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# External Evaluation Report

(Programmatic within the framework of  
Departmental Evaluation)

- **Higher Education Institution:**  
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Letters
- **Department:** Byzantine and Modern Greek Studies
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**  
**Programme 1 – Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**  
**In Greek:**  
Προπτυχιακό Πρόγραμμα στις Νεοελληνικές και Βυζαντινές Σπουδές  
**In English:**  
Undergraduate Programme in Byzantine and Modern Greek Studies B.A.  
**Language(s) of instruction:** Greek
- Programme 2 – Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**  
**In Greek:**  
Μεταπτυχιακό Πρόγραμμα στις Νεοελληνικές Σπουδές, Μάστερ επιπέδου  
**In English:**  
Master's Programme in Modern Greek Studies (2 years / 120 ECTS, MA, Conventional)  
**Language(s) of instruction:** Greek
- Programme 3 – Modern Greek Studies (3-8 years / 240 ECTS, Ph.D, Conventional)**  
**In Greek:**

Μεταπτυχιακό Πρόγραμμα στις Νεοελληνικές Σπουδές  
Διδακτορικού επιπέδου

**In English:**

**Modern Greek Studies (3-8 years / 240 ECTS, Ph.D,  
Conventional)**

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



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.*

On October 31, around 9 a.m. the members of the EE Committee were briefed by the CYQAA officer. After the briefing the following meetings ensued: a) Meeting with the Vice-Rector for Academic Affairs of the University of Cyprus, Prof. Tatiana Eleni Synodinou, combined with a brief presentation of the Institution and discussion, with the members of the Internal Evaluation Committee of the Department present. b) Meeting with the the Head of the department and the Coordinators of the programmes for a short presentation of the Department's structure c) Meeting with the Head of the Department and the Bachelor programme's coordinators, who briefed the EEC members on issues related to the content and the standards of the programme of study, the study programme's design and development the intended learning outcomes and ECTS the learning opportunities available to the students and other issues as outlined in pp. 3-4 of the agenda, followed by and concluded with a discussion on the content of the particular courses of the programme. d) There followed a meeting with Mrs Despina Lambrou, Senior Officer of the Library and an extensive tour of the Library. The Lesson Observation was given to the members of the EEC in recorded digital form. e) After lunch there followed a meeting only with the members of the teaching staff for a QA session in which the faculty members presented themselves and discussed details of the programme of study (content of courses, teaching methodologies, etc. [Agenda p. 5]). f) This part of the Department's presentation closed with a meeting with Ms Niki Sophocleous, one of the Departmental Secretaries in which issues related to problems of logistics and bureaucratic administration of the student body were discussed. g) After a brief break there was a meeting of the EEC with seven representatives of the undergraduate students among whom students with disabilities, who submitted to the EEC their feedback on issues related to the programme of studies, student welfare and student life in general, their problems and suggestions for improvement of the programme. h) A further meeting with the faculty members took place in which a number of points made by the students were discussed. It has to be noted that the time frame of each session was punctually observed. The second day (November 1) the EEC met with a) the Chair of the Department Prof. Marilena Karyolemou and Prof. Marinos Pourgouris, Coordinator, Master's and PhD in Modern Greek Studies who presented the Master's and the PhD Programmes and b) the representatives of the graduate students, 10 Master's programme students and PhD candidates, representing different levels of seniority in the respective programmes. The members of the EEC were very impressed by the thoroughness of the preparation and the level of documentation provided both in printed and digital form by the departmental members of the Internal Evaluation Committee. The PowerPoint presentations were detailed and highly informative and at the same time objective and clear. The two members of the EEC who were also part of the 2020 evaluation found the lavish documentation provided in the various stages of the procedure even more diligently and carefully prepared.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Prof. Gonda Van Steen</b>	Chair	King's College London
<b>Prof. Alexandros Alexakis</b>	Member	University of Ioannina
<b>Prof. Maria Boletsi</b>	Member	Universit of Amsterdam
<b>Mrs Stella C. Charalambous</b>	Member (Student)	Open University Cyprus
<b>Name</b>	Position	University
<b>Name</b>	Position	University

