

Doc. 300.1.2

Date: 15 December 2022

Higher Education Institution's Response

- **Higher Education Institution:**
University of Nicosia

- **Town:** Nicosia

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

TESOL (Διδασκαλία της Αγγλικής ως Ξένης Γλώσσας)
(3 έτη, 180 ECTS, Διδακτορικό)

In English:

TESOL (Teaching English to Speakers of Other Languages) (3 Years, 180 ECTS, PhD)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

Introduction

We refer to the report of the External Evaluation Committee (EEC) for the evaluation – accreditation of the programme of study 'PhD in TESOL (Teaching English to Speakers of Other Languages)' (3 years / 180 ECTS, Doctor of Philosophy), which was prepared following an online visit at the University of Nicosia by the members of the EEC on 22 September 2022, from 10:00 to 18:00 Cyprus time.

We would like to thank the EEC members for their professional and thorough work during the evaluation of the PhD in TESOL programme, along with their positive report which marked all criteria as "compliant." We would also like to express our appreciation for the collegial and constructive approach with which the EEC conducted their evaluation.

We have considered their report thoroughly and the following is our response to all points raised by the EEC. Under each assessment area, please see our brief comments to the findings and strengths outlined in the EEC report. In response to the areas of improvement and recommendations made by the EEC, please find our response and actions taken in column 2 of the table in each section.

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

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

The PhD in TESOL programme has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC found that the PhD TESOL programme consists of 180 ECTS with two taught components: 'Research Methods' (15 ECTS; PhD-700) and the 'Research Proposal' (15 ECTS; PhD-710), to be followed by the Thesis (150 ECTS) and it is noted that the course can be taken full-time or part-time. The programme was found to be well-designed and coherent, with clear aims and objectives and the EEC also noted that procedures for quality assurance are sound and learning objectives and outcomes are appropriate for a doctoral programme. It is noted that although the programme is small at present, it aims to expand in the future. Further, the EEC found that the programme is rigorously monitored internally and externally, and that public information about the programme is available and clearly presented on a website (in both English and Greek). Finally, it is noted that programme information is effectively managed online and in a handbook.

The EEC also highlighted several strengths of the programme. Firstly, the admissions and selection procedures are shown to be rigorous and adhere to high standards; secondly, policies for quality assurance concerning the study programme, design and development are well-documented; lastly, courses are monitored internally and externally according to international standards.

The EEC made several recommendations for improving the programme in this area. These are documented in column 1 of the table. The corresponding responses and actions are provided in column 2.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Although the programme makes use of robust progress procedures, these are still paper-based. It would be desirable for student progress to be monitored in an online system.	<p>The current progress procedures have recently been improved with the implementation of an online repository (https://courses.unic.ac.cy/course/view.php?id=18933) available to all PhD supervisors providing access to latest versions of documentation for progress forms (DSO forms) which are available as editable PDFs.</p> <p>The Department has made a recommendation to the Office of the Vice Rector for Faculty and Research for the online monitoring of PhD students across all doctoral programmes of the university. The Office of the VRFR is currently investigating options for eportfolio platforms.</p>	Choose an item.
More specific learning objectives and outcomes (after the first semester) are not defined at any level of detail, and cannot be objectively certified or recognised.	<p>Currently, specific learning objectives and outcomes are defined and assessed with PhD700 'Research Methods' (semester 1) and the submission of PhD710 'Research Proposal' (semester 2). In addition, the Annual Progress Review (every September) is based on the document DSO/5 which defines several learning outcomes.</p> <p>In addition, the student handbook has now been revised to document in more detail, the specific learning objectives</p>	Choose an item.

	<p>and outcomes to be assessed at different stages of PhD progression (Annex 1, page 7).</p> <p>The Departmental Postgraduate Programmes Committee also proposes a comprehensive written assessment to be completed at the end of year 2 (semester 4). This would clearly define specific programme learning objectives and outcomes enabling supervisors to assess specific research knowledge and skills (Annex 1, pages 13-14)</p>	
Expanding the programme such that teachers can have up to five students each may prove challenging for faculty workloads.	<p>Given the current size of the programme, the current number of students per main supervisor is three, which is, within the maximum limit of five students as outlined in the University of Nicosia's Code of Practice and Regulations for Doctoral Programmes.</p> <p>With future expansion of the programme, the DPPC will propose to the office of the VRFR that main supervision of a maximum of five students is explicitly linked to Research Time Release (RTR) and that the main supervision of five students reduces the course load of the faculty by one course per semester.</p>	Choose an item.

