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Date: 23 April 2021

External Evaluation Report

(Departmental)

- **Higher Education Institution:**

  University of Cyprus

- **Town:** Nicosia

- **School/Faculty:** Faculty of Humanities

- **Department:** Department of English Studies

- **Department's Status:** Existing Department

- **Programme(s) of study under evaluation: Name (Duration, ECTS, Cycle)**
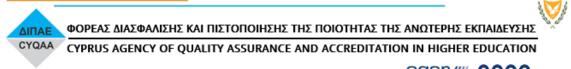
Programme 1
In Greek:
Programme Name
In English:
Master of Arts Degree in Teaching English to Speakers of Other Languages (TESOL), 90 ECTS

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY

A. Introduction

This part includes basic information regarding the onsite visit.

The committee was not able to visit the University of Cyprus due to the Covid19 pandemic. For this reason the evaluation was carried out remotely on Zoom.

Committee members were provided with all the documentation before the meeting, along with a link to an online class. The Chair asked the committee members to compile a list of questions before the remote visit to ask the various groups. The committee met before the evaluation visit and discussed the procedure for the day. George Aletraris from CYQAA outlined the procedure for the visit.

Throughout the day on 19 April 2021, the committee met with UCY's senior management team, the departmental/faculty management team, teachers in the Department of English Studies, administrators and students.

The committee was not able to visit the learning, teaching, and accommodation facilities. However, a PowerPoint tour was provided, which gave a good idea of the quality of the facilities.

B. External Evaluation Committee (EEC)

Name	Position	University
Bas Aarts	Chair, Professor	University University College London
Marjolijn Verspoor	Professor Em.	University of Groningen
Anastasios Tsangalidis	Professor	Aristotle University of Thessaloniki
Maria Vrioni	Student	Open University Cyprus

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

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C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	*Non-compliant*
3:	*Partially compliant*
4 or 5:	*Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

  Findings

  A short description of the situation in the Department based on evidence from the Department's application and the site - 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 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.**

- ***The report may also address other issues which the EEC finds relevant.***

1. **Department's academic profile and orientation**
   (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas
1.1 Mission and strategic planning (including SWOT analysis)
1.2 Connecting with society
1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning (including SWOT analysis)	**1 - 5**
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	5

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

The Department of English Studies has clearly formulated its mission, namely to provide high quality teaching and conduct high quality research in the area of English language and literature. The Committee evaluated the MA in Teaching English to Speakers of Other Languages. The Department has thought about its future in the light of increasing technological advances in online delivery, and how it can sustain and develop its current offerings.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The Department offers a BA in English Studies and a number of MA programmes in theoretical and applied linguistics, TESOL, and literature. An MA in Translation is being planned.
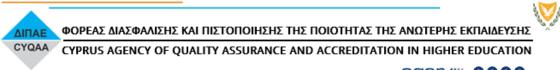
Provide suggestions for changes in case of incompatibility.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

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

Members of the Department actively engage with society: they have written general interest books on the topic of language, appeared in the media, staged plays and organised a poetry competition. They also engage with the business world.

1. Department's academic profile and orientation	
1.3 Development processes	**1 - 5**
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	3

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

Recruitment strategies are effective for both staff and high-level students.

Although there seems to be sufficient funding for the administrative running of the Department and staff have access to funding for conferences and research (e.g. sabbatical leave), we believe that staffing levels to maintain the three tracks in the Department and the diverse MA programmes are inadequate, especially after the retirement of staff members.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The committee believes that this is an effective, cohesive academic unit, well-balanced between literature, (theoretical and applied) linguistics and translation, with clear objectives, and a very strong research orientation.

Strengths

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

- There is a good leadership team.
- Students receive good academic support.
- Staff are caring and supportive.
- There is clear evidence of procedures that support research (e.g. special funds, the system of sabbaticals, and the supervision of students' research activities.
- The translation studies track is a clear and innovative addition to the department that can integrate with both literature and linguistics.
- The newly established MA in TESOL as an improvement on the earlier MA in TEFL seems to be addressing an existing need.

Areas of improvement and recommendations

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

Staffing levels need to be improved in order for the Department to be able to deliver the programmes effectively in the future.

The Department might want to consider introducing a formal appraisal system on an annual or bi-annual cycle.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

1.1   System and quality assurance strategy
1.2   Quality assurance for the programmes of study

<u>Mark from 1 to 5 the degree of compliance for each quality indicator/criterion</u>

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
2. Quality Assurance	

2.1 System and quality assurance strategy			**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.		5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:		
	2.1.4.1	Teaching and learning	5
	2.1.4.2	Research	5
	2.1.4.3	The connection with society	5
	2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.		5
2.1.6	Students' evaluation and feedback		5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.			
Click to enter text.			