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

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

### **Findings**

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

### **Strengths**

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

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

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

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

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### **Sub-areas**

- 1.1. Policy for quality assurance**
- 1.2. Design, approval, on-going monitoring and review**
- 1.3. Public information**
- 1.4. Information management**

### **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.*

### **Findings for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

Given the detailed and thorough documentation laid out in the Application for Departmental Evaluation, the B.A in Byzantine and Modern Greek Studies displays a high degree of compliance with the standards set above in the relevant sections 1.1 – 1.4. It is also obvious that the Department has complied with the suggestions of the previous Evaluation, that took place some 4 years ago. In this regard, it is highly commendable that the Department arranged the options for Byzantine courses in thematic and non-chronological units. This is a Byzantine and Modern Greek Studies programme within an institution devoted wholly to scientific teaching and research. Despite the low number of entering students, many classes accommodate many more than the regular number of students given that they attract students from other Departments and Schools. For reasons of ongoing needs of the Cypriot society the design of the programme is linked to the Secondary Education System, but in the last few years we also note a number of successful efforts at preparing the students for careers outside the field of Education, such as editorial work for publishing houses, employment by other sections of the public sector (Libraries, Museums, etc.). It is also encouraging that a number of the graduates have found employment with educational institutions of the Private Sector. Finally, we are impressed by the research and publication record of the permanent members of staff and the number of competitive research programmes that the Department has been awarded.

### **Findings for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

The programme caters to a rather sizeable number of students and the rate of completion is high. Unlike many European MA programmes, this is a full-time two-year MA programme, which offers rich content from a variety of courses and seminars and close supervision/mentoring. In the EEC's evaluation report of 2020, the Committee members had recommended the creation of a two-track system within the MA program: 1) a track in which the students select to write an MA thesis, and 2) a track in which the students prefer to take two additional seminars but do not write an MA thesis. The second track still offers plenty of assessment opportunities for the teaching staff to evaluate the students' writing, since the seminars require written work. The students who, for many reasons that are most often related to their employment, cannot easily dedicate the many hours needed to conduct research and write up the MA thesis, have by now shown that they have embraced the second track. The teaching staff reported with enthusiasm on the results, which are manifest by now: more students finish the MA degree within two years, and a majority has preferred the non-thesis track while still appreciating the many written assignment opportunities that the MA programme has to offer. We commend the teaching staff for implementing this suggested change in a speedy and efficient manner and for monitoring the results and reporting on them.

### **Findings for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D**

The amount and the range of topics of completed Ph.D. Dissertations is remarkable. It is also worth noting that a number of Dissertations has been completed by non native speakers of Greek, and non-Greek speakers are still attracted by the programme. It is also a great strength of the PhD programme that the Department can look forward to the imminent addition (starting Sept./Oct. 2025) of funded PhD candidates, in the framework of the grant Storytelling as Pharmakon, which will also strengthen collaboration with other European universities. In all, the tuition costs associated with the current PhD programme are very reasonable, especially in light of how much the departmental and programme staff has on offer: close supervision, a clear examination and progression path through the PhD programme, opportunities to deliver a colloquium and to meet invited guests, other opportunities for collaboration and professionalization, etc. Both the MA and the PhD programme represent exceptionally good value for money.

## **Strengths**

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

### **Strengths for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

-High quality teaching with an effort to combine traditional course topics with some more innovative ones. The instructors have excellent relations with the students and they are very supportive of all students' endeavours. The faculty consists of scholars well established in their fields both in Cyprus and abroad, who are also very close to the

students and carefully monitor their progress. Close relations and collaboration in cross-listing courses with the other Departments of the School (History- Archaeology, and Classics – Philosophy).

**Strengths for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

Wide array of M.A. dissertation topics; even distribution of supervision duties among faculty members, with few exceptions.

