e.g. micromasters consisting of 5-10 ECTS short-cycle qualifications as a stand-alone qualifications within the overarching framework of qualifications of the EHEA (QF-EHEA). See: PARIS COMMUNIQUÉ, 25th Paris, May 2018

The MA appears to combine most of these purposes and meets them well. This is perfectly normal for MA programmes.

However, to examine if the programme is serving its students, it might now be wise to ascertain how many students use the programme for Research Preparation (Accreditation and PDP seem to be more common pursuits) and subtly adjust the design of the programme accordingly.

2.2 Student assessment

The documentation suggests that the following standards have been met:

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *The regulations for assessment consider mitigating circumstances.*

Strengths for MA Level 7

In postgraduate courses, modules can be marked with Success or Failure. These courses are not calculated in the average mark of the student, and may not exceed 25% of the credit units of the curriculum with the credit units of the dissertation being exempted. This is an example of good practice - there is no need to grade more finitely at Level 7.

The MA programme makes use of a VLE (Moodle) as well as small scale seminar teaching. The discussion with staff and students showed us that there is some good innovation in learning and teaching methods here. In terms of documentation, the EEC would have benefited from seeing some examples of blended learning work, innovative learning and teaching methods (e.g. Material Studies, site visits), and digital skills (Digital Humanities) to assess the VLE provision in advance of the visit.[5]

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

Areas of improvement and recommendations for MA Level 7

To generate a student-centred teaching methodology the programme team need to reconsider how the curriculum is designed to serve these purposes (and not simply the academic's perceived purposes of *the discipline*). The profile of applicants to the MA to date suggests that Professional

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[5] "We call on our higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment. We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education." PARIS COMMUNIQUÉ, 25th Paris, May 2018

Qualification and PDP are the key factors for your students rather than research preparation (specifically for PhD). The working assumption of the programme is that research preparation (for PhD) is the goal – but this is a viewpoint that reflects *the faculty's own experiences* of Level 7 study rather than *the student experience*. This is now an opportune time to assess the *CUT student experience* very specifically and ensure that the programme is lightly *tweaked* to meet their unique demands as lifelong learners.

It's not clear if or how the process of teaching and learning supports students' individual and social development. The scope and objectives of the *foundation* for the MA need to factor in *the student experience* much more clearly by re-positioning the Department's resources to support the different competencies and professional requirements of applicants. This might mean creating a different programme entry point to support learning-to-learn / return to learning. This could be in the programme or pre-sessional. This is something that will take some time and consideration - it is perfectly understandable why it would not quite be fully present at this point in the programme's youth.

It's not clear if or how students are encouraged to take an active role in co-creating the learning process. Current students ideally should be involved in the development of the content of their studies by being included in the design of new courses *and* in updating validated course content. As a part-time programme, the MA has the great advantage of time to enable Year 1 students to co-design courses they could take in Year 2. This need not require full validation. The academic staff team were clear that the learning outcomes and assignments were designed in such a way to enable them to remain fixed while the content can be updated on-the-fly each year. This is both sensible and perfectly normal.

To include students in co-design *of the updated content*, an agile method such as Scrum would work well (Scrum is highly likely something that someone in CUT will know very well). This is how many Level 7 programmes ensure that their learning and teaching remains up to date and responsive. (The University's SoTL or Learning Enhancement team could also start to support Scrum-style sprints for co-creating the curriculum more widely in CUT?) Co-updating is something that should be easy to do and should be a creative process rather than a laborious task.

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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. The process of teaching and learning is relatively *inflexible* – the MA courses are all taught and assessed in the same way (seminars, participation, presentation, essay). The methods of delivery could be more experiential – e.g. via site visits, knowledge exchange (KE), placements, fieldwork, etc. The methods of assessment need to be *more varied* to ensure that they support professional practice (e.g. report writing, ethnography, proposal writing, material studies approaches, video essays, etc.) Offering different methods of assessment helps to widen participation, improve learning and generate academic and social impact. It also respects and attends to the (neuro/cultural/gender) diversity of students and their needs.

