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ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Doc. 300.1.1

Date: 30/5/19

External evaluation report

- **Higher education institution:** University of Cyprus
- **Town**   Nicosia

- **Programme of study (Name, ECTS, duration, cycle)**

  In English: Undergraduate Programme in Classics, 242 ECTS, 4 years

- **Language of instruction:** Greek

- **Programme's status**
  Currently operating

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

The site visit on 29/5/31 took place according to the following schedule:

09:00 – 13:00 (indicative time)

- A meeting with the Vice-Rector for Academic Affairs and the Head and members of the Internal Evaluation Committee.

- Examination of the School's structure, including the program in the proper position, i.e. by indicating the School and the Department under which the program will operate.

- A meeting with the Head of the relevant department and the program Coordinator. Presentation of the curriculum (allocation of courses per semester, weekly content of each course, teaching methodology, teaching material, evaluation, admission criteria for prospective students etc.).

- Presentation of program's feasibility study.

- Discussion of the program as a whole and information relevant to its response to the Criteria.

- Presentation of the equipment used in teaching and learning (software, hardware, materials, online platforms etc.).

13:00 – 14:00

Lunch of EEC **only** with the educational officer of the Agency accompanying them.

14:00 – 17:00 (indicative time)

- Presentation of the full-time academic/teaching staff teaching each course for all the years of study.

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- Examination of the curriculum vitae of the academic/teaching staff (academic qualifications, publications, research interests, research activity etc.) and their relationship with the institution as teachers in connection with any other duties they may have in the institution or/and other programs.
- A meeting only with members of the teaching staff.
- A meeting only with students.
- A meeting with members of the administrative staff.
- On site visit to the library of the institution.

B. External Evaluation Committee (EEC)

Name	Position	University
Richard Hunter (chair)	Regius Professor of Greek	Cambridge
Irene de Jong	Professor of Greek	Amsterdam
Damien Nelis	Professor of Latin	Geneva
Panagiota Chatzinikola		

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*)

Findings

This is a small Humanities programme within an institution largely devoted to scientific teaching and research. For historical reasons the design of the programme is importantly linked to the needs of prospective high-school teachers. At the same time, we were impressed with the research activity of the permanent members of staff. The delivery of the programme, however, depends to an important extent on the contribution of temporary staff, and this situation perhaps inhibits long-term planning.

Strengths

The internal quality assurance processes seem robust, and all members of staff were concerned with providing full information to students about course content. Students expressed themselves satisfied with the structure of the programme and their ability to suggest improvements. The course provides a very good grounding in the study of Greek and Latin texts.

Areas of improvement and recommendations

The Department recognizes that its strengths are in traditional philology and, for historical reasons, much of the content of the programme is geared to teaching prospective high-school teachers. This is perfectly understandable, but it means that several of the courses do not reflect the current state of research in Classics, and in particular the now standard interdisciplinary and holistic approach to the literature, history and art of antiquity. We recommend that thought be given to ensuring that all undergraduates are exposed to the full range of the modern study of Classics, including classical art and classical reception..

The publicly available website seems both out-of-date and relatively meagre in the information it provides. It may well be that more detailed information is available digitally to current and prospective students, but thought should be given to improving the ways in which the programme is publicly advertised.

There are strong personal links with other Cypriot and international scholars, but institutional links are currently weak. In particular, it is surprising that there appears to be no fruitful collaboration with the Open University of Cyprus. We recommend that serious thought be given to building pan-Cypriot and international links at institution level..