**Strengths for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D)**

This strong programme attracts many students some of whom are foreigners and non-Greek speakers. Dedicated supervision, adequate funding for research and travel, very efficient library services. Wide array of Ph.D. dissertation topics, some of which have also been published as books or as articles

**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.*

**Areas of improvement and recommendations for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

Students expressed the wish for updating and renewing some of the courses and introducing more interdisciplinary themes (e.g. literature and film) or courses that concern more contemporary literary and theoretical trends. Even though the EEC finds the study programme to be very rich and diverse, it supports this suggestion and advises the department to take it into account. The students noted that some classical Greek language courses in the Classics Department are not always open to them at the time that they are needed in their progression towards graduation. We hope that the Classics Department will do more to accommodate these students. Students must enjoy priority access to mandatory courses in the semester in which they feature in the degree programme table across departmental divisions, in order to ensure smooth academic progress, even workload distribution and timely completion of the degree requirements. It has been noted that doctoral students have recently been employed as tutors for the tutorial, but employment of more doctoral students would be desirable.

**Areas of improvement and recommendations for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

We recommend a maximum word-limit for all written work, the Master's thesis included (suggested figures: 15,000 words for an M.A. thesis, bibliography included, 5,000 for semester papers). Continue the efforts to recruit more MA students. We recommend that the teaching staff continue to encourage students to participate in the *Erasmus* programme. The EEC also recommends establishing further collaboration with M.A. programmes of foreign Universities, especially of Greece, and Europe.

**Areas of improvement and recommendations for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D)**

The EEC suggests a maximum-word limit for Ph.D. theses of 100,000 words, including footnotes, Bibliography, and Appendices.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
	Bachelor in Byzantine	Modern Greek	Modern Greek

		and Modern Greek Studies (4 years/242 ECTS, BA Convention al)	Studies (2 years /120 ECTS, MA, Convention al)	Studies (3- 8 years / 240 ECTS, Ph.D
1.1	Policy for quality assurance	Complia nt	Complia nt	Complia nt
1.2	Design, approval, on-going monitoring and review	Complia nt	Complia nt	Complia nt
1.3	Public information	Complia nt	Complia nt	Complia nt
1.4	Information management	Complia nt	Complia nt	Complia nt

## 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.*

### **Findings for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

The EEC is happy to observe the high level of satisfaction of students with the variety of courses, the library resources, their relations with the instructors, and the support they receive from them. Students find instructors accessible, flexible, eager to help when needed. Students also express satisfaction with the fact that they have a voice in the department council and their suggestions or complaints are listened to and taken into account.

Research-based teaching: The EEC was impressed to observe that the major part of the BA programme and the full MA programme are based on research-led teaching: besides the core courses, nearly all other courses are designed to reflect the research interests of the faculty members. At the same time, course topics comply with the overall educational design of the programme, ensuring that the main educational line – with its focus on 3 areas (Byzantine literature, Linguistics, and Modern Greek literature, including literary theory, comparative literature, and pedagogy/teaching of literature) - remains coherent while the specific content of courses is regularly renewed to reflect shifting research agendas of instructors as well as developments in the field.

Assessment: The student assessment in all 3 programmes is fully compliant with European Qualifications Framework (EQF).

Assessment criteria are clearly communicated to students through syllabi and the student learning platforms.

The EEC observes a variety of assessment methods (e.g., oral and written exams, essays, presentations) and active class participation is also taken into account in student assessment. Moreover, there is a minimum of two assessment opportunities in each course (midterm and final).

Teaching, Assessment and AI: The recent introduction of AI poses new challenges to assessment methods in teaching internationally. The department makes use of plagiarism detection tools (TurnItIn) but these tools are known to be less effective in detecting use of AI in written assignments. The staff do their best to educate students in how they are (not) allowed to use such tools as part of their learning process and in understanding the ethics of academic conduct and writing. We recommend that faculty members remain vigilant and up-to-date in these matters and in how to actively use AI in teaching, as well as adjust examination methods when necessary.

Practical training: Practical training has recently been added to the programme in the form of 2 courses – a development that students highly welcome, as it prepares them better for a teaching career in schools and/or in the cultural sector. The practical training involves internships in schools and boosts students' didactic skills. The second practice-oriented course (offered in the 3rd year as an elective) places students in cultural organisations or institutions (museums, libraries, publishing houses, archives etc.) and allows them to get acquainted with demands, opportunities, and practices in the cultural sector. The students were missing this practical component in their study programme and were very happy to see it added. These courses can also serve as a springboard for the further training provided by the state to those appointed to positions in secondary education following state exams. The students benefit from the department's close contact with the Ministry of Education, which allows them to monitor the changing needs of the educational system.