2. Student – centred learning, teaching and assessment (ESG 1.3)

The PhD in TESOL programme has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC positively noted that process of teaching and learning is flexible and student-centred, and the roles of the supervisors and examiners are clearly specified. ‘Research Methodology’ is taught by the student’s supervisor in the first year of the programme after which students are directed in their research progress in the following years. The EEC noted that the programme is not delivered online but was found to be compatible with e-learning delivery since during the pandemic it was smoothly run by distance. It was noted that assessment criteria for doctoral study are clearly spelled out, and there are procedures ensuring that these are adhered to. Finally, it was noted that there is a very good technical infrastructure which is updated regularly, allowing smooth communication and cooperation, as well as access to necessary materials and literature.

The committee highlighted several strengths in this area of assessment. Firstly, student progress is monitored and documented at different levels. Moreover, it was noted as a strength that students receive excellent and tailored support from dedicated staff. In addition, students receive training at supra-departmental levels.

The EEC made several recommendations for improving the programme in this area. These are documented in column 1 of the table. The corresponding responses and actions are provided in column 2.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The exact number of times that students meet with supervisors should be explicitly mentioned in the student handbook. Meetings are currently only specified as taking place ‘regularly’.	The PhD programme is closely monitored by the Vice Rector for Faculty and Research (VRFR) Office and follows the University's Code of Practice and Regulations for Doctoral Programmes The student handbook has now been revised and states the following: ‘ <i>The frequency that students and supervisors meet depends on the needs of individual students, and also varies according to stage of research. However, it is recommended that supervisory meetings should take place once or twice a month, as a minimum requirement.</i> ’ (Annex 1, page 24, 17. Supervisory meetings)	Choose an item.
The table on pages 186-7 of the application document needs to be improved in line with the discussions that were held.	The table, in the student handbook has been revised to reflect the discussions that were held. (Annex 1, page 23)	Choose an item.
The committee wondered whether the Research Methods course should perhaps be offered	Given that current student numbers are small, the course Research Methods (PhD-700) is delivered by supervisors to their students on an individual basis. However, with the	Choose an item.

as a generic stand-alone course for all PhD students, as described in the application document. Currently student numbers are small and the course is delivered by supervisors to their students, but if student numbers increase this may be unsustainable.	expansion of the programme, it is intended that the course should be offered as a generic stand-alone course for all PhD students.	
It would be useful to make explicit the opportunities that are offered to the students in terms of pedagogical workshops organized for staff that are relevant to TESOL, and/or participation in the organisation of conferences, funding opportunities for conference participation, etc.	The student handbook has now been revised to reflect the opportunities that are offered to the students including pedagogical workshops, research seminars, conference participation, student mobility etc. (Annex 1, page 24, 18. <i>Developing as an academic</i>)	Choose an item.

3. Teaching staff (ESG 1.5)

The PhD in TESOL programme has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified. A number of strengths were also identified by the EEC.

The EEC found that the team of potential supervisors consists of 10 academic staff that are all highly qualified and research-active scholars, that all have an international experience, having been trained at various institutions abroad. Their domains of expertise are mainly in the field of TESOL, with a wide range of research strands being covered and that this team has the standard that enables them to coach PhD students in areas of research that are up-to-date and that reflect the current state-of-the-art in the field. It was further noted that their track records and presence in leading journals reflect the same high standard. The EEC positively noted that the PhD topics are accepted only if they are clearly in line with the supervisors' area of expertise and that this makes the experience mutually beneficial to the parties involved: the student benefits from expert advice; the supervisors are likewise inspired by the fresh ideas that the young scholars bring to their areas of research.

The EEC found that academic staff can supervise up to 5 PhD students as primary supervisors. The current number of 9 PhD students entails a total of 27 supervisors being involved in the process, so an average of 2.7 students per academic. There is scope for additional supervision, but an increase in the number of students, given the workload involved in the intensive follow-up, as it is put in place in this programme, will establish the need to consider a reduced teaching load for the staff who supervise, for instance, 2 or more students, as primary supervisors. In addition, the EEC positively noted that there are partnerships with foreign universities and colleagues since the second or third supervisor can be a foreign academic with expertise in a narrowly focused area relevant to the PhD topic. In this way, the PhD students can benefit from the advice of an international scholar working in a different environment. It was further noted that that teaching staff are offered professional and teaching-skills training and development. The supervision of PhD students as it is put place in this programme is labour-intensive, involving regular meetings and written feedback to the students. Also, the supervisor is required to document the process and write progress reports of each meeting. The main supervisor keeps a record of meetings, decisions taken and work submitted, and this information is shared with the Doctoral Programme Coordinator and the Office of the Vice Rector for Faculty and Research.