Quality indicators/criteria			1 - 10
1.1	Academic oversight of the programme design is ensured		8
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.		7
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	8
	1.3.2	The programme webpage information and material	5
	1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	7
	1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	8
	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.		8
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:		
	1.5.1	The number of courses	7
	1.5.2	The programme's content	6
	1.5.3	The methods of assessment	8
	1.5.4	The teaching material	7
	1.5.5	The equipment	6
	1.5.6	The balance between theory and practice	7
	1.5.7	The research orientation of the programme	7
	1.5.8	The quality of students' assignments	7
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.		8

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1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	8
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	6
1.9	New research results are embodied in the content of the programme of study.	6
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	Not applicable
1.11	Students' command of the language of instruction is appropriate.	8
1.12	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
1.13	The learning outcomes and the content of the courses are consistent.	8
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	8
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	8
1.16	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.	8
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	8
1.18	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.	6
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	7
1.20	The admission requirements are appropriate.	8
1.21	Sufficient information relating to the programme of study is posted publicly.	6
1.22	The teaching methodology is suitable for teaching in higher education.	8

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

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The committee was not shown the building and the rooms in which teaching actually takes place.

Please circle one of the following for:

Study programme and study programme's design and development

substantially compliant

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

Findings
Teaching methodology is entirely adequate for the programme and students expressed themselves very positively about the learning experience.

Strengths
There are good relations between staff and students, and information about the course and assessment procedures seems very clear and is disseminated via Blackboard. The structure of the course encourages academic progression.

Areas of improvement and recommendations

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The Department itself recognizes and is very concerned by falling student numbers, caused both by changes in the arrangements for the appointment of high-school teachers and by more general directions in Cypriot society. The Department is already planning new courses which should attract students whose primary aim is not secondary education; this seems a very sensible way forward and we strongly recommend that the University support these initiatives. We also recommend that great energy be put into public outreach (lectures, cultural events etc, the display of Cypriot antiquities) to raise the profile of the Department and the attractiveness of the subject.

The committee was very impressed by the research activities of the full-time members of staff, but – while recognising that this is an undergraduate programme - observed that research insights were reflected in teaching to a lesser extent than would be ideal. The teaching of research skills did not appear to be central to the undergraduate programme, but we imagine that this is more a matter for the Masters programme.

From what the committee was shown, it would appear that the Department does not make use of the full functionality of Blackboard. Serious consideration should be given to a much greater use of digital resources in teaching and for University-level training and support for such extension of current practice.

The committee formed the impression that students could receive more formal advice about course choice and progression and also career prospects beyond study.

	Quality indicators/criteria	1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	9
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	5
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.	7
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	7
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	8

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2.7	Educational activities which encourage students' active participation in the learning process are implemented.	7
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.	7
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.	7
2.10	It is ensured that teaching and learning are continuously enriched by research.	6
2.11	The programme promotes students' research skills and inquiry learning.	6
2.12	Students are adequately trained in the research process.	6

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

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Please circle one of the following for:

Teaching, learning and student assessment

substantially 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

There are 6 (soon to be 7) full-time teaching staff in Classics. All are research-active and all have international experience. There is a high-level of commitment to both teaching and research. The committee were, however, struck by the high number of non-permanent staff necessary for the delivery of the programme. The committee would stress that the module descriptions etc of these non-permanent staff were in general excellent and clear, but we are concerned by the career prospects for these staff.

Strengths

The teaching staff in the programme is clearly of very high quality. The committee were impressed by the staff's efforts and time (tutorials etc) devoted to weaker students. The committee also welcomed the possibility for new members of staff to apply for start-up funding.

Areas of improvement and recommendations

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Although the number of full-time staff appears adequate for the current programme, it offers no head room for change and/or expansion. We recommend that the University supports increased breadth and interdisciplinarity in the programme by new appointments in targeted areas.

The committee received inconsistent information concerning the numbers and status of 'Special Scientists'. Nevertheless, it is clear that the delivery of the programme is heavily dependent upon their excellent contribution; given this situation, the committee was very surprised that it was offered no opportunity to meet these 'Scientists' and to discuss their contribution with them. The Department and the University need to give serious thought to career development for these scholars.

The committee received very little information concerning training opportunities in teaching methods, adult education and new technologies; it recommends that the Department institute formalized processes of peer-support and training.