Authorised absences: Course attendance is compulsory for students, which ensures their active engagement with the material and involvement in the programme, as well as regular contact with other students. The instructors also show commendable flexibility when special circumstances prevent students from fulfilling their mandatory attendance and make special arrangements in such circumstances, e.g. by offering students the possibility to attend a few classes within a course online. Systematically offering courses in hybrid or online form is rightly avoided, as it impedes an interactive, student-led learning process

### **Findings for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

See above (many findings listed under the BA also apply to the MA)

The EEC is equally impressed with the department's MA programme, which offers high quality seminars on a diversity of topics pertaining to Modern Greek literature from early modern times to the present.

The MA and PhD students and alumni the EEC talked to were very enthusiastic about both programs. They stressed, among other things, the close ties with the staff members and the department as a whole, the accessibility and support instructors offer them, and the community feeling the department fosters (e.g. through the colloquium). They stressed that the colloquium offers an excellent opportunity to make contact with other researchers and get acquainted with current research.

Although the department receives less funding annually in recent years, it is commendable that a considerable part of this funding is used to support MA and PhD students' participation in conferences as speakers, to enhance their learning process and get them better acquainted with academic research and networks.

Two graduation tracks: The EEC is happy to observe that the suggestion of the previous EEC to offer MA students two graduation tracks – one with and one without an MA thesis - has been successfully implemented. The option to write an MA thesis is now only chosen by ambitious students. An additional requirement of a 7.5 minimum grade for being allowed to write an MA thesis is put in place to make sure that only qualified students graduate with a thesis. Since the option to graduate without an MA thesis has been implemented, most students finish their MA within the allotted period of 2 years.

Student-led teaching: All seminars are interactive, ensuring the students' active participation through discussions and presentations.

Assessment: Criteria for assessment are clearly communicated to students from the start, through syllabi and the student learning platforms. Papers for seminars are due by the end of term, but there is some leniency by instructors, who allow students to hand in papers later, especially when there are mitigating circumstances. Students are allowed once in their studies to follow a seminar twice for a better grade: in practice this means that they end up following a different seminar, as the same seminar is not often offered twice during the 2 years of their MA program. The process of assessment of the MA thesis is rigorous and involves a supervisor and a 3-member committee (including the supervisor).

Additional support in students' research: A staff member (M. Roussou) provides valuable research support for MA students, guiding and training them in the use of tools for doing research for papers or their thesis (academic writing skills, reference systems, databases, finding sources etc.).

The staff is flexible in accommodating the needs of working students, students with children, or students with disabilities

### Findings for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D

See above: most findings for the MA are also applicable to the PhD programme.

For a detailed report on our findings and recommendations reg. the PhD programme, see section 6.

### **Strengths**

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

#### Strengths for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)

- Focus on research-led teaching: We fully embrace the freedom given to faculty members to design courses based on their research, as this makes teaching equally rewarding for students and instructors.
- Consistent training of research and writing skills; The EEC finds it important that in all seminar courses as well as in some of the midterms of other types of courses students are asked and/or encouraged to write essays. This is crucial, especially since students are not required to write a thesis for this BA program: writing essays helps them train their research and writings skills. Students confirmed that the programme pays adequate attention to the training of research skills.
- Addition of practical training as part of the BA degree is very welcome and helps students connect better with the job market.

#### Strengths for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)

- Introduction of 2 graduation tracks that allow students to graduate without an MA thesis is successfully implemented and results in most students graduating without delay.

- Additional support in doing research (for papers or theses) offered through a tutorial (see “findings”)
- Seminars with small student numbers allow individual attention and stimulate student-led teaching and active student participation.
- As a current PhD student rightly noted, the learning goals of the MA and PhD programs should not be to offer comprehensive studies of all periods or all canonical authors, but to offer students the tools to do this kind of research themselves, whether they will use it for research papers / thesis or for teaching in secondary education. Both the MA and PhD are highly successful in achieving these goals.

