



Doc. 300.3.1/1

Date: Date.

# External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**  
National and Kapodistrian University of Athens (Cyprus Branch)

- **Town:** Nicosia

- **School/Faculty:** School of Philosophy

- **Department:** Classical Studies

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

**Programme 1** – [Title 1]

**In Greek:**

Programme Name

**In English:**

Archaeology, History, and Literature of Ancient Greece  
(4 academic years, 240 ECTS, Bachelor)

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

[Title 2][Title 3]



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

## A. Introduction

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

The EEC was provided with a number of documents in advance of the onsite visit, and where requested, further documentation at and immediately after the visit. These included the slides from presentations. The combination of documentation and onsite visit have allowed us to gain a full understanding of the programme.

The onsite visit took place on Thursday 4 September 2025. The EEC met with the following groups:

- The Dean of the School of Philosophy, Vice-Rector for Academic Affairs and Programme Director
- Members of the Department leadership
- Members of the Department's Co-ordinating Committee
- Members of the Teaching Staff
- Members of the Administrative Staff
- External Stakeholders, including representatives from museums and cultural institutions in Cyprus, key figures from the archaeological community in Alexandria and the Bibliotheca Alexandrina, academics from China and Athens and from US universities
- Current and former students of the Athenian version of the programme

The EEC was shown the resources on-site, including teaching rooms. The EEC also received a presentation on the digital resources supporting the programme.

The EEC was impressed by the quality of the presentations from the leadership. We were also impressed by the enthusiasm of the academic staff about both the existing programme taught in Athens and the plans for delivering it in Cyprus. We recognized the commitment and skills of the administrative staff and their readiness to meet the challenges of delivering the programme in Cyprus.

We noted the great enthusiasm of the stakeholder representatives for the new programme, and their commitment to supporting it in a great variety of ways including giving access to learning resources, supporting research and encouraging students to join the programme.

We were impressed by the enthusiasm of the students on the Athens programme.

We recognize that the site we visited is a temporary site while the NKUA develops its permanent premises in Nicosia, but we found the facilities more than adequate for the purposes, and recognize the commitment of the Church of Cyprus in supporting the Department and the programme. Although we did not visit the proposed library site we were shown plans and were satisfied that it would be a high-quality resource, in particular if it could be sufficiently stocked with relevant physical books.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Professor Hugh Bowden</b>	Chair	King's College London
<b>Professor Jeremy Tanner</b>	Member	University College London
<b>Professor Mika Kajava</b>	Member	University of Helsinki
<b>Mrs Stella Charalambous</b>	Member (Student)	Open University 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:*
  - 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**

*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.*

### **Policy for quality assurance**

A structured and internationally oriented quality assurance policy underpins programme integrity but relies on evolving infrastructure for full implementation.

The BAAG programme benefits from a formally established quality assurance (QA) policy, well aligned with both NKUA's institutional framework and the European Standards and Guidelines (ESG). The policy supports the organisation of internal QA mechanisms through clearly defined structures and procedures, including course evaluations, internal reviews, and external oversight (e.g., by the Hellenic Authority for Higher Education – HAHE). Implementation is further reinforced by a strong institutional commitment to academic integrity, student inclusivity, and freedom of scholarship.

### **Design, approval, on-going monitoring and review**

The programme demonstrates good academic quality and strategic design.

The curriculum reflects best practices in student-centred, research-informed, and internationalised higher education, fully compliant with EQF Level 6 and EHEA standards. It offers a coherent and interdisciplinary curriculum across Greek archaeology, history, and literature, with clearly defined learning outcomes, course descriptions, ECTS workloads, and a final thesis. Strong links to international institutions enhance the programme through comparative benchmarking and academic mobility.

### **Public information / information management**

Public communication and information management are transparent and accessible, but data analysis capabilities should be further developed to support long-term planning.