As the Department grows it will be able to offer course choices within the MA to support student-centred learning and teaching that enables more flexible learning paths. The MA, as it is, <u>does</u> contain diverse approaches to Art History, so this would be a bonus.

Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated. No clear evidence of this was presented in the documents received by the EEC, however our visit revealed that the programme has a VLE (Moodle) to support its students. This is essential since the students are part-time and so will be in low residency ('lo-res'). Since this is the only programme of its kind in Cyprus, students need to be able to access the programme at a distance so that they can maintain their work-life balance (Covid restrictions notwithstanding).

Moodle can enable a blended learning approach that could be more student-centred and dynamic.[6] For example, it can support a Jigsaw Classroom or paragogics for learning (P2P and Connectivist learning methods). A good VLE approach can also enable support for micromaster virtual mobility consisting of 5-10 ECTS short-cycles (key to the future of Masters provision in the

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[6] "We call on our higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment. We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education." PARIS COMMUNIQUÉ, 25th Paris, May 2018

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EHEA Euro Universities project). The EEC recommends that the existing Moodle provision form the basis for this kind of expanded thinking about "distributed" teaching and learning resources.

2.3 Practical training

Areas of improvement and recommendations for MA Level 7 and PhD Level 8

In both the MA and PhD there really needs to be more support for the professional practices of art history within the curriculum – starting with what professional practice looks like in Cyprus. This would mean working in partnership with some of the institutions listed in the career-path indicators to enable students to see how art history is practiced in the field *and* to get involved (experiential learning). During our visit, we learned that there are some very good informal KE agreements in place for the MA. More KE arrangements, and more formal approaches to work with non-academic partners would be advisable. It's clear that, as a unique entity, the Department could really monopolise what Cyprus has to offer here. It would be wise to take advantage of this situation while it has no competition.
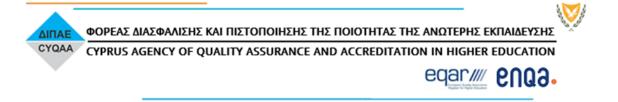
Masters Programme, training:

As presented in the documentation received by the EEC, the MA *Thesis Course* doesn't *obviously* include an option to support PDP and the specific career paths of graduates. We learned in our visit that students can write a report on their professional practice within the field. Indeed, this has become a standard option in History of Art Masters programmes. Most of the MA students are professionals learning part-time - so this is vital (please signpost this.)

Perhaps the MA programme could make more of this? It would be helpful to clarify that it supports such research in its PR and recruitment campaigns (website?) and in how it presents the work of the MA graduates to the wider public (i.e. there could be a public 'degree show' style presentation of the research they do). The RCA MRes programme in London does something like this - that might be a good model to adapt here?

Masters and PhD Programmes, training:

Key to this is benchmarking art history programmes in the EHEA that embed professional practice in their teaching, connecting practical and theoretical studies. It is also vital that the programme's

design and development directly maps onto the changing needs of society. In Cyprus, it should have a very close sectoral alignment with the PDP and research capacity of the (contemporary) visual arts sector as key stakeholders in this programme.
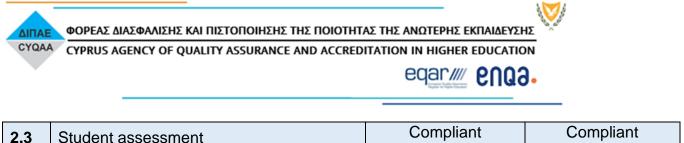
PhDs as staff; Teaching in HE Training:

The EEC have a few questions here that we think could be answered by CUT. They are questions that a Q&A in the relevant section of the CUT website might resolve:

- Do PhD students teach on the BA or MA programmes?
- How are they *trained* to teach in HE? Are they paid to take part in training?
- Are they able to teach what they are researching?
- How much are they paid to teach and prepare for teaching (hourly rate)?
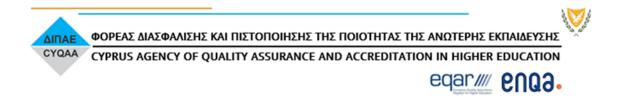- What's CUT's Human Resources policy here?