2. Quality Assurance			
2.2 Quality assurance for the programmes of study			**1 - 5**
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.		5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.		5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.		5
2.2.4	The results from student assessments are used to improve the programmes of study.		5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.		5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.		5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.		5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.		5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.		5
2.2.10	The Department flexibly uses a variety of teaching methods.		5
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.		5
2.2.12	The Department analyses and publishes graduate employment information.		5
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:		
	2.2.12.1	Building facilities	5
	2.2.12.2	Library	5

	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4	Technological infrastructure	5
	2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.		5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		5
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		5
2.2.20	There is a clear policy on authorship and intellectual property.		5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.			

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department has clear formal instruments and procedures to assess quality at different levels. Staff and administrators are involved in quality assurance both formally and informally.

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

- The system of academic advisors (academic monitoring) is very effective.
- The collaboration between academic and administrative staff is good.
- There is clear guidance for students on issues such as plagiarism, etc.
- Student feedback is acted upon.
- Data are available about graduated students' employment status.
- The University has excellent library facilities (including digital resources) and support, especially for students with special needs, is good.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

We have no reasons for concern - as long as government funding is ensured and to the extent that staff members are keen on pursuing competitive research grant opportunities.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration
(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5
3.11	Internalization of the Department and external collaborations.	5

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

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Based on evidence from the Department's application and our meetings, the committee is satisfied that all administrative procedures are in place.

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

- The Department has experienced and helpful office staff.
- The Departmental Board operates transparently and includes members of all sections and also student representatives.
- Effective, clear and well-documented administrative procedures are in place.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

We have no reasons for concern.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	Compliant

4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
4. Learning and Teaching	

4.1 Planning the programmes of study		**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.
Click or tap here to enter text.

4. Learning and Teaching

4.2 Organisation of teaching		1 - 5
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to enter text.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Teaching and learning are very-well organised and professional. We met students and graduates who were extremely positive about the learning and teaching experience in the Department.

Strengths

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

- All courses are well-documented.
- There are clearly formulated aims and objectives.
- Students are generally very satisfied about their programme and teachers.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Even though the committee is convinced the teaching programmes are well-managed, the details are not explicitly formulated in the self-assessment report.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
5. Teaching Staff		**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5

5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

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

Also, write the following:
- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

See the Departmental application.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The teaching staff seem to have competence within their expertise, at both undergraduate and graduate levels. The committee was not expected to evaluate the details of the BA programme (or MA programmes other than the MA in TESOL) and our assessment does not include these.

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

- Staff are highly dedicated, enthusiastic and caring.
- Staff have excellent, often outstanding, research profiles.
- Staff collaborate internationally.
- Staff have degrees from universities across the world.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The committee would like to emphasise strongly that to ensure the viability of all programmes and to maintain the high quality of both research and teaching in the future permanent staffing needs to be adequate in all areas.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

<u>Mark from 1 to 5 the degree of compliance for each quality indicator/criterion</u>

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
6. Research	**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

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

Click to enter text.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The committee is impressed with the Department's high quality research output. All staff are actively engaged in research.

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

- Staff are offered the opportunity to periodically take sabbatical leave.
- Newly appointed staff are awarded support and internal funding to spend on databases and other research tools.
- Permanent staff have access to funding to cover conference visits and other research costs.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The committee has no concerns.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

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

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Financial issues were not part of the discussions during our visit. According to the Department's self-evaluation, the financial affairs of the Department are carried out in a financially sound and transparent manner and are controlled by the Finance Department of the University.

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

Good procedures seem to be in place to control finances.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The committee does not have any comments.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	Compliant

Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The committee was pleased with the documentation at every level that was provided in advance of the visit. It enjoyed meeting staff, students and administrators to hear their view and for answering the committee's questions.

The committee takes the view that the Department of English Studies at the University of Cyprus offers a lively, vibrant and intellectually stimulating environment for teaching and learning for both staff and students. Its enthusiastic staff has high levels of expertise and excellent, international research reputations. The committee found there to be a high level of collegiality and respect, as well as balance, between and across distinct disciplines. Teaching is effective and highly appreciated by students who report that their teachers respond quickly with feedback on their work. The Department actively engages with the local community through outreach and knowledge exchange.

We found that on the whole the Department of English Studies is well-organized.

The Department complies fully with procedures, values, regulations, and the mission set out by the Institution and places a high value on quality assurance. There is a commitment to improving the quality of the core deliverables in the areas of teaching/learning and research excellence.

The committee was impressed with the facilities, especially the new library building, as evidenced by the PowerPoint slideshow.

Despite the committee's overall very positive evaluation, it does have concerns about staffing levels in the Department. It is clear that in the present situation, permanent staff numbers are inadequate and the University should urgently address this issue for the future.

D. Signatures of the EEC

Name	Signature
Professor Bas Aarts	
Professor Marjolijn Verspoor	
Professor Anastasios Tsangalidis	
Ms Maria Vrioni	

Date: 23 April 2021