The EEC highlighted the following strengths of the programme: the programme director does an excellent job in running the programme in all respects, from admitting students to supporting them in their research trajectories. Moreover, the students benefit from a very careful and tailor-made follow up of their PhDs, all along the various steps in the process.

The EEC made the following recommendation for improving the programme in this area. This is documented in column 1 of the table. The corresponding response and actions are provided in column 2.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
PhD supervision currently does not impact on the teaching load. It is important to consider a system that does. PhD	At present, the University of Nicosia policy already considers PhD supervision as criteria for promotion to the ranks of Associate Professor/ Professor which states: 'Evidence of instructing and/or promoting research through projects or	Choose an item.

<p>supervision should definitely be taken into account in the context of promotion of the staff, as well as in the attribution of sabbatical (paid) semesters.</p>	<p>supervision of research staff or graduate students' – Faculty Ranking and Promotion: General Policy, Procedure, Criteria and Special Provisions <i>(extract from Chapter 6 of the Internal Regulations)</i></p> <p>In regards the other points, we concur that supervision should be taken into account in the context of teaching load and attribution of sabbatical (paid) semesters, and discussion of these points with the School and the Office of the Vice Rector of Faculty and Research has commenced.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

The PhD TESOL programme has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC noted that student admission criteria are listed on the website and every effort is made to ensure clarity and consistency. The footnote on the disciplines regarded as relevant is particularly helpful. The committee notes that the list of English language proficiency qualifications is very thorough, though it is not clear whether it is meant to be exhaustive. It was further noted that little information is available concerning the organisation of the studies and student progression after the first semester, in which the two taught courses are expected to be held. Precisely because this is a programme leading to a PhD dissertation it is not easy to describe individual stages in a meaningful generic way. Finally, the committee noted that recognition and certification of prior qualifications seems to be in place; however, it would not be easy to provide any concrete description of particular skills and competences achieved at any point after the first semester.

The EEC highlighted the following strengths of the programme: firstly, the descriptions of the content of each admission criterion is an instance of excellent practice; secondly, the listing of equivalent English language proficiency qualifications is both informative and accurate.

The EEC made the following recommendations for improving the programme in this area. These are documented in column 1 of the table. The corresponding responses and actions are provided in column 2.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The requirement of a Bachelor's degree in a related discipline (specifically defined as "Social Sciences, Humanities or Education") can probably be relaxed in view of the requirement for an even more specialized Master's degree ("in TESOL, or Applied Linguistics, or English Language/Linguistics").	In view of the requirement for a specialized Master's degree in TESOL, or Applied Linguistics, or English Language/ Linguistics, the requirement of a Bachelor's degree in a related discipline (specifically defined as "Social Sciences, Humanities or Education") is no longer requested. This is reflected on the PhD TESOL website under 'Admission' https://www.unic.ac.cy/tesol-phd-3-years/ and in the revised PhD TESOL handbook (Annex 1, page 11, section 7, 1) <i>Accredited Bachelor's Degree</i>	Choose an item.
Some indication of the weight of each criterion towards the eventual decision on an applicant's admission (perhaps in the form of percentages assigned to each towards the factoring of the overall score) may contribute to the transparency of the procedure.	Admission to the PhD TESOL programme is based on a structured two stage process of (1) written application and (2) interview implemented. If all criteria are met in the written application, the interview is used to confirm the student's suitability and eligibility for admission to the programme. If applicants meet all criteria the Departmental Postgraduate Programmes Committee will exercise its judgment, taking into account the overall quality, merit and feasibility of the research proposal, the quality of any prior research work of the candidate and the candidate's academic and other relevant qualifications as included in the curriculum vitae and the applicant's	Choose an item.

