

Doc. 300.1.1

Date: ...10 May 2019

# External evaluation report

- **Higher education institution:**  
University of Cyprus
- **Town:** .....Nicosia.....
- **Programme of study (Name, ECTS, duration, cycle)**
- **In Greek:** Διδακτορικό στις Γαλλικές Σπουδές  
**In English:** PhD in French Studies
- **Language of instruction:** .....French and Greek.....
- **Programme's status**  
**New programme:** .....  
**Currently operating:** .....X.....



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

## A. Introduction

The committee made an on-site visit to Cyprus on 8-10 May 2019. Prior to their visit, they received the Application for Evaluation for the PhD in French Studies, and a copy of the Evaluation Report which they would be required to fill out. In Cyprus, they visited the University on Wednesday 8 May, where they met i) the Vice-Rector Eirini-Anna Diakidou, who briefed them on the broader institutional context, ii) members of the Department of French and European Studies who presented the programme; iii) the Acting Director of the Library; iv) colleagues who teach on the programme; v) students enrolled on the programme; vi) the Secretary of the Department. The committee also visited the Library and different spaces used by the Department in order to assess the resources available to support the programme.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Corinne Rossari</b>	Professor of French Linguistics	University of Neuchâtel
<b>Mairéad Hanrahan</b>	Professor of French	University College London
<b>Anita Thomas</b>	Professor of French as a Foreign Language	University of Fribourg, Switzerland
<b>Efrem Georgiou</b>	Student	Τεχνολογικό Πανεπιστήμιο Κύπρου (CUT)

## C. Guidelines on content and structure of the report



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

### 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*
- *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*
  - *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*
- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the programme of study offered*
  - *the selection criteria*



- *the intended learning outcomes*
- *the qualification awarded*
- *the teaching, learning and assessment procedures*
- *the pass rates*
- *the learning opportunities available to the students*
- *graduate employment information*

### Findings

This programme is a highly successful and wide-ranging PhD in French Studies that corresponds very well to international standards and norms. It attracts a high number of appropriately-qualified entrants from Cyprus and elsewhere and, although only relatively recently instituted and having just graduated its first students, is manifestly on track to furnish a steady stream of timely completions. It is too early to evaluate the employability of its graduates. Students have the opportunity to acquire teaching experience and other relevant professional experience over the course of their programme. A high proportion of the student body is supported by scholarships.

### Strengths

The programme enjoys exceptional success at attracting students. With approximately 20 students enrolled out of an institutional total of 614, this single programme accounts for an extremely high proportion of the University's global research student population and colleagues are to be congratulated for this achievement. Most permanent full-time members of staff supervise numerous students and all contribute actively to the programme. This success reflects the outstanding research reputation of the Department and makes a major contribution to the University's reputation of excellence.

There is an excellent match between the students' research topics and their supervisors' areas of specialisation. A high priority is given to collaborations of different kinds with research networks in Francophone and other international countries.

The high calibre of the students' linguistic skills is evident in their ability to satisfy the demanding requirement that their thesis be written in French.

### Areas of improvement and recommendations

See box below.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant



Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	10
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	10
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	10
1.3.2	The programme webpage information and material	10
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	10
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	10
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	8
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	10
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	n/a
1.5.2	The programme's content	10
1.5.3	The methods of assessment	8
1.5.4	The teaching material	n/a
1.5.5	The equipment	10
1.5.6	The balance between theory and practice	n/a
1.5.7	The research orientation of the programme	10



<b>1.5.8</b>	The quality of students' assignments	8
<b>1.6</b>	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	10
<b>1.7</b>	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	n/a
<b>1.8</b>	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	n/a
<b>1.9</b>	New research results are embodied in the content of the programme of study.	10
<b>1.10</b>	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	n/a
<b>1.11</b>	Students' command of the language of instruction is appropriate.	10
<b>1.12</b>	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	8
<b>1.13</b>	The learning outcomes and the content of the courses are consistent.	10
<b>1.14</b>	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	10
<b>1.15</b>	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	10
<b>1.16</b>	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	n/a
<b>1.17</b>	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	10
<b>1.18</b>	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	8
<b>1.19</b>	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	10
<b>1.20</b>	The admission requirements are appropriate.	10
<b>1.21</b>	Sufficient information relating to the programme of study is posted publicly.	10
<b>1.22</b>	The teaching methodology is suitable for teaching in higher education.	n/a



Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

We have identified a number of areas of improvement as follows:

1.3.5: We saw no evidence at either Departmental or institutional level of staff-student consultative committees where student representatives can meet with representatives of the teaching staff. This is particularly important at PhD level because of the one-to-one nature of the teacher-student relationship. It is important that students have a forum in which any general or structural issues relating to either the design or the conditions of delivery of the programme can be raised.