From what the EEC can ascertain, it seems that different Departments in CUT have different policies when it comes to paying PhD students as teachers. This inconsistency is problematic. PhD students compare their experiences and, if they find that they are being treated differently to their peers, they will develop a grievance and, potentially, a legal case. When it comes to advertising paid GTA positions and engaging PhD students as employees, CUT should have a universal HR policy that is in line with EU Employment law. For example, here's how the University of Antwerp approach advertising paid GTA positions: https://euraxess.ec.europa.eu/jobs/581820

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

Sub-area		Non-compliant/ Partially Compliant/Compliant	
		MA Level 7	*PhD Level 8*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant
2.2	Practical training	Compliant	Compliant

2.3	Student assessment	Compliant	Compliant

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

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

Findings for MA Level 7 and for PhD Level 8

3.1 Teaching staff recruitment and development

The documentation examined by the EEC suggests that the following standards have been met for both the Masters and PhD programme:

- *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.*
- *Conditions of employment that recognise the importance of teaching are followed.*
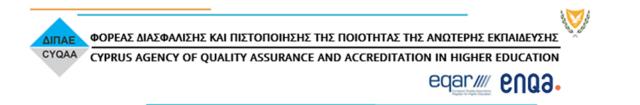- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

The documentation suggests that the following standards have been met:

- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study*

The number of the teaching staff is adequate to support the programme of study.
For the *MA Level 7*, yes.

Strengths for MA Level 7 and PhD Level 8

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Key strengths here are in relation to 3.3. **Synergies between teaching and research**

- *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 and abroad).*

- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

Areas of improvement and recommendations for MA Level 7 & PhD Level 8

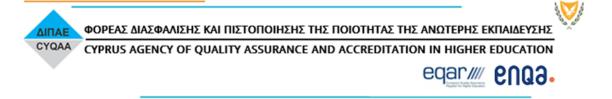**3.1 Teaching staff recruitment and development**

Further questions arose for the EEC that would benefit from more supporting evidence:

The EEC would like to know how the Department (and CUT) identifies the gaps in staffing. For example, if the Department wants to open up their research and teaching staff in terms of methods, chronology and geographies then appointments would be made to fill gaps in the history of art provision in the areas wherein the Department is weakest (e.g. premodern, Islamic art, non-Western art, Digital Humanities, etc). What drives the rationale for making appointments and how does CUT determine and finalise its decisions here?

- *Staff Development: The teaching staff is regularly engaged in professional and teaching-skills training and development.* (ESG 2015 1.5: 13)

This applies to MA level learning and teaching as well as to PhD Supervisor Training. How are the members of the teaching staff supported to development of their curriculum design, learning, teaching and assessment skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?

- *Promotion of the teaching staff considers the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

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This is not fully evidenced in the documentation provided. How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?

- *Innovation in teaching methods and the use of new technologies is encouraged.*

Again this is not evidenced in the documentation provided; the sense that the MA uses homogeneous methods of teaching and assessment *suggests* that this is not fully encouraged.

Some minor clarification/supporting evidence on the following would also help:

- *Scholarly activity to strengthen the link between education and research is encouraged.*

This would pertain to Scholarship of Teaching and Learning (SoTL) not personal research. This is not clearly evidenced in the documentation provided to the EEC; it might be worth ensuring that something is mentioned in relation to SoTL.

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

This is not clearly evidenced in the documentation provided (though there is a good rationale covering how much time is allocated to teaching and why). It would be helpful to see a balance here (i.e. the EEC recommends that minimum research time is allocated to staff based on a fixed proportion of their contract.)