	<p>performance during the individual interview. Final decisions for admission are based on the applicant's eligibility, research fit and availability of faculty to supervise.</p> <p>The structured procedure and criteria for admission are outlined in the revised PhD TESOL handbook so as to contribute to the transparency of the procedure. (Annex 1, page 12, <i>Final Evaluation</i>)</p>	
<p>At the PhD level, student progression is not easy to measure in a concrete way. As predicted by the system itself, reference to ECTS units needs to take this into account. As described in the relevant documentation, after the first semester, there are no specific milestones that could be referenced concerning learning outcomes and/or student progression. It might be worth considering introducing particular requirements that could then be certified accordingly in cases of students who interrupt their studies.</p>	<p>As previously outlined in assessment area <u>1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)</u>, PhD student progression is linked to specific milestones, i.e., completion of PhD700 Research Methods (semester 1), PhD710 Research Proposal (semester 2), and continuous Progress Review (The progress of students is evaluated through the DSO/4 and DSO/5 forms. (Annex 2, <i>Guide for Completion of DSO Forms</i>).</p> <p>With the accreditation of the programme, we will introduce a comprehensive written assessment at the end of Year 2 (semester 4). These milestones and corresponding learning outcomes are documented in the revised PhD TESOL handbook (Annex 1, page 7).</p> <p>As we have explained to the EEC members during the online visit, there is no option to award an MPhil in cases of students who interrupt their doctoral studies as this award is not recognized by CYQAA as a standalone degree.</p>	<p>Choose an item.</p>

Learning resources and student support

(ESG 1.6)

The PhD has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC noted that suitable teaching and learning resources are readily available, including library and IT facilities and that students can request materials, software, etc. if these are currently not available. It was also noted that the numbers of students and supervisors can guarantee adequate and appropriate research conditions, as also current students have testified. It was further noted that the programme has been running for the past 5-6 years and the first theses to be completed are expected within this sixth year. Given that most PhD students are also concurrently employed in educational institutions, it is expected that they would exceed the minimum duration of three years. The EEC positively noted that the programme was run smoothly during the pandemic, which affected not only the university and all universities, but also the actual work, experiments etc. of the students (whose research was also education related). Moreover, the committee additionally reported that both the University and the Department have made arrangements to facilitate student progression and student-teacher interaction, and that both students and teachers have expressed their satisfaction with most of the procedures.

The EEC highlighted the following strengths of the programme regarding this area of assessment. It positively notes that modern facilities and open-minded attitudes contribute to a well-run programme. Students expressed their satisfaction with the programme practices and their supervisors' support and the system of multi-membered supervisory and examining committees seems to ensure high quality academic support, at least for the student numbers expected in the foreseeable future. The report positively commented on the University's Pedagogical Support Units, both conventional and electronic, which provides teachers with adequate support. Likewise, the series of seminars for PhD students offered at the University level seem to be useful and remain available for students to refer back to them. Further, it was positively noted that provisions are in place for rapid psychological support and other needs that may arise; neither students nor staff expressed any worries in this respect. Finally, the committee positively commented on the international connections that contribute to both recruitment and the setup of research questions, experiments, etc. The programme benefits from a number of international collaborations and is in itself a major step in student mobility and development.

The EEC made the following recommendations for improving the programme in this area. These are documented in column 1 of the table. The corresponding responses and actions are provided in column 2.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Financial support is available for students who participate in conferences. However, the information about this funding scheme does not seem to be widely publicized (to students) or available to all supervising staff. The university and the department might also consider exploring ways of contributing towards long- or short-term	We thank the committee for its suggestion. At present, there are several funding schemes for students in the form of scholarship opportunities, faculty tuition assistance for doctoral programmes and student teaching assistantships. These opportunities are now publicized in the revised PhD TESOL handbook (Annex 1: page 25, 20. <i>Funding</i>). Currently the University of Nicosia funds PhD students to attend conferences on an ad-hoc basis following the recommendation of the Supervisory Team and the Department Postgraduate Programmes Committee (DPPC). Recently, the PhD Board (PhD Programme Coordinators)	Choose an item.