1.5.3, 1.5.8 and 1.12: The rigid structure imposed by the University is unsuitable in the context of a PhD in French Studies. We are of the opinion that both the timing and the content of the field exam ('examen de synthèse') and the 'projet de thèse' need to be revised. At present, the field exam is a desk exam set by the thesis committee, a structure more appropriate in a taught postgraduate programme of study than a research one. If such an exercise needs to be retained, it should be revised to give priority to the students' autonomous research activity. For example, students could be required to identify a number of questions specific to the project and demonstrate that they have the skills necessary to address them. If retained, it seems strange that no ECTS credits are given to the accomplishment of this task. Given that this kind of exercise is a preliminary piece of work, we also consider that it would be better placed at the end of the second semester ('Phase de recherche II'). The timing of the 'projet de thèse' is also inappropriate, as colleagues themselves recognise. It would be more suitable, and in line with usual practice elsewhere, that students develop a substantial research plan during the course of the second year (semesters 3 and 4). For comments on the 'journée doctorale', see 2.5 and 2.7 below.

1.18: While students benefit directly from the presence of Visiting Professors in the Department and indirectly from colleagues' extensive networks, they appear to have rather few structural opportunities to engage or interact with doctoral students in related fields, including in other departments. A common problem raised by research students is a feeling of isolation, often both personal and academic. Providing a forum in which they can exchange on a regular basis is an extremely useful way to alleviate these problems. (Please see section 2 below for suggestions about possible modes of interaction.)

Please circle one of the following for:

Study programme and study programme's design and development

*Non-compliant*

*Partially compliant*

*substantially compliant*

*Fully compliant*

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

Standards



- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- 
- 
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

### Findings

This is clearly a viable and diverse programme of study that is producing PhD students: the imminent completion of its first two theses is evidence of its success in fulfilling its objectives. It encompasses different fields of French studies; all colleagues are heavily involved in its delivery. The programme remains overly reliant on the individual relationship between the supervisor and the student. While students are encouraged to network abroad, opportunities for broader exchanges and training for research activities on an ongoing level within the institution are relatively limited.

### Strengths

Two particularly strong points are the inclusion of all members of staff in the supervision of students, via regular individual meetings, and the diversity of topics researched. There is the opportunity to write a thesis in all the main fields of French studies represented by the colleagues.

Another strength is that all students are awarded a personal computer which greatly facilitates their ability to fulfil the requirements of the course.



### Areas of improvement and recommendations

See box below.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	n/a
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices	n/a
2.3	There is an adequate policy for regular and effective communication with students.	8
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	n/a
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	8
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	n/a
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	8
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	n/a
2.10	It is ensured that teaching and learning are continuously enriched by research.	n/a
2.11	The programme promotes students' research skills and inquiry learning.	8



## 2.12 Students are adequately trained in the research process.

8

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.3, 2.5: While individual relations between supervisors and students seem excellent, there should be a more explicit policy about the steps open to students in those cases where the relationship is not functioning satisfactorily. Students should be informed at the beginning of their study about the procedures that are in place to resolve difficulties that arise. For example, a charter setting out the obligations and rights of both supervisor and student could be introduced at the beginning of the course of study.

2.7, 2.11 and 2.12: At present the only opportunity students have to present their work in public appears to be the 'journée doctorale' one day once a year in the form of a three-minute summary. This is completely insufficient for a doctoral programme. The students should be encouraged to participate in a mini-conference where each of them has 15-20 minutes (plus questions) to present an aspect of their research to each other and to teaching staff. This would enable them to obtain detailed feedback from an audience other than their research director, and would provide professional training for an academic career (presenting their work in public at conferences, giving peer feedback to others, etc.).