3.2 Teaching staff number and status
Further questions that require supporting evidence:

- *Visiting staff number does not exceed the number of the permanent staff.*

(CUT could simply clarify this either way?)

The number of the teaching staff is adequate to support the programme of study.

For the PhD, no. PhD students really need to have 2-3 supervisors. They appear to only have one at CUT. Arrangements can be made either to increase internal supervisory capacity (through the new appointments underway and changes to the regulations) or to increase co-institutional supervisory capacity through a DTC, MoU or consortium agreement.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*	
		MA Level 7	*PhD Level 8*
3.1	Teaching staff recruitment and development	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Partially Compliant
3.3	Synergies of teaching and research	Compliant	Compliant

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

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

Findings for MA Level 7

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

4.3 **Student recognition. EEC confirm that:**

- *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 are met.**

Strengths for MA Level 7

4.1 **Student admission.** The MA is rapidly building specialist art historical sub-disciplinarity in a specific area ("*Mediterranean, as a physical and symbolic space of/for anti-hegemonic discourse and praxis"* Document: 200.1). It is research-driven and offers a unique interdisciplinary opportunity and unique geopolitical opportunity. There is solid recruitment and a good sized cohort.

There is tangible applicant demand for the MA in Cyprus and - the EEC suggest - globally (e.g. if CUT can capitalise on its geopolitical location and quickly begin virtual exchange).

4.2 **Student progression:** The MA programme has had a 100% applicant>conversion rate for many years running (which is very good!). There is a very low drop-out rate. This is all very impressive!

Areas of improvement and recommendations for MA Level 7

Capitalise on CUT's geopolitical location and its research focus via residential and virtual exchange; this could establish the MA within the framework of a vibrant global centre for Mediterranean Studies in visual and material culture. It seems that the mountain residency could be a vital resource - in this sense - for the MA (and PhD) in addition to the BA programme. Creating a *calendar* for the residency that ensures it fully serves the different needs of BA, MA and PhD students each academic year is important in this sense.

Findings for PhD Level 8

There is enough demand for the PhD in Cyprus; this is likely to grow as more MA graduates seek to complete a doctorate. In comparison with the MA; student progression in the PhD is poor.

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

Strengths for PhD Level 8

The PhD has grown rapidly, despite there having really only been one supervisor to support doctoral research. The growth of the programme is impressive within such parameters.

Areas of improvement and recommendations for PhD Level 8

4.2 **Student progression:** The PhD drop-out rate is higher than it should be. To improve student progression the PhD could benefit from being more connected with PhD training (International Training Networks ITNs, and European Training Networks ETNs) and with the Erasmus+ scheme. Equally, it could participate in virtual exchanges.

4.3 **Student recognition. EEC recommend that CUT clarify:**

- _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._

The issue here is that the ECTS credits are not correctly applied to the PhD programme. RPL can be reformulated as entry criteria. Remove ECTS from the PhD as much as possible in order to ensure that _institutional practice for recognition_ falls _in line with the principles of the Lisbon Recognition Convention_ and established Third Cycle practices in the EHEA (Salzburg 2005, 2010).

With new staff recruitments almost in place; it's now time to create a team supervision structure in the department and establish co-supervision arrangements with other HEIs in Cyprus and via Eramus / Consortia partners in the EHEA.