	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.	6
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	8
	3.2.2 Research and Publications within the discipline	9
	3.2.3 Experience / training in teaching in higher education	8
3.3	The programme attracts visiting professors of recognized academic standing.	7
3.4	The specialisations of visiting professors adequately support the programme of study.	7
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.	8
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.	6

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3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	8
3.8	The teaching load allows for the conduct of research and contribution to society.	8
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	7
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.	8
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	6
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	7

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

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The committee received very little information concerning training opportunities in teaching methods, adult education and new technologies; it recommends that the Department institute formalized processes of peer-support and training.

The committee was not in a position t assess whether the teaching conducted by special teaching staff exceeded 30% of all teaching in the undergraduate programme.

Please circle one of the following for:

Teaching Staff

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.*

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- *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

We have already commented above on falling student numbers. The students we met expressed very positive views about interaction with their teachers and their learning experience.

Strengths

The academic staff appear fully committed to the teaching and support of the undergraduates.

Areas of improvement and recommendations

The Department itself recognizes that there are currently very few undergraduate exchange programmes taken up; this presents a markedly different picture than before the economic crisis. The language barrier inhibits incoming students and the economic situation often prevents Cypriot students from going abroad. We recommend that active thought be given to increasing such opportunities, and the use of digital technology in the teaching non-Greek speaking students may offer one way forward.

Students expressed the view that some teaching experience during the BA years would help the post-graduation transition.

	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.	8
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	8

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4.3	The programme's evaluation mechanism, by the students, is effective.	7
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	5
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	8
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	8
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	8
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	8
4.9	Students are satisfied with their learning experiences.	8

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

The Department itself recognizes that there are currently very few undergraduate exchange programmes in place or taken up. The language barrier inhibits incoming students and the economic situation often prevents Cypriot students from going abroad. We recommend that active thought be given to increasing such opportunities, and the use of digital technology in the teaching non-Greek speaking students may offer one way forward.

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Please circle one of the following for:

Students

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
Physical resources appear adequate for the delivery of the programme, but the committee notes that it was informed that administrative support was light in comparison with other departments of similar size.

Strengths
The committee was very impressed by the new library building and its facilities, including the range of digital subscriptions, databases etc. The committee would like to express its thanks to the excellent and informative tour offered by a member of the library staff.

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

Areas of improvement and recommendations

Given the great strengths of the new library and its digital resources, the committee recommends that proper training be offered to interested members of the staff of the Department in utilising these resources for teaching purposes.

	Quality indicators/criteria	1 - 10
5.1	Adequate and modern learning resources are available to the students.	8
5.2	The library includes the latest books and material that support the programme.	9
5.3	The library loan system facilitates students' studies.	9
5.4	The laboratories adequately support the programme.	NA
5.5	Student welfare services are of high quality.	7
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	7
5.7	Suitable books and reputable journals support the programme of study.	9
5.8	An internal communication platform supports the programme of study.	7
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	9
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	9
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	9
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Please circle one of the following for:

Resources

Fully compliant

D Conclusions and final remarks

The committee was impressed with the achievements of a relatively young department in building classical studies almost from scratch. The undergraduate programme in Classics offers a robust

grounding in the study of Greek and Latin texts, and the academic staff are clearly committed to teaching and student welfare. The academic staff are also all research-active, and their research activities deserve the full support of the University in establishing the University of Cyprus as a centre of international excellence. Classical studies can make a major contribution to the research profile of the university, if they are properly supported from the centre.

In order to entrench classical studies more firmly within Cypriot society, the committee hopes that the Department will be willing seriously to engage in outreach activities and the organization of cultural events and that the University will offer its full support in these endeavours.

Our detailed recommendations are set out above. Despite some areas of concern (e.g. declining student numbers, rather restricted curriculum, over-reliance on temporary staff), the committee has no hesitation in declaring the programme substantially or fully compliant in all areas of assessment.

D. Signatures of the EEC

Name	*Signature*

Date: ……………………………