Students should also be encouraged to develop research networks at a local level, for example a graduate seminar or a reading group. While the overall number of research students is extremely high for a small department, their research subjects are very diverse and encompass very disparate fields of the discipline (literature, linguistics, didactics, etc.). If there is not a sufficient critical mass of students in any one area, they should be encouraged to develop links with students in cognate disciplines. For example, students in literature could usefully benefit from a reading group in literary theory that could be shared with students from English, Greek, Turkish, etc. Similarly, more contacts between students of linguistics of different languages should be encouraged.

Please circle one of the following for:

Teaching, learning and student assessment

*Non-compliant*

*Partially compliant*

*substantially compliant*

*Fully compliant*

### 3. Teaching Staff (ESG 1.5)

Standards



- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

### Findings

Academic staff on the programme have the necessary expertise to supervise PhD theses in their area of specialisation. All of them supervise a high number of students, while managing to maintain an impressive level of research activity. The reduction in numbers of staff has not to date damaged the quality of the programme, although current numbers are not sustainable in the long term.

### Strengths

The staff are highly committed to the Department and manifestly act very well together as a team. The ability to attract PhD students is impressive, as is the frequent presence of Visiting Professors in the Department, demonstrating that it provides an excellent environment for research.

### Areas of improvement and recommendations

There appear to be no policies in place at institutional level to take account of under-representation of staff in terms of gender, race, LGBTQ issues, etc. This is of particular importance in a discipline such as French Studies, where the proportion of women at senior levels of staff is usually far lower than at junior levels. Many universities have adopted policies (such as the Athena Swan programmes now widespread in the UK, Australia, Ireland, etc.) which aim to redress gender inequities in higher education, and we recommend strongly that the University of Cyprus follow what is now recognised internationally as accepted best practice in this area.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion



compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria			1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.		9
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:		
	3.2.1	Subject specialisation	10
	3.2.2	Research and Publications within the discipline	10
	3.2.3	Experience / training in teaching in higher education	10
3.3	The programme attracts visiting professors of recognized academic standing.		10
3.4	The specialisations of visiting professors adequately support the programme of study.		10
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.		n/a
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.		n/a
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.		9
3.8	The teaching load allows for the conduct of research and contribution to society.		10
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.		10
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.		10



3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	8
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	n/a

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.11: We recommend the introduction at institutional level of a training course for supervisors, in line with best practice elsewhere, especially since staff are eligible to supervise doctoral students from the first day of their appointment as Lecturer.

Please circle one of the following for:

Teaching Staff

**Non-compliant**

**Partially compliant**

**substantially compliant**

**Fully compliant**

#### 4. Students (ESG 1.4, 1.6, 1.7)

##### Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*



- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

### Findings

Procedures for admitting students to the programme and supporting them in difficulties they may face are well established and appear to function satisfactorily. The flexible structure of the programme, that enables students to complete their course of study in up to eight years, is a very positive aspect of the programme that allows students to research their thesis at their own rhythm and moreover protects students against the increasing stresses of academic study.

### Strengths

Students seem very motivated by and engaged with their programme of study. Support for students who are suffering from mental health problems seems particularly strong. Financial support for students in the form of scholarships appears to be strong.

### Areas of improvement and recommendations

See blue box below.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	10
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	n/a
4.3	The programme's evaluation mechanism, by the students, is effective.	8



4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	10
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	10
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	9
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	10
4.9	Students are satisfied with their learning experiences.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

4.3 See 1.3.5 above for comments about a staff-student consultative committee.

Please circle one of the following for:

Students

**Non-compliant**

**Partially compliant**

**substantially compliant**

**Fully compliant**

## 5. Resources (ESG 1.6)

### Standards

- Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study programme.

\* Physical resources: premises, libraries, study facilities, IT infrastructure, etc.  
Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff



- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

### Findings

The Department is benefiting directly from the University of Cyprus's recent investment in the new campus with its library and faculty buildings. Colleagues would welcome similar investment in central administrative services, such as IT provision and research support services.

### Strengths

The new library offers students flexible and up-to-date space and resources that are comparable to those in the most prestigious institutions. The generous individual research allowance is clearly invaluable for colleagues in maintaining a high level of international research collaboration and mitigates the disadvantages of Cyprus's geographical situation.

Another strength is that all students are awarded a personal computer which greatly facilitates their ability to fulfil the requirements of the course.

### Areas of improvement and recommendations

Further allocation of space to the Department would enable the students to have access to their work-station at all times (at present, they sometimes need to vacate the room to enable teaching to take place).