4.4 **Student certification standards will only be met when 4.3 Student recognition issues are resolved.**

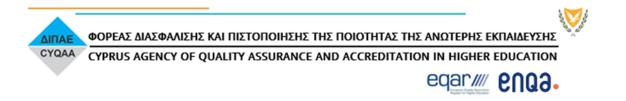**Further attention is required here of the PhD:**

- _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._

NB: the PhD has no programme level learning outcomes - this should be quickly rectified.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant	
		MA Level 7	*PhD Level 8*
4.1	Student admission, processes and criteria	Compliant	Compliant
4.2	Student progression	Compliant	Partially Compliant
4.3	Student recognition	Compliant	Partially Compliant
4.4	Student certification	Compliant	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

Findings for MA Level 7

5.1 Teaching and Learning resources; 5.2 Physical resources; 5.3 Human support resources *Standards here are aligned with the Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. i.e. adequate and readily accessible teaching and learning resources, ensured for changing circumstances, fit for purpose.*

Strengths for MA Level 7

5.4 Student support at the CUT level is very good (the para-academic Student Development Centre operating under the auspices of the Academic Affairs and Student Welfare Services.) It covers the needs of a diverse student population, including lifelong learners, part-time, employed and international students and students with special needs. Students are informed about the services available to them.

Areas of improvement and recommendations for MA Level 7

5.1 Teaching and Learning resources Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources but, since the curriculum is not co-designed, there is a little room for some improvement here. It is worth considering the resource-related trends and future risks (risks arising from changing numbers of students) by building a robust VLE (Virtual Learning Environment) within Moodle that can support blended learning and ODL (for virtual-exchange) and using more e-resources. Such an approach would make the MA more scalable.

5.1 Teaching and Learning resources The EEC wonder how the MA students benefit from being taught *in an art school*? What interaction is there between the Masters students and the UG Fine

Art students? There seems to be lots of scope to develop this more - for example, by teaching material studies as a component of MA Art History via engagement with the technical workshops.

5.4 Student support in CUT is very good. The EEC, however, have a few questions regarding Learning Adjustments. The MA relies a great deal on the essay as an assignment. How can the programme make adjustments for students who find this inappropriate to their learning style? How might the programme introduce other forms of assignment that enable students to meet the LOs? The MA curriculum itself needs to address the lack of variability in the learning, teaching and assessment techniques. For example, what would the programme do if a disabled student was not able to give a seminar presentation (what's the alternative assessment arrangement process?)

5.4 Student support Students' mobility within and across higher education systems does not appear to be adequately encouraged and supported (there has been one student exchange since 2016). There aren't any references to Erasmus+ or IAESTE European Mobility. This is available to students at Cycles 1,2 and 3. (Means they have three opportunities to go on exchange, not just one). Moreover – what about virtual mobility?
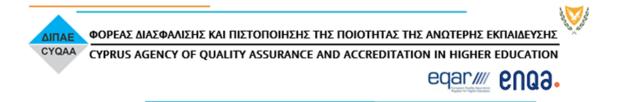https://europa.eu/youth/erasmusvirtual/activity/exchanges_en

Findings for PhD Level 8
5.1 Teaching and Learning resources; 5.2 Physical resources; 5.3 Human support resources *Standards here are aligned with the Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. i.e. adequate and readily accessible teaching and learning resources, ensured for changing circumstances, fit for purpose.*

Strengths for PhD Level 8
5.4 Student support at the CUT (para-academic) level is very good. *It covers the needs of a diverse student population, including lifelong learners, part-time, employed and international students and students with special needs. Students are informed about the services available to them.*

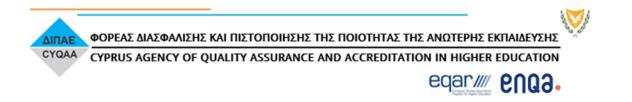*Areas of improvement and recommendations for PhD Level 8*

5.1 Teaching and Learning resources

Ensuring reciprocal access to other Cypriot libraries would be of immense benefit.