#### *Strengths for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D*

**See Section 6.**

#### **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.*

#### *Areas of improvement and recommendations for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)*

-The relatively low level of some of the incoming students, as reflected, for example, in poor writing skills, is a challenge, which is noted by faculty members. The need for additional tutoring for these students is met by a non-compulsory course, currently taught by a PhD student. The EEC fully supports this measure. Given that the students’ reduced language and writing skills are a general phenomenon, the EEC recommends making this course compulsory but also ensuring that it becomes more attractive to students, by enriching it with components of transferable and digital skills, such as training in creating web content (e.g., writing a blog text), creating a podcast, etc.

- Cap in registration / inadequate spots in existing courses: Students complained about the lack of spaces in mandatory courses at the appropriate moment in their degree programme table (DPT), due to the cap in registrations per course. This concerns:

a) courses they are required to take in other departments, especially Classics. In these courses there are often not enough spots for students of this BA, as students from the other departments get priority in registration. The EEC recommends exploring the option of offering courses from Classics especially for Byzantine and Modern Greek studies BA students, adjusted to their needs.

b) courses offered within the department. More courses would need to be offered to cover students’ needs, but the inability to do so has to do with the department becoming increasingly understaffed. Addressing this problem would require enhancing the department with new staff members through new hires: this is necessary to compensate for staff members who retired recently or will retire very soon. In light of impending retirements of 1/3 of the department staff, this problem needs to be alleviated before it takes on larger dimensions. Involving more PhD students in teaching courses could also be a (temporary) solution.

#### *Areas of improvement and recommendations for Modern Greek Studies (2 years/120 ECTS, MA, Conventional)*

- Word limit for MA and PhD theses: The rough guideline for the length of MA theses is currently 60 pages, but the length can deviate. For the PhD there is no word limit. We suggest setting a word limit for both MA and PhD theses (for MA: ca. 15.000 words / for PhD: maximum of 100.000 words including references and notes), so that students have a clearer idea of what is expected of them and, most importantly, to stimulate the efficient completion of MA and PhD theses within the allotted time. This would help avoid lengthy theses that take years to complete and are not easy to publish in today’s academic publication cultures, in which publishers strongly prefer concise studies.

#### *Areas of improvement and recommendations for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D*

- See section 6; see also recommendation above (MA) regarding the word limit for MA and PhD theses.

- The EEC was happy to find that the recommendation of the previous EEC to give PhD students the possibility to teach is being implemented (1 PhD is currently employed for tutoring undergraduates). We recommend that this practice is continued and expanded. We also recommend to explore options for offering PhDs the opportunity to gain training in teaching, especially for those who wish to have a career in secondary education.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Convention al)</i>	<i>Modern Greek Studies (2 years /120 ECTS, MA, Convention al)</i>	<i>Modern Greek Studies (3- 8 years / 240 ECTS, Ph.D</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Compliant	Compliant	Compliant

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

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

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

##### **Standards**

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

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

##### **Standards**

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

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

##### **Standards**

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

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

*You may also consider the following questions:*

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

## **Findings**

*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.*

### **Findings for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

*The findings stated here pertain to all three programmes and overlap partially with the findings stated in the evaluation report of the department.*

The programmes operate on a small number of teaching staff, and the numbers are dwindling and need to be supplemented with new hires. But, in the current situation, the workload related to maintaining quality in all programmes, BA, MA, and PhD, is challenging.

### **Findings for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

### **Findings for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D**

Click or tap here to enter text.

## **Strengths**

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

### **Strengths for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

*The findings stated here pertain to all three programmes and overlap partially with the findings stated in the evaluation report of the department.*

Despite the difficulties, compounded by logistical problems (the dispersed teaching and office venues), the teaching staff is committed to maintaining high standards of instruction, supervising and mentoring, research, administrative and committee work, grant capture, as well as impact and outreach activities.

The teaching staff has also made a concerted effort to attract international students to the MA and PhD programmes, through the creation of an interdisciplinary MA programme and by attracting a large grant (Storytelling as Pharmakon,

by Stavroula Konstantinou) that will allow the PhD programme to deliver research involving new PhD students, with appropriate funding, and to build closer ties with collaborating universities abroad.