See blue box below.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	10
5.2	The library includes the latest books and material that support the programme.	8
5.3	The library loan system facilitates students' studies.	10



5.4	The laboratories adequately support the programme.	n/a
5.5	Student welfare services are of high quality.	10
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	10
5.7	Suitable books and reputable journals support the programme of study.	8
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	10
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	n/a
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	n/a

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

5.2, 5.7: As mentioned earlier, the new library building is a wonderful resource. However, more resources could be devoted to enhancing its collections by extending the holdings of journals that are key reference-points in the discipline.

Please circle one of the following for:

Resources

**Non-compliant**      **Partially compliant**      **substantially compliant**      **Fully compliant**

## 6. Additional for distance learning programmes (ALL ESG) - **Not applicable**

### Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive*



*activities and formative assessment in accordance to international standards, is established.*

- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

### Findings

### Strengths

### Areas of improvement and recommendations

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant



Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	
6.2	The institution safeguards the interaction:	
6.2.1	Among students	
6.2.2	Between students and teaching staff	
6.2.3	Between students and study guides/material of study	
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	
6.5	Student performance monitoring mechanisms are satisfactory.	
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	
6.8	Assessment consistency is ensured.	
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	
6.11	The supporting infrastructures are easily accessible.	
6.12	Students are informed and trained with regards to the available educational infrastructure.	
6.13	Procedures for systematic control and improvement of the supportive services are set.	
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	



6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	
6.17	Students' weekly assignments are appropriate for the level of the programme.	
6.18	Feedback on students' assignments is regular through concrete and published procedures.	
6.19	The quality of students' final exams is ensured and evidenced.	
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Please circle one of the following for:

Additional for distance learning programmes

**Non-compliant**

**Partially compliant**

**Substantially compliant**

**Fully compliant**

## 7. Additional for doctoral programmes (ALL ESG)

### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*



- *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

### Findings

As is clear from our preceding comments, the programme offers a coherent and diverse opportunity to research in different areas of French Studies and corresponds to international standards.

### Strengths

In addition to the other strengths noted above, the high level of student satisfaction suggests that the programme functions in a supportive and stimulating research environment. Students are encouraged to publish during their study period and to attend conferences abroad.

### Areas of improvement and recommendations

See box below.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant



Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	10
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	8
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	10
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	9
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	10
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	8
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	10
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	10
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	10
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	9
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	n/a
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	9
7.13	There is a clear policy on authorship and intellectual property.	n/a

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

7.11 and 7.13: We have not observed any guidelines in respect to these topics in the University's handbook of Postgraduate Studies Rules. If no such institutional guidelines exist, we recommend that they be introduced.



Please circle one of the following for:

Additional for doctoral programmes

**Non-compliant**

**Partially compliant**

**Substantially compliant**

**Fully compliant**

## 8. Additional for joint programmes (ALL ESG) - **Not applicable,**

### Standards

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

Findings

Strengths

Areas of improvement and recommendations



1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	
8.5	The joint study programme is based on the needs of the target group and of the labour market.	
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	
8.9	The partner universities ensure the economic sustainability of the joint study programme.	
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	
	8.10.2 The collaboration between/among the institutions delivering the programme	
8.11	The jointness of the programme development is effective.	
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	



Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for joint programmes

*Non-compliant*    *Partially compliant*    *Substantially compliant*    *Fully compliant*

#### D. Conclusions and final remarks

In recapitulation, the programme offers an ambitious, wide-ranging and successful PhD in French Studies whose quality and viability seem assured for the years to come. Students have the opportunity to work with research-staff whose specialisations are close to their area of interest and who are recognised internationally as experts in their field. The provision of generous financial support to enable students to travel abroad means that they are exceptionally well-networked internationally and are supported to have acquired experience of external collaboration and to have already published by the time of graduation.

As noted above, the main areas in which there is some room for improvement include the introduction, at institutional level, of staff-student consultative committees. Especially, the introduction of ongoing opportunities to practice presenting their work and to promote the exchange of ideas in the context of a seminar or reading group would enhance the students' acquisition of research skills.

#### E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Corinne Rossari	
Mairéad Hanrahan	
Anita Thomas	
Efrem Georgiou	

10 May 2019

Date: .....