

Doc. 300.1.1/3

Date: Date.

External Evaluation Report

(Joint - conventional - face-to-face programme of study)

- **Higher Education Institution:**
University of Cyprus
- **Collaborative Institution(s):**
Ca' Foscari University of Venice – N/A
Johannes Gutenberg University Mainz – Fachbereich 07
Geschichts- und Kulturwissenschaften (Faculty 07 - History
and Cultural Studies) and Philosophy
- **Town: Nicosia**
- **School/Faculty (if applicable): Faculty of Letters**
- **Department/ Sector:** Department of History and
Archaeology; Department of Byzantine and Modern
Greek Studies
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διαπανεπιστημιακό Μάστερ στις Βυζαντινές σπουδές: Μια
παγκόσμια προοπτική του Μεσαίωνα / 2 έτη / 120 ECTS

In English:

Joint Master in Byzantine Studies: Perspectives on the Global
Middle Ages / 2 years / 120 ECTS

- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**



In Greek: Concentrations
In English: Concentrations



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

•

A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation Committee received a commendably detailed self-evaluation of the proposed programme and a detailed agenda for the onsite visit on Monday 2 February.

A couple of weeks ahead of the on-site visit, the Committee met for an online briefing to briefly discuss the self-evaluation document and to familiarise themselves with the requirements of the visit and the reporting.

During the on-campus visit, organisation and hospitality were impeccable. The Committee managed to stay closely to the schedule.

The whole day of 3 February was devoted to compiling the present report.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Gonda Van Steen	Chair	King's College London
Professor Alexandros Alexakis	Member	University of Ioannina
Professor Niels Gaul	Member	The University of Edinburgh
Stella C. Charalambous	Member (Student)	Open University of Cyprus
Name	Position	University
Name	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 the 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 labour 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.

The Committee was impressed with the ambitious and innovative scope of the proposed Master’s programme, which would indeed be a milestone in the way Byzantine Studies are being taught at postgraduate level on the international stage.

The Committee was satisfied that robust processes for QA are in place, evidenced by the fact of this thorough evaluation and accreditation procedure ahead of the programme’s anticipated start date in academic year 2026/7.

Strengths

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

The programme’s key innovative strengths are its highly interdisciplinary curriculum playing to the strengths of each of the participating institutions, the keen attention to the subsequent employability of graduates, and the carefully designed mobility taking students to three centres of global Byzantine Studies: UCY, Ca’ Foscari and the Johannes Gutenberg University of Mainz.

Already the application document exemplifies the ingenuity with which innovative solutions across three institutions have been sought and achieved after years of painstaking preparations, in which both the academic staff and their administrative colleagues closely collaborated.

The foremost example of good practice and innovation are the internships envisaged as part of the three employability modules. The Committee found it rewarding to see the enthusiasm on the part of the participating external stakeholders who have already formed some promising ideas on how to implement this specific component of the programme, with the potentiality of creating employment opportunities in due course.

All these strengths will in due course become visible on the programme’s joint website, which cannot at this stage be comprehensive while accreditation is pending.

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.

None at this time.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Not applicable
1.4	Information management	Compliant



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



eqar European Quality Assurance
Register for Higher Education enqa.

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 the 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.

The Committee was able to form a comprehensive idea of the rich course offerings available to students especially at the University of Cyprus during the crucial first semester of the programme. Students in the current MA Programmes were extremely positive concerning the structure of the proposed MA and they were also enthusiastic about the

richness of the subjects offered by the Cypriot component of the Programme. The students consider the faculty very supportive and always accessible either in person or via email. Students and faculty seem to form a close-knit supportive community.

Strengths

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

The course description forms were extremely detailed and comprehensive, providing extensive bibliographies which the students might use if they decide to pursue a PhD. The curriculum is carefully designed so as to place Byzantium in a global context and make students aware of its multifaceted and multiethnic dimensions and its religious and cultural diversity. The assessment components of the courses allow for active student participation, and encourage student presentations and close engagement with the bibliography with a view to composing a final scholarly essay. The diversity of the courses especially those of the first semester cover an impressive variety of Byzantine literary production, history, and material culture. Cyprus also offers the opportunity for a number of visits to archaeological sites, running excavations and museum exhibitions. Venice provides access to major archives, libraries, and religious and secular monuments and artefacts related directly or indirectly to the field. The employability modules cover the same wide range of option provided by the courses through hands-on experience.

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.

Flexibility will be needed to allow students who intend to use the Programme as a stepping stone to a PhD Programme to address their needs in strengthening their knowledge of the relevant source languages. In particular we would encourage the academic staff teaching on the programme to offer training in ancient and Byzantine Greek as an online option throughout the four semesters of the MA.

It would be helpful for the students to specify the range of hours that will be expended working on-site as part of their internship for the Employability module (see p. 72 and elsewhere of the Self-Evaluation, where no hours are stated).

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

You may also consider the following questions:

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

Findings

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

The committee members were impressed with the level of competence of all the members of the teaching staff involved in the joint Programme and with dedication that the Programme Coordinators have already shown over the past several years to properly launch the Programme in 2026-27.

Strengths

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

The Committee members were impressed by the dedication, scholarly competence, and collegiality of the teaching and professional competence of the administrative staff. The University allocates financial resources on merit-based performance evaluations. An additional positive development is the approval of two new hires at the Department of History-Archaeology whose expertise might directly benefit the operation of the Programme. Likewise, the Committee hopes that the request of the Department of Byzantine and Modern Greek Studies for new hires will be successful. It is praiseworthy that the teaching staff's course outlines are enriched by their research interests and projects and vice versa. Another positive aspect is that the Programme's teaching staff at the University of Cyprus are all tenured, adding to the stability of the entire Programme.