fellowships, conference participation, research expenses, publication costs, etc.	have made a recommendation to formalise this as a policy and as a result the Vice Rector for Faculty and Research has discussed this with the Rectorate members who approved the request. The request has been forwarded to the University Council for ratification and it is expected that it will be implemented by the end of Fall 2022.	
The number of teaching staff members appears to be adequate for the moment, but can clearly benefit from further appointments that will allow for more time for faculty to spend on their supervisory, research and other duties.	Further appointments will also allow for the expansion of the programme in specific areas of research expertise. With future growth of the PhD TESOL programme, we will consider further appointments that will allow for more time for faculty to spend on their supervisory, research and other duties.	Choose an item.
The need for regular sabbatical opportunities is an essential ingredient for research-oriented institutions and programmes. Sabbaticals should be available to all research-active staff, and not based on Faculty quotas.	We welcome recent changes to university policy for Sabbatical leave that now allows eligible faculty to apply for fully paid sabbatical of up to one sabbatical, per School (See Annex 3: Pages 6-7, <i>Chapter 4, Research Policies</i> , 4.5.2). In addition, we also propose to request at university level that sabbaticals should be available to all research-active staff, and not based on Faculty quotas.	Choose an item.
The procedures are well defined, with all the necessary steps in the progression of the dissertation, some of which may be facilitated by instituting an electronic student progress system.	As previously discussed in assessment area <u>1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)</u> , current progress procedures have recently been improved with the implementation of an online repository (https://courses.unic.ac.cy/course/view.php?id=18933) available to all PhD supervisors providing access to latest versions of documentation for progress forms (DSO forms) which are available as editable PDFs. In addition, we are currently discussing with the Office of the Vice Rector of Faculty and Research how student progress using a fully online system may be developed and implemented.	Choose an item.

5. Additional for doctoral programmes (ALL ESG)

The PhD has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC noted that admission criteria are clearly laid out and are set at a high level, as is appropriate for a doctoral programme, and the handbook of regulations and procedures that pertains to the PhD in TESOL contains very clear and unambiguous descriptions of the admission criteria and the various requirements of the PhD programme. The same applies to the guidelines that pertain to the contents, the overall structure and the lay-out of the PhD. The committee noted that a system is in place that detects plagiarism and that the handbook also describes the role and responsibilities of the supervisory team, and the PhD student. It was noted that the handbook describes the student's trajectory through the course, that students meet on a regular basis with their first supervisor, and that meetings with the second and (especially the) third supervisor are less frequent. It was further noted that examination procedure is also clearly laid out to ensure fair and academically appropriate assessment.

The EEC commented positively on the strengths of the programme. It was noted that admission criteria are applied rigorously, that students receive very clear and detailed information about the various steps in the PhD process, and they can count on a team of very professional, dedicated and highly qualified supervisors. The EEC also commented how through conversations they had with the PhD students, it became clear that they all appreciated the very student-centered approach, which is typical of the PhD in TESOL programme, with attention being paid to both high academic standards as well as student well-being.

The EEC made the following recommendations for improving the programme in this area. These are documented in column 1 of the table. The corresponding responses and actions are provided in column 2.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The English language requirements are perhaps set too low.	Requirements for English language requirements are set by the CYQAA which state that 'For programs of study at the postgraduate level candidate students are required to have certification for "Very Good Knowledge" of English at level B2-C1 of the Common European Framework of Reference for Languages (CEFR).' (see https://www.dipae.ac.cy/index.php/en/news-and-events/announcements/535-02-07-2020-epipeda-gnosis-tis-anglikis-glossas-gia-foitisi-se-programmata-ptychiaka-kai-metaptychiaka-ta-opoia-prosferontai-sta-anglika-en) The PhD TESOL handbook now states that these levels are set as minimum English language proficiency requirements (See Annex 1, page 11, 4) <i>English language proficiency</i>).	Choose an item.
It could be useful to add further details, in the handbook of regulations and procedures that pertain to the PhD, of the various	Various research activities have been added to the programme handbook (See Annex 1, page 24, 18. <i>Developing as an academic</i>)	Choose an item.