The upper administration bestows research funding on the teaching staff and makes allowances for regular sabbatical leaves. It also provides guidance on the promotion track of junior colleagues. Promotion is subject to an elaborate system of evaluations that reaches up to the highest levels of the university (Senate and Board of Directors), but that is in line with evaluation criteria used internationally (i.e. with the active participation of external evaluators).

### Strengths for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)

Click or tap here to enter text.

### Strengths for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D)

Click or tap here to enter text.

### 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.*

### Areas of improvement and recommendations for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)

The findings stated here pertain to all three programmes and overlap partially with the findings stated in the evaluation report of the department. We recommend measures to alleviate the logistical burdens that currently fall upon the teaching staff, such as: organizing the semester teaching programmes in the currently dispersed venues. Logistical support for drafting and implementing grants and especially grant budgets

### Areas of improvement and recommendations for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)

Click or tap here to enter text.

### Areas of improvement and recommendations for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D)

Click or tap here to enter text.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
	Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA	Modern Greek Studies (2 years /120 ECTS, MA, Convention al)	Modern Greek Studies (3- 8 years / 240 ECTS, Ph.D

		<i>Convention al)</i>		
<b>3.1</b>	Teaching staff recruitment and development	Compliant	Compliant	Compliant
<b>3.2</b>	Teaching staff number and status	Partially compliant	Partially compliant	Partially compliant
<b>3.3</b>	Synergies of teaching and research	Compliant	Compliant	Compliant

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

##### Sub-areas

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

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

###### Standards

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

##### 4.2 Student progression

###### Standards

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

##### 4.3 Student recognition

###### Standards

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

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

*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.*

##### Findings for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)

The EEC observes that admission requirements for all 3 programs (BA, MA, PhD) are rigorous and in compliance with university and international standards. So are processes for monitoring students' progression. The mentor (staff members) assigned to each student is an effective informal means of monitoring students' progress and potential challenges or problems.

One of the challenges of both the BA and the MA concerns the low student numbers. These are, however, reflective of an international trend in Byzantine and Modern Greek studies programs worldwide, and in language and literature departments more generally, and are in no way reflective of the quality of the programme and its instructors, which is very high. Some student dropout from the programme is attributed to the fact that not all students who enter the programme had selected this programme as their first choice, so some of these students tend to be less committed to the program. Nevertheless, the EEC was thrilled to hear from students themselves that some students who initially did not want to study in this programme, as it was not their programme of choice, were 'won over' by the programme's exciting content and the welcoming relations with instructors, even continued with an MA in the same department.

##### Findings for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)

See above – admission requirements are in compliance with international standards and are closely monitored.

##### Findings for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D)

The teaching staff in the doctoral programme makes a careful selection of the applicants, opening up to 8 places each semester. They take their commitment to supervising and mentoring very seriously, which means that they select applicants carefully based on their credentials and interests, and in light of the question of whether these interests can be met properly by the staff. This careful selection process is a definite strength, as is the commitment to close guidance of the student. There are robust procedures in place to monitor students' progress.

See Section 6 for more findings and recommendations on the PhD program

## **Strengths**

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

### **Strengths for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

There are robust procedures in place to admit and to monitor students' progress.

### **Strengths for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

As above

### **Strengths for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D**

As above and below section 6.

## **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.*

### **Areas of improvement and recommendations for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

The department staff are already active in promoting the BA program, e.g. through visits to high schools in the country. To boost the number of admissions both in the BA and MA, the EEC recommends:

a) using additional methods of promotion, e.g. by enriching the website (e.g. with a video "pitching" the programme to prospective students; a dynamic section with student and alumni testimonials) and offering online information sessions in which the programme is presented to prospective students (both in the BA and MA) who cannot physically attend on-site information sessions.

b) mobilising the university's marketing department to help more actively with student recruitment and make the professional resources (e.g. professional photographers and videographers) needed for the above promotion tactics available.

### **Areas of improvement and recommendations for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

See above.

### **Areas of improvement and recommendations for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D**

See section 6.

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

Sub-area	<b>Non-compliant/ Partially Compliant/Compliant</b>		
	<i>Bachelor in Byzantine and Modern</i>	<i>Modern Greek Studies (2 years /120</i>	<i>Modern Greek Studies (3- 8 years /</i>

		<i>Greek Studies (4 years/242 ECTS, BA Convention al)</i>	<i>ECTS, MA, Convention al)</i>	<i>240 ECTS, Ph.D</i>
<b>4.1</b>	Student admission, processes and criteria	Complia nt	Complia nt	Complia nt
<b>4.2</b>	Student progression	Complia nt	Complia nt	Complia nt
<b>4.3</b>	Student recognition	Complia nt	Complia nt	Complia nt
<b>4.4</b>	Student certification	Complia nt	Complia nt	Complia nt

## 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.*

### **Findings for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

The student representatives expressed the overall satisfaction of the student body with the programme's resources and especially with the services provided by the library. The library, the digital services and the wi-fi coverage also impressed the EEC. Access to the Library and its catalogues is now limited to those holding individual accounts but this is normal for most Academic Libraries.

However, a major issue is that of the fragmentation of the teaching facilities and their distribution to various locations in the city. Both staff members and students were highly concerned with the regular commute between the old and the new campus: for students, this means that they often have to miss the end of one class and the beginning of the next one, as consecutive classes are scheduled in two different campuses. Besides the significant practical problems this entails, this constant switch of campuses also damages the department's and programme's sense of coherence and bonding among students. Students of the programme do not have common places in which they can meet and bond as a group. The EEC observes that this is a long-standing problem – also a key concern voiced during the last accreditation visit – which has regrettably not been resolved yet. What aggravates this problem is the substandard services provided by the city's bus schedules.

### **Findings for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

As above

### **Findings for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D)**

As above

## **Strengths**

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

### **Strengths for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

Library facilities, (esp. the reading rooms but also the comfortable reading desks), its digital services and the overall working conditions in it, for all students, graduates and undergraduates alike. Students also note a considerable improvement in library resources and interlibrary loans in recent years.

### **Strengths for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)**

As above.

### **Strengths for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D)**

As above.

## **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.*

### **Areas of improvement and recommendations for Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)**

We recommend that the University prioritise concentration of teaching and (faculty and administration) office facilities of the Department in one adequately equipped location and make provisions for a faculty-meeting room. We also

recommend further negotiations of the University with the transportation authorities of the municipality for better and more frequent bus services from the city to the campus and vice versa.

Areas of improvement and recommendations for Modern Greek Studies (2 years /120 ECTS, MA, Conventional)

As above

Areas of improvement and recommendations for Modern Greek Studies (3-8 years / 240 ECTS, Ph.D

As above

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Bachelor in Byzantine and Modern Greek Studies (4 years/242 ECTS, BA Conventional)	Modern Greek Studies (2 years /120 ECTS, MA, Conventional)	Modern Greek Studies (3- 8 years / 240 ECTS, Ph.D
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Non-compliant	Non-compliant	Non-compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

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

### **Sub-areas**

#### **6.1.Selection criteria and requirements**

#### **6.2.Proposal and dissertation**

#### **6.3.Supervision and committees**

### **6.1 Selection criteria and requirements**

#### **Standards**

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### **6.2 Proposal and dissertation**

#### **Standards**

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

## 6.3 Supervision and committees

### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

### Findings

*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.*

The teaching staff in the doctoral programme makes a careful selection of the applicants, opening up to 8 places each semester. They take their commitment to supervising and mentoring very seriously, which means that they select applicants carefully based on their credentials and interests, and in light of the question of whether these interests can be met properly by the staff. This careful selection process is a definite strength, as is the commitment to close guidance of the student.

Assessment: There are solid processes in place for monitoring and assessing PhD candidates' progress. These include a comprehensive examination on the broader field of the project based on an extensive bibliography the candidate submits, to which the PhD committee also adds material: this oral exam takes place between the 3rd and 7th semester and assesses whether the candidate has enough knowledge of the field of research and methodologies to carry out a PhD thesis. 2 to 4 semesters after the comprehensive exam, a detailed research proposal needs to be submitted by the candidate to the same 3-member committee, based on which the committee often makes recommendations and suggestions (e.g. narrowing down the topic).