Areas of improvement and recommendations

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

We have to stress that in Cyprus there is an abundance of instructors in the service of the Programme, and once the Programme runs the Committee hopes that Ca' Foscari University and JGUM will be able to allocate additional resources to increase course offerings for the students.

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*

- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

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

Findings

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

The Committee members carefully investigated the proposed mechanisms underpinning student admissions, student progression, student recognition and certification and found all the right mechanisms to be in place. Clearly much thought has been expended over the course of several years on the smooth operation of this complex Programme.

Strengths

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

Careful thought has been given to the process of transition of the students from one campus to the next. Within the regulations of the three participating Universities viable pathways have been identified to allow students to make up for missed or failed coursework during their studies. The regulations concerning the Programme of studies have been incorporated in the information meant for prospective students and are expected to be included in the web page once the Programme is launched.

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.

This Programme is likely to attract ambitious and highly motivated students. Challenges are anticipated and will have to be dealt with greater than usual flexibility (see section 5). As the academic staff teaching on the Programme is well aware, all relevant information and regulations concerning this complex Programme must be available on the web site at the time of application. In particular, the web site should seek to include full information about potential unanticipated costs and, likewise, ensure that no hidden costs remain.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

The Universities offer a wide range of support services to their students. In particular, the University of Cyprus provides support through the Student Affairs and Welfare Service, which includes a service desk, Study Support Office, Housing Office, and Social Support Office. Students may also participate in student clubs, Rectorate elections, the Senate, and the University Board. In addition to the excellent Library facilities at the University of Cyprus, students will also have access to the equivalent facilities of the Libraries in Venice and Mainz. Health care is affordable in Cyprus and is expected to be reasonably priced in Venice and Mainz.

Strengths

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

See 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.

Hopefully early notification of admission will lead to the timely issuance of visas to students. The Committee is fully aware that this issue is not exclusively in the hands of the teaching and the administrative staff, and that the University should apply pressure on the Ministry of Foreign Affairs of the Republic of Cyprus. Given the necessity of smooth transition from one campus to the other we urge all three Universities to prioritize the housing needs of the Programme's students and to allocate additional resources to this issue.

Despite of us marking full compliance in the sections below we cannot but observe that certain issues have been unaddressed over the course of at least five years:

- 1) Sufficient and affordable student housing in the vicinity of the campus.
- 2) Transportation to and from the city centre to campus
- 3) Shared adequate space for all-teaching and administrative staff close to the campus.

This complaint pertains to the University of Cyprus campus and it is addressed to its upper Administration. It does not reflect in any way on the Departments' and Programme's teaching and administrative staff.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant



5.3	Human support resources	Compliant
5.4	Student support	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.

Click or tap here to enter text.

Strengths

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

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.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

7. Eligibility (ALL ESG)

Sub-areas

7.1 Legal framework and cooperation agreement

7.2 The joint programme

7.3 Added value of the joint programme

7.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*

7.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

7.3 Added value of the joint programme

Standards

The joint programme leads to the following added values:

- *Increases internationalisation at the institutions.*
- *Stimulates multinational collaboration on teaching at a high level and makes cooperation binding.*
- *Increases transparency between educational systems.*

- *Develops study and research alternatives in accordance with emerging needs.*
- *Improves educational and research collaboration.*
- *Offers students an expanded and innovative arena for learning.*
- *Increases highly educated candidates' employability and motivation for mobility in a global labour market.*
- *Increases European and non-European students' interest in the educational programme.*
- *Increases competence at partner institutions through cooperation and implementation of a best practice system.*
- *Increases the institution's ability to change in step with emerging needs.*
- *Contributes to tearing down cultural barriers, both personal and institutional.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

All relevant documentation (ESG legislation, Cooperation Agreement, etc.) are incorporated in the Self-Evaluation document, implying the full compliance of the Institution (UCy) with them.

Strengths

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

EEC recognizes as a major achievement that the three partner Universities have successfully negotiated the cooperation agreement underpinning the new joint programme, which is an example of innovation and will hopefully attract external funding (Erasmus Mundus, private foundations). The Programme has the potential to attract external funding for the alleviation of students' tuition or other expenses (e.g. travel grants). It will also increase internationalisation at the partner institutions and will stimulate global approaches to the Medieval and Byzantine world. It engages multinational collaboration on teaching at a high level and makes cooperation

rewarding. Operating in a vastly expanded, pan European arena for learning, the programme innovatively increases the students' employability and skills in navigating a global labour market. The programme is also highly attractive to students of non-European background (Central or South-America, South-East Asia, Africa, Australia).

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 Committee urges the upper administration of each University to fully support the students by facilitating their visa applications and accommodation arrangements.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Legal framework and cooperation agreement	Compliant
7.2	The joint programme	Compliant
7.3	Added value of the joint programme	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 the programme of study under review may be achieved, with emphasis on the correspondence with the EQF (Consider also the added value of the joint programme).

The Committee is very impressed by the amount of labour invested in the preparation of this joint programme and believes that it has every potential to be highly successful. The programme will widen students' intellectual horizons, enhance their cultural sensibilities, while also improve their skills in modern languages (Greek, Italian, German). The students' increased mobility and employability will also make them look more attractive in the job market, especially in professional fields such as, higher education, cultural heritage management and preservation, library and archive management, editorial work, data processing, digital literacy.



E. Signatures of the EEC

Name	Signature
Gonda Van Steen	
Alexandros Alexakis	
Niels Gaul	
Stella C. Charalambous	
Click to enter Name	
Click to enter Name	

Date: 3 February 2026