research activities that the students can become involved in, be it references to the conferences organized by the Department or elsewhere.		
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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
The Department of Languages and Literature at the University of Nicosia offers an attractive PhD programme in TESOL which is well-conceived.	Thank you for your comments. We welcome the positive conclusions and final remarks by the EEC.	Choose an item.
It offers students expert supervision in the field throughout their research trajectory.	Thank you for your comments. We welcome the positive conclusions and final remarks by the EEC.	Choose an item.
Potential students are expected to be involved in the field of TESOL and clearly have a high level of proficiency in English.	Thank you for your comments. We welcome the positive conclusions and final remarks by the EEC.	Choose an item.
Many combine their research and professional experience, and can expect to develop their careers further through successful completion of the programme. Applications of the research results can then have beneficial societal impact	Thank you for your comments. We welcome the positive conclusions and final remarks by the EEC.	Choose an item.
To ensure the smooth running of the programme in the future, the Department should minimise bureaucracy and make sure that staffing levels are adequate should the programme expand, as is the intention.	Thank you for your recommendations. Please find our response to the specific comments to minimize bureaucracy in assessment area: Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9). Our response to ensure adequate staffing levels is outlined in assessment area: Learning resources and student support (ESG 1.6).	Choose an item.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Klimis Mastoridis	Dean of School	
Prof. Polina Mackay	Head of the Department	
Dr Christine Savvidou	Programme Coordinator	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: Click to enter date



UNIVERSITY *of* NICOSIA

**PhD in TESOL
(Teaching English to Speakers of Other Languages)**

Department of Languages and
Literature

School of Humanities and Social Sciences

**HANDBOOK OF REGULATIONS
AND PROCEDURES**

2022 - 2023

A HANDBOOK OF REGULATIONS AND PROCEDURES

This handbook contains the regulations and procedures relating to the PhD in TESOL at the Department of Languages and Literature of the University of Nicosia. The Handbook is revised on a regular basis. Students should ensure that they are using the most up-to-date version. If you have any questions in relation to the programme, please do not hesitate to contact the Department of Languages and Literature Doctoral Program Coordinator.

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1. Department of Languages and Literature

Today, the University of Nicosia is a leading university in Cyprus - in line with our enduring motto: "Excellence in Education". To this end, the University offers more than 100 conventional face-to-face (on campus) and distance learning programmes at the Bachelor, Master and Doctorate level, hosting more than 11,500 students from all over the world. Our state-of-the-art premises, and our innovative e-learning platform that provides access to extensive online learning resources, help foster a multicultural learning environment that promotes cooperation, friendship and understanding. As an entrepreneurial digital university, we respond to, and shape the needs of, the knowledge-based society we live in. Both our core educational services (delivery of learning) and our administrative support operations employ advanced Information Communication Technology. We thus provide a fully digital educational environment that promotes teaching and learning innovation, inspired by technology and driven by pedagogy.

As a student in the Department of Languages and Literature at UNIC, you will join a lively community of international students, including those on the Erasmus or Global Semesters programs. You will be taught by renowned faculty, with a long list of publications in their respective areas of interest and a good track record of involvement in high quality research. Our department offers comprehensive degrees, providing training in three key areas: foreign language teaching and linguistics; analysis of humanities subjects, including literature, culture, philosophy and digital writing; and content management, editing and publishing in English. We provide you with a wealth of transferable skills that can be applied in a variety of professions, including language teaching, linguistics, literature, social media writing and management, market research, translation and interpretation, cultural services and publishing companies. Our graduates also benefit from a high rate of employment across a range of sectors. The department offers the following programmes:

The **BA in English Language and Literature** provides students with skills relevant to such a double major. The courses of the literature component are designed to give the student good knowledge of the literary history of Anglophone literature and the cultural conditions under which it is written. The courses of the linguistics component aim to provide the student with a thorough grounding of the principles underpinning the study of English language and the diversity of linguistic study. The TEFL courses aim to provide students with the knowledge and skills relevant to teaching English with emphasis on classroom management and the use of technology.

The **Master's in Teaching English to Speakers of Other Languages** provides students with a strong professional foundation for developing practical teaching skills in relation to TESOL and to further students' understanding of English language teaching..

The **Master's in Teaching Greek to Speakers of Other Languages** is designed to provide students with knowledge and skills relating to second language acquisition approaches with specific emphasis on teaching Greek. The program is also designed to enable students to develop transferrable skills relating to the field and especially in the area of teaching.

2. Introduction - PhD in TESOL Programme

The TESOL doctoral program is designed to meet the increasing demand for specialists and researchers in Teaching English to Speakers of Other Languages in schools, universities, government, and other organisations throughout the world. The doctoral program is a PhD program by Coursework and Thesis that aims to enhance the ability of ESL/EFL teachers, teacher educators, researchers, and curriculum/materials developers to create, conceptualize, design and implement a substantial research project that generates new knowledge and contributes to theory and practice within the field of TESOL.