This process ensures several stages of assessment. However, a point of concern for the EEC is that if a candidate does not have the appropriate skills to set up and carry out a PhD project, and ends up being rejected, this decision can only be taken after the research proposal examination, which is already very late in the process. By then, the candidate has invested a lot of time, energy, and resources, so a rejection at such a late stage is very difficult to process and accept. We recommend moving the requirement to submit a research proposal earlier in the process (e.g. as part of the comprehensive exam), so that the candidate's ability to set up a project can be evaluated earlier. Alternatively, we recommend introducing a requirement for a "pilot study" (e.g. a piece of writing that may include a preliminary analysis of a case study), as a means of testing the candidate's writing, analytical and research skills. If this cannot be accommodated by university-wide regulations, it could be added as an internal requirement by the department.

**Flexibility:** The PhD programme offers the option to PhDs who reside in Greece to conduct most of their PhD research from a distance and relevant provisions are made for these students (e.g. they can follow the colloquium through zoom).

**Supervision:** Each PhD has one supervisor, who can be either an associate or full professor: this is commendable as it offers all permanent staff members the possibility to supervise PhD students and gain related experience, while it also makes it possible to divide the supervision workload more or less equally.

PhD students confirm that they have a lot of freedom in their choice of topic but they do receive systematic guidance by their supervisor, who can gear them towards a specific topic and help them identify areas for research.

The EEC also talked to alumni of the MA and PhD programs and was happy to find that most graduates are successful in securing employment in secondary education, publishing, the cultural and administrative sectors, etc..

### Strengths

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

- The teaching staff has made a concerted effort to attract international students to the MA and PhD programmes, through the creation of an interdisciplinary MA programme and by attracting a large grant (Storytelling as Pharmakon, by Stavroula Konstantinou) that will allow the PhD programme to deliver research involving new PhD students, with appropriate funding, and to build closer ties with collaborating universities abroad.

- Flexibility that offers students who reside outside of Cyprus to conduct a big part of their PhD from a distance. This can also help attract more international applicants to the PhD program.

- Highly qualified supervisors and rigorous process of evaluation.

### 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.*

- Scholarship schemes for MA and PhD students have been significantly reduced recently, which is a point of concern.

- (see "findings" above): We highly recommend that the diagnostic procedure on a candidates suitability for writing a PhD thesis is introduced much earlier in the process.

- For the PhD, the entry requirement of 3 recommendation letters, 2 of which should be from professors outside the University of Cyprus, may be handled more flexibly as it may pose an unnecessary obstacle for many students (especially if they haven't studied outside of Cyprus).

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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>6.1</b>	Selection criteria and requirements	Compliant
<b>6.2</b>	Proposal and dissertation	Compliant
<b>6.3</b>	Supervision and committees	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 department boasts strong programmes, whose value shows in many areas of study, in its collaboration with the library, with secondary schools, with government bodies, and with cultural organizations and foundations. Its MA programme and PhD programme have educated alumni/ae on all levels of educational and cultural and other outward-facing work, including journalism and policymaking. The strength of these programmes should not be measured by the dip in student numbers, which are indicators, rather, of a more general trend that undervalues more “traditional” disciplines in the Humanities, if not the Humanities at large. The teaching staff, sadly reduced to just 13, shows every commitment to maintaining the high quality of its programmes and to continue to communicate closely with its current students, alumni/ae, and stakeholders, as well as with the general interested public.

Finally, we would like to emphasize the following three items for improvement:

- A) Raise the enrollment cap of the mandatory courses that the students need in order to graduate on time.
- B) Shorten the “diagnostic” period of the doctoral programme.
- C) Find permanent solution to the problem of the dispersed classroom and office locations. This challenge is directly related to the shortage of staff in the department and can be resolved through new hires.



E. Signatures of the EEC

Name	Signature
Prof. Gonda Van Steen	
Prof. Alexandros Alexakis	
Prof. Maria Boletsi	
Mrs. Stella C. Charalambous	
Click to enter Name	
Click to enter Name	

Date: 3 November 2024