5.4 Student support Students' mobility within and across higher education systems does not appear to be adequately encouraged and supported (there has been one Erasmus+ student exchange since 2016). There aren't any references to Erasmus+ or and IAESTE European Mobility yet this is available to students at Cycles 1,2 and 3. (Means they have three opportunities to go on exchange, not just one). Moreover – what about virtual mobility?

https://europa.eu/youth/erasmusvirtual/activity/exchanges_en

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

Sub-area		Non-compliant/ Partially Compliant/Compliant	
		MA Level 7	*PhD Level 8*
5.1	Teaching and Learning resources	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant
5.4	Student support	Partially Compliant	Partially Compliant

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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**

Findings

The PhD programme has been started by 1-2 people each semester since its inception. In the Department of Fine Arts, it has been since 2015-16. No one has yet completed a dissertation. The topics currently being worked on are focussed on the 19th and 20th centuries. This seems particularly appropriate for a Fine Arts Department, where artists are also trained to a large extent. We had the opportunity to speak with a graduate student who seemed satisfied with the working conditions and supervision.

The PhD is **not** a structured doctoral programme, which would not be possible with the staffing of the Department. Rather, it relies on independent research and work, supplemented by selected courses, interim reports, and evaluations.

6.1 Selection criteria and requirements

The specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are well defined.

The following requirements of the doctoral degree programme are published and meet the required standards:

- o   the stages of completion
- o   the examinations
- o   the procedures for supporting and accepting the student's proposal

6.2 Proposal and dissertation

Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:

- o the chapters that are contained
- o the system used for the presentation of each chapter, sub-chapters and bibliography
- o the minimum word limit
- o the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation
- There is a plagiarism check system (Turnitin). 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

This following are all very clear in the documentation examined by the EEC. The Department clearly follows the CUT's institutional PhD regulations here (which are also clear):

- *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:*
  - o *regular meetings*
  - o *reports per semester and feedback from supervisors*
  - o *support for writing research papers*
  - o *participation in conferences*

Strengths

The PhD program in Art History and Theory is the first of its kind in a public university in Cyprus. It ambitiously "aims at offering a high calibre research training in Art History and Theory, and in Cultural Studies, in general". The establishment of the program is very much to be advocated. Only in this way a truly academic discourse of art historical issues can be implemented.

The PhD program has clear parameters for access, performance requirements, and assessment processes. Supervision and evaluation by multiple faculty members is very well regulated. The series of seminars with compulsory attendance by PhD students would seem to be fruitful.

6.3 Supervision and committees; *The number of doctoral students that each chairperson supervises at the same time are determined.* At the moment there are only a few PhDs in the Department. This means that there's likely to be a reasonable workload for staff. As staffing increases, the supervisory capacity will improve.

This - however - is a long-term workload management issue. The overall capacity of a member of staff will depend on what other duties they have not on how many PhDs they have. Some staff might only supervise PhDs as their contribution to teaching. The time taken to supervise a PhD student must be considered to be part of teaching and accounted for accordingly in staff time.

Areas of improvement and recommendations Level 8 PhD

The programme tries to compensate for deficits and knowledge differences among the new PhD students with the polyvalent course FAR 572 "Art Historiography and Methodology", which is also offered in the MA. However, such a small 5 ECTS course cannot - alone - guarantee the required advanced level. What is absolutely necessary is a course designed exclusively for PhD students, covering methods, theories, and current approaches and topics. Herein doctoral students could also present their topics and introduce and discuss their own questions and problems. One way to broaden the range of topics and methods, but also to attract a larger group of PhD students for joint discussion, would be collaborations with other Greek-language universities in Cyprus and Greece and related art/history PhD programmes in the EHEA.

Consideration should also be given to how PhD students could be more intensively involved in the Department and how they could be fully supported in their research: through travel grants, teaching assignments, or grants for the publication of outstanding dissertations. To the EEC, it remains vague how the "programme is incorporated in the Art History and Theory Research Lab" is configured.