The program therefore prepares practitioner-scholars with a focus on but not limited to:

- TESOL theory and methodology
- Applied EFL and ESL research
- Design, implementation, evaluation and administration of second language programmes
- Curriculum and materials development
- Cultural, sociolinguistic and psycholinguistic factors of second language acquisition
- Integration of technology in second language teaching
- Teacher training/development/ education

3. Programme Objectives

The general objectives of this PhD programme are to provide students with a rigorous and intellectually challenging degree that prepares them to become autonomous researchers among the many aspects of TESOL, varying with individual interests and areas of specialty. Doctoral students are expected to design and conduct an independent research project and produce a Thesis (80,000 words). Through their research project, students are expected to evidence an original contribution to knowledge, develop or apply innovative research and advance scholarly knowledge and professional practice in the field of TESOL. More specifically the program aims to:

1. Develop students' in-depth understanding and critical analysis of current literature and research methodology in the field of TESOL;
2. Provide students with a critical awareness of current problems and debates within the field, and enhance their skills in critical evaluation of theoretical and empirical literature relevant to TESOL and their area of specialization.
3. Provide students with the research skills and competencies to be able to undertake an original and significant research project that merits publication in the field of TESOL.
4. Develop students' skills in communicating TESOL-related research knowledge to specialist and non-specialist audiences.
5. Enable students to make a significant and original contribution to the field of TESOL through the advancement of scholarly knowledge and professional practice.
6. Enable students to become autonomous and expert researchers in the field of TESOL with an understanding of the quality of research required for potential peer-reviewed publications.

4. Program Learning Outcomes

Upon successful completion of this program, students are expected to:

1. Have demonstrated a systematic understanding of basic principles of research design, including an understanding of how to conceptualize TESOL/applied linguistics research, formulate researchable problems, and construct and test hypotheses.
2. Have demonstrated originality in the application of knowledge, together with a practical understanding of how research and inquiry are used to create and interpret knowledge in their field.
3. Have made a contribution through original research that extends the frontier of knowledge in TESOL by developing a substantial body of work, some of which merits national or international refereed publication.
4. Have managed successfully all the stages of a substantial research project, including managing data, and conducting and disseminating research in a way that is consistent with both professional practice and the normal principles of research ethics.
5. Have identified and critically explained issues and areas needing development in their specialised TESOL fields.
6. Have demonstrated ability of critical analysis, evaluation and synthesis of new and complex ideas, and challenge current assumptions and accepted practice within areas of TESOL.
7. Have exhibited competence in the use of quantitative and qualitative methodologies in TESOL inquiry, and to have exhibited skills in the use of quantitative and qualitative data analysis methods.
8. Have developed skills in the dissemination of findings to the wider academic community, initially through writing-up their Thesis and then through publishing their work in internationally refereed publications and/or presenting at academic conferences and seminars.
9. Have demonstrated a reflective approach to their research, professional development and their own area of practice.
10. Be able to act autonomously in the planning and implementation of research.
11. Be able to communicate with their peers, the larger scholarly community, the profession and with society in general and promote their areas of expertise.

Throughout the duration of PhD TESOL studies, several milestones are used to assess student progress as indicated in the following table:

TIME	MILESTONES	PROGRAMME LEARNING OUTCOMES										
		1	2	3	4	5	6	7	8	9	10	11
Semester 1	Research Methods course (PhD-700)	x	x			x		x				
Semester 2-3	Research Proposal (PhD-710)	x	x			x	x	x		x	x	
Semester 4-5	Comprehensive written exam	x	x	x		x	x	x		x		x
Semester 6	Submission of Thesis/ Public Lecture/ Viva	x	x	x	x	x	x	x	x	x	x	x
Continuous	Annual Progress Review	x	x		x					x	x	x