The programme provides clear, accurate, and publicly accessible information through its study guide and official website. These resources include:

1. Detailed descriptions of programme structure, admission criteria, intended learning outcomes, assessment methods, and the ECTS system
2. Transparent information about the qualification awarded and expected student workload
3. Initial efforts to provide information on graduate pathways and employability—although more comprehensive data is still under development

## **Strengths**

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

### **1. Strong and transparent quality assurance policy**

A key strength of the programme is its comprehensive, formalised QA framework, aligned with the ESG and publicly available. The BAAG programme ensures academic integrity, freedom of inquiry, and inclusion by actively involving both internal and external stakeholders—notably HAHE and international partner institutions—in periodic evaluations and accreditation processes. This engagement helps maintain high academic standards and responsiveness to evolving societal and educational needs.

Students, faculty, and administrative staff participate in ongoing QA efforts through structured processes such as course evaluations and programme reviews. This integrated model fosters accountability, transparency, and continuous improvement across academic and operational domains.

External stakeholders (international academic partners, accreditation bodies) have been consulted about the programme and are actively engaged with it and supportive of it.

### **2. Research-led, interdisciplinary curriculum with continuous monitoring and review**

The BAAG programme stands out for its interdisciplinary and research-based design, combining archaeology, history, philology, and cultural heritage studies. It aligns fully with NKUA's institutional strategy and the ECTS framework. Clearly defined learning outcomes meet EQF Level 6 criteria and are benchmarked against national and European frameworks to ensure academic coherence and recognition.

The programme is periodically reviewed in collaboration with international partners, ensuring ongoing relevance. Student feedback is collected and used to inform teaching and curriculum adjustments. Fieldwork, site visits, and engagement with primary sources enrich the student experience and foster career readiness.

The programme is also committed to promoting critical thinking and personal development, in line with the Council of Europe's aims for higher education.

### **3. Comprehensive public information and evidence-based information management**

The BAAG programme is committed to providing accessible, up-to-date information through its official website and study guide. Course descriptions, ECTS allocations, learning outcomes, assessment criteria, and graduate pathways are readily available, promoting transparency and international visibility.

On the operational side, the programme will benefit significantly from effective information management systems (once they are fully functional). These systems will collect and analyse key performance indicators such as student satisfaction, progression rates, and graduate employment outcomes. Students and staff will engage in these processes through structured feedback mechanisms and collaborative planning of improvement actions—ensuring that institutional decisions are data-informed, student-centred, and excellence-driven.

### **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.*

#### **1.1 Quality Assurance Policy**

##### **Recommendations:**

1. Publish a clear and accessible QA policy on the programme's website, aligned with ESG standards. It should outline governance structures, stakeholder roles, and review processes.
2. Strengthen the role of students and staff in QA by integrating their feedback into formal decision-making bodies (e.g., programme committees).

#### **1.2 Design, Approval, On-Going Monitoring and Review**

##### **Recommendations:**

1. The curriculum meets international standards and aligns with EQF Level 6, and evaluation and review procedures for the Athenian programme are well established. It will be important to ensure that these procedures are also carried out for the Cyprus programme.
2. Student support systems (mentorship, accessibility services, hybrid learning) are still developing. Data-informed enhancements should be implemented by analysing trends in workload, course outcomes, and graduate progression.
3. Alumni and career tracking systems could support curriculum relevance and feedback loops. These systems would enhance institutional coherence and ensure long-term sustainability.

## 1.4 Information Management

### Recommendations:

Although the programme intends to collect data on student satisfaction, workload, course performance, graduate employment, and stakeholder engagement, there is no mention of a systematic, integrated data management strategy.

- Establish a robust information management system to track:
  - Student progression and dropout rates
  - Course pass/fail trends
  - Student satisfaction and learning outcomes
  - Graduate employment and career trajectories
- Ensure that data insights are used in strategic planning and shared transparently with stakeholders.
- Train staff and engage students in data-driven QA processes (e.g., via workshops, evaluation committees, annual QA reports).

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

Sub-area		<i>BAAG</i>
<b>1.1</b>	Policy for quality assurance	Compliant
<b>1.2</b>	Design, approval, on-going monitoring and review	Compliant
<b>1.3</b>	Public information	Compliant
<b>1.4</b>	Information management	Compliant

## 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**

*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.*

**Process of teaching and learning and student-centered methodology.** A wide variety of teaching and learning approaches supports student development: alongside traditional lectures, there is a strong emphasis on student presentations, seminar style discussions, individual research projects and group work. The staff are clearly responsive to student needs and staff-student consultations and student evaluations are used to inform regular reviews of the curriculum and styles of teaching. Students were concerned that language levels achieved on the programme were not necessarily adequate to give entry into graduate programmes.

**Practical training.** Practical training involving site visits, museum visits and participation in archaeological fieldwork equip students with professional skills and working experience, particularly relevant to the needs of employers in the archaeology, museum and cultural heritage fields. Students raised the desirability of opportunities for internships.

**Assessment:** The character of, and deadlines for, assessments are communicated to students at the beginning of courses. Alongside standard essay-style assessments, a wide variety of practical assessments are used which allow students to demonstrate their learning and skills: translation activities, practical criticism, image analysis etc. The kinds of knowledge, theoretical and practical engagement and critical thinking skills assessed correspond to the appropriate level for the European Qualifications Framework. In case of extenuating circumstances, provision is made for alternative forms of assessment and revision of deadlines.

## **Strengths**

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

**Processes of teaching and learning:** Excellent range of different types of assessment, with particularly strong emphasis – developing over the course of the degree programme – on individual and research projects. These involve close interaction with course teachers providing regular opportunities for advice as students become autonomous learners and researchers.

**Practical training:** truly exceptional range of opportunities for practical work, in particular on the archaeological side of the programme, involving field trips, fieldwork training, object-handling sessions.

**Assessments:** wide variety of assessments appropriate to the interdisciplinary character of the programme, and enabling the demonstration of a wide variety of skills and aptitudes relevant to possible employers and for continuing in the field of classical studies at a higher level.

### **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.*

Discussion with students suggested some inconsistency on part of individual teachers in timely provision of details of assessment deadlines and activities. Discussion with Athens students suggested that in general feedback on essays and projects was good and much appreciated, but for tests and exams it was often not much more than a grade, and fuller elaboration of reasons for the grade would be helpful.

We recommend the Department look at progression through language levels (in classical Greek and Latin) to ensure that on graduation students are equipped to enter graduate programmes.

We recommend the Department consider the practicality of offering internship opportunities, and discuss with relevant external stakeholders how they might support this.

We encourage the Department to set up a formal staff-student liaison committee with representatives from each student cohort, to provide a clear and formalized channel for students to communicate concerns about and suggestions for improving their learning experience and the programme.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
		[Title 1]
<b>2.1</b>	Process of teaching and learning and student-centred teaching methodology	Compliant
<b>2.2</b>	Practical training	Compliant
<b>2.3</b>	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

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

#### **3.1. Teaching staff recruitment and development**

##### **Standards**

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

#### **3.2. Teaching staff number and status**

##### **Standards**

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

#### **3.3. Synergies of teaching and research**

##### **Standards**

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

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

*You may also consider the following questions:*

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

### **Findings**

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

### **Teaching Staff Recruitment and Development**

The recruitment of teaching staff follows a transparent and competitive process, fully aligned with Greek national legislation and the academic standards of the National and Kapodistrian University of Athens (NKUA). Selection criteria include academic qualifications, teaching experience, and research output. Faculty are regularly evaluated through student feedback and internal review mechanisms, and they actively participate in mentoring and international collaborations. However, the recruitment of permanent staff for the program is still in progress. The Department is aware of the potential challenges in recruiting staff for the Cyprus programme, but have set a realistic target of six years for this process. The breadth of the programme will require a range of subject specialisms. Support from NKUA will be important in the initial period.

### **Teaching Staff Number and Status**

The core teaching staff is composed of distinguished faculty members, primarily from the NKUA. While the number and qualifications of permanent staff are excellent, visiting and adjunct lecturers currently play a significant role in course delivery. This contributes to a diverse and dynamic teaching environment, though concerns remain regarding long-term staffing continuity. The plans for staffing the for the first year are clearly in place and sufficient. It will be important to organise

recruitment of local academic staff for in order to be able to deliver the very rich curriculum for the full four years of the first cycle and beyond.

## **Synergies of Teaching and Research**

Teaching within the program is firmly research-based. Faculty are actively involved in archaeological fieldwork, international conferences, and scholarly publications. Their research is closely integrated into the curriculum, enhancing both academic depth and relevance. Collaborations with external experts, institutions, and cultural organizations further strengthen the synergy between teaching and research.

### **Strengths**

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

#### **1. Highly Qualified Academic Staff**

The program benefits from a highly qualified academic team, with extensive expertise, international recognition, and ongoing engagement in research—particularly in classical studies and archaeology.

#### **2. International and Interdisciplinary Teaching Approach**

The involvement of visiting scholars, adjunct lecturers, and professionals from cultural institutions fosters a rich, interdisciplinary, and globally oriented academic environment.

#### **3. Strong Link Between Teaching and Research**

Faculty consistently incorporate their research activities and publications into teaching, ensuring that course content reflects current academic developments and advances in the field.

### **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.*

## **Recommendations**

1. Prioritize the completion of permanent faculty appointments so that there is sufficient staff to teach the rich curriculum of the programme and to ensure program continuity and maintain academic standards.

2. Develop a long-term staffing strategy that reduces dependence on temporary appointments, where possible through open-ended contracts.
3. Streamline administrative processes to support interdisciplinary teaching and effective faculty collaboration.

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

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

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

##### Sub-areas

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

##### 4.1 Student admission, processes and criteria

###### Standards

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

##### 4.2 Student progression

###### Standards

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

##### 4.3 Student recognition

###### Standards

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

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### Findings

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

##### **Student admission, processes and criteria**

Admissions processes are transparent and follow predefined and published regulations. Students are expected to have appropriate qualifications. These include a diploma from a recognized secondary education institution or equivalent qualification and evidence of English language proficiency (IELTS, TOEFL etc.). All suitable applicants are interviewed before acceptance in order to establish that they are genuinely committed to the programme and have appropriate command of English.

##### **Student progression**

The Programme follows a structured progression model, with students advancing through academic years by completing required coursework and meeting ECTS thresholds. Students must complete 240 ECTS over eight semesters (four academic years), including coursework in core and elective modules, and language training in Ancient Greek and Latin. Progression rules and credit accumulation align with NKUA's regulations and the European Credit Transfer and Accumulation System (ECTS).

##### **Student recognition**

Recognition procedures and certification are managed through NKUA's central administrative services in cooperation with the programme. Student recognition processes are in line with the principles of the Lisbon Recognition Convention.

## Student certification

The programme follows the standard processes of NKUA for certification, in line with European and international standards. The process is compliant with the Bologna Process and EHEA guidelines. The degree is accompanied by a Diploma Supplement in English.

### **Strengths**

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

The use of interviews in the admissions process is excellent practice to evaluate the suitability of students. This will ensure that their student experience is of a high level.

The adoption of well-established processes from NKUA and the support of the NKUA administrative structures will ensure that high standards are maintained for all aspects of student admission, progression, recognition and certification

### **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.*

We expect that all these processes are kept under review by the Department as the Cyprus branch develops greater autonomy.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
		[Title 1]
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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

### Sub-areas

#### 5.1. Teaching and Learning resources

#### 5.2. Physical resources

#### 5.3. Human support resources

#### 5.4. Student support

### 5.1 Teaching and Learning resources

#### Standards

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

### 5.2 Physical resources

#### Standards

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

### 5.3 Human support resources

#### Standards

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

## 5.4 Student support

### Standards

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

*You may also consider the following questions:*

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

## **Findings**

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

### **1. Teaching and Learning Resources and Physical Resources**

Students benefit from NKUA's comprehensive learning infrastructure, including access to well-equipped libraries, e-learning platforms (such as e-class), and curated course materials. Instructors regularly update reading lists and integrate digital tools to support blended learning and student engagement. In addition, participation in fieldwork and guided visits to archaeological sites enhances the practical dimension of the learning experience. However, some library and classroom facilities—particularly at the branch campus—are still under development. This may lead to disparities in the student experience between the Athens and Cyprus locations. As the programme becomes increasingly autonomous, it will be important that there is a librarian with specific expertise in Classics at the Cyprus branch.

### **2. Human Support Resources**

Each student is assigned an academic advisor, and qualified administrative staff are available to provide academic and day-to-day support. Psychological and counseling services are offered through the NKUA Student Support Centre. Overall, the program's human support resources are well-integrated and student-oriented. However, the scalability of these services may become a challenge as enrolment grows.

### **3. Student Support**

The BAAG program provides a wide range of support services, including academic advising, accessibility accommodations, and administrative assistance. These services are tailored to meet the needs of a diverse student population. Students are well-informed about available resources and are regularly invited to give feedback through structured evaluation mechanisms. Nevertheless, the coordination of support services across multiple campuses presents organizational challenges. Students suggested that a more comprehensive induction programme would be helpful, including guidance before arrival on issues of immigration and visas, and an orientation for international students to help them with processes around enrolment, and finding accommodation, and any other matters.

## **Strengths**

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

### **1. Integration with NKUA's Established Academic Infrastructure**

The program draws on NKUA's extensive academic resources, including digital platforms, physical facilities, and a comprehensive library system, offering students a strong foundation for academic success.

## 2. Holistic and Student-Centred Support Model

Students benefit from a well-rounded support system that includes personalized academic advising, psychological counseling, accessibility services, and responsive administrative support.

## 3. Experiential and Applied Learning Opportunities

Proximity to cultural and historical institutions—such as museums, archaeological sites, and research centres—enriches the curriculum by offering students hands-on learning experiences that complement theoretical instruction.

### **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.*

#### **Recommendations:**

1. Expedite infrastructure planning and implementation to ensure parity of physical and digital resources across all program locations. This includes providing a budget for the purchase of physical books in the many areas of Classical studies where digital resources are not adequate.
2. We recommend the provision of foldable tables for students in teaching rooms to create flexible learning spaces that facilitate group work, and provide better conditions for examinations. The teaching rooms should be provided with whiteboards in addition to the screens.
3. Develop and implement standardized protocols and digital solutions to guarantee equal access to academic and support services for all students, regardless of campus.
4. Establish a forward-looking staffing and service expansion strategy that includes recruitment and training of additional academic advisors and administrative staff to meet future demand.
5. Review any proposed induction processes to ensure that information is provided to students before arrival to support them in dealing with immigration and visas, and that they receive appropriate orientation on arrival.

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



Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
		[Title 1]
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

## D. Conclusions and final remarks

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

The EEC was impressed by the quality of the programme being offered, and by the enthusiasm of all those involved in its development and future delivery. Since the programme will not receive its first students until October 2026 we were unable to see the programme in action, but the evidence from the already-existing Athens version of the programme left us in no doubt that those students would receive a high-quality BA education fully in line with EQF level 6.

While the combination of documentation provided and the site visit gave the EEC a full understanding of the programme, and of the way in which the Department was addressing the challenges of setting up a programme in a new branch university, we note that some of the documentation was only superficially filled in, and that more evidence could have been cited in support of some statements. This is something that should be taken into account for future reviews: it is important that self-reflection is taken seriously. That said, we were very satisfied with the SWOT analyses provided, that showed a full understanding of the issues that need to be addressed by the programme leadership. We also found the presentations extremely helpful in providing information that was not in the documentation, and the meetings with key staff showed that there had been plenty of self-reflection in the process of developing the programme.

The EEC is confident that the programme has been well prepared. It benefits from the experience of delivery of what is essentially the same programme in Athens since 2020. It also benefits from strong support in Cyprus from the external stakeholders, the municipality of Nicosia, the Church of Cyprus and other organisations. Existing links between the NKUA and Cyprus mean that the proposal to set up the programme has widespread support within Cyprus, and this will feed into the quality of student recruitment and support as well as the experience of students on the programme.



**E. Signatures of the EEC**

<i>Name</i>
<b>Professor Hugh Bowden</b>
<b>Professor Jeremy Tanner</b>
<b>Professor Mika Kajava</b>
<b>Mrs Stella Charalambous</b>

**Date:** 5 September 2025