6.1 Selection criteria and requirements

Concerning the minimum and maximum time of completing the programme. There's unnecessary confusion here regarding how ECTS are attributed. Going by the ECTS, the PhD programme seems to be a year (12 months) *too short*. The ECTS should be removed and replaced with months to clarify the min and max time for full and part time study. (Document: 200.1 p10) Please note the advice of the 2005 Bergen Communique: *"Considering the need for structured doctoral programmes and the need for transparent supervision and assessment, we note that the normal workload of the third cycle in most countries would correspond to 3-4 years full time."* 2005 Bergen Communique

6.1 Selection criteria and requirements Concerning the criteria for obtaining the Ph.D. degree: a key issue is that the criteria are not expressed in Learning Outcomes. The criteria are the LOs so we need to see them written for the programme as a whole. The criteria are described, but expressing them as LOs needs a bit of work.

6.2 Proposal and dissertation; The process of submitting the dissertation to the university library is set. The EEC strongly recommends that the submission of the dissertation should be electronic as standard. E-submission of PhDs became standard in Jan 2021, with the adoption of Plan S in the EHEA. An e-thesis is far more likely to be consulted and, crucially, meets Plan S open access expectations (so has added research training value).

6.3 Supervision and committees; *The number of doctoral students that each chairperson supervises at the same time are determined.* There are, importantly, other means of improvising supervisory capacity through ITNs, ETNs, and other forms of consortia based supervision. This is vitally important to improve the diversity of input into the supervision process and to ensure that training is improved.

"2.1. Critical mass and critical diversity Doctoral education is dependent on the research environment. Institutions must develop a critical mass and diversity of research in order to offer high quality doctoral education. Critical mass does not necessarily mean a large number of researchers, but rather the quality of the research. In line with the sixth Salzburg Principle,

Europe's universities have developed diverse strategies to assure critical mass and diversity, building their areas of strength through focused research strategies and engaging in larger research networks, collaborations or regional clusters." (Salzburg II, 2010: 5)

Research Training: The supervision process isn't quite enough to support PhD research on its own. There needs to be a clear connection to existing, or new, networks of researcher development and training. This is something that has grown rapidly since the European Universities (EUNs) proposed by President Emmanuel Macron at his Sorbonne speech in September 2017 and the European Consortium of Innovative Universities (ECIU) published their position paper in April 2018. The programme really needs to address its place within this new reality of EuroHEI consortia.

Further issue for consideration: *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?*

This is something addressed in detail within Salzburg II and in frameworks that respond to it (such as the UK's Vitae Research Development Framework). The CUT PhD programme documents don't really address this in the detail required by Salzburg. More consideration of the value of the PhD outside of academic contexts is vitally important here.

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

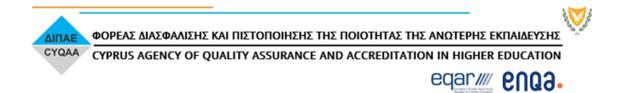| Sub-areas (Level 8 PhD Only)		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Partially Compliant

D. Conclusions and final remarks

The EEC were very impressed by the staff, students and the CUT institution as a whole. The Department of Fine Art is young and dynamic and has already achieved a great deal in a very short amount of time under hitherto unimaginably difficult conditions.

The EEC are confident that both the MA and PhD programmes currently meet the standards that would be expected at Level 7 and 8 elsewhere in the EHEA. Given that the core standards are assured, the recommendations we make here are designed to further *enhance* the quality of both programmes and ensure that they are aligned to enable staff and students to fully engage in vital opportunities such as Erasmus+, IAESTE European Mobility, ETNs, CUT's consortia partners, Cypriot KE partnerships and the Euro Universities developments.

The MA is compliant with the EQF, the PhD is very close to being compliant.

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E. Signatures of the EEC

Name	Signature
Prof Neil Mulholland	*Neil Mulholland*
Prof Jan von Bonsdorff	
Prof Ulrich Pfisterer	
Katerina Niic	

Date: 23rd March 2021

Group, Bologna Working. *A Framework for Qualifications of the European Higher Education Area. Bologna Working Group Report on Qualifications Frameworks.* Danish Ministry of Science, Technology and Innovation (Copenhagen: 2005).