5. TESOL Doctoral Programme Faculty

Faculty Name	Rank	Qualifications	Specialization	Allocation
Chris Alexander	Associate Professor Head of TELC	EdD in Applied Linguistics and TESOL, MA in Applied Linguistics and TESOL	TEFL, E-learning, Technology: Evaluation, Testing, Research Methodology, Computer Assisted Language Learning (CALL) and LAMS	Thesis supervisor
Niki Christodoulou	Assistant Professor	EdD in Teacher Education MEd in TESOL, BA in International Relations and French	Teacher Education, Teacher Professional Development, Reflective Mentoring, Reflective Practice in Teaching, Teacher Empowerment	Thesis supervisor
Maria Economidou-Kogetsidis	Professor	PhD in Cross-cultural Pragmatics (Applied Linguistics) MA in Applied Linguistics and TESOL BA in Humanities	Interlanguage (L2) Pragmatics, Pragmatics & Foreign/ Second Language Teaching, Intercultural/ cross-cultural Pragmatics, Linguistic Politeness/ Cross-cultural politeness, Email Pragmatics, Acquisitional Pragmatics, Teachers' Pragmatics, Development of pragmatic competence in the L2 classroom	Thesis supervisor
Katherine Fincham	Lecturer	EdD in Education (Bilingualism) MSc in TESOL BSc in Political Science and Communication	TEFL, Bilingualism/ Multilingualism, Young Learners and Language Acquisition, Language and Identity, Social Justice and Research, Social Justice and Education	Thesis supervisor
George Georgiou	Assistant Professor	Postdoc in Speech-Language Pathology Postdoc in Linguistics PhD in Linguistics MA in Education BA in Greek Philology	Phonetics/phonology, speech perception/production, psycholinguistics, experimental linguistics, bi-/multilingualism, bidialectalism, Greek language, L2 acquisition, factors affecting L2 acquisition, teaching of phonology in classroom, speech-language pathology	Thesis supervisor
Aretousa Giannakou	Lecturer	PhD in Linguistics MPhil in Research in Second Language Education MA in Literature BA in Hispanic Language and	Second language acquisition, Bilingualism/Multilingualism, Heritage language acquisition, Language attrition, Syntax-pragmatics interface, Greek language, Spanish language, Latin American Spanish language and	Thesis supervisor

		Philology BA in Primary Education	culture, Teaching methodology, Intercultural education, the role of L1 in L2 learning	
Polina Mackay	Professor Head of Department	PhD in Anglophone Literature MA in Anglophone Literature BA in English Language and Literature	Literature in Teaching, Teaching Literature in TESOL, Intercultural Education in Foreign Language Teaching	Thesis supervisor
Antroula Papakyriakou	Assistant Professor	PhD in General Linguistics MA in German Language and Literature	Syntax-Semantics-Interface, Language for Specific Purposes (LSP), Content and Language Integrated Learning (CLIL), Multilingualism Didactics, Technology in language teaching, Translation, Bilingual Education	Thesis supervisor
Christine Savvidou	Associate Professor PhD TESOL program coordinator	EdD in Teacher Education (Language Teacher Education) MEd English Language Teaching, PGCE, BSc (Hons) Sociology & Social Administration	TEFL, Teacher Education, Narrative Inquiry, Professional Development, Digital Storytelling	Thesis supervisor

6. Faculty Short Profiles:

Dr Chris ALEXANDER is currently the Head of the Technology Enhanced Learning Centre (TELC), and was previously the Head of the Distance Learning IT Unit at the University of Nicosia. He has been pioneering TEL innovation at UNIC since 2004 with, for instance, the development of the NEPTON Test, the Language Lab, E-learning/blended learning/Distance Learning. He has also headed the development of five apps and many other IT projects for the University, and has acquired a wealth of hands-on TEL/IT experience during this period. The TEL Centre has a central role in supporting the TEL agendas of the University. In particular, it works in partnership with academic staff and IT/DL teams supporting the University learning and teaching strategy to raise awareness and enable the best and most appropriate use of new technologies. He is an Assistant Professor in Technology Enhanced Learning and also Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages). His area of specialisation is TEL-related. His research interests include Technology Enhanced Learning, Learning Design, Learning Analytics, accessibility, ML/AI, GDPR, NGDLE. His Doctorate in Education (Applied Linguistics and TESOL) is from Bristol University, and his Thesis focused on TEL implementation. His Masters in Applied Linguistics and TESOL is from Leicester University. He has published widely in the area of TEL and Learning Design (e.g. in three edited collections with papers from top international Learning Design/TEL experts). He is a member of the Editorial Board for a number of international CALL/TESOL journals. He is an accomplished pianist/accompanist/composer, and has given a number of professional concerts as an accompanist in several EU countries; he is also a qualified teacher of the pianoforte (The Guildhall School of Music).

Dr Niki CHRISTODOULOU is Assistant Professor at the University of Nicosia. She holds a Doctorate in Teacher Education from the University of Nottingham (U.K.), an MA in Education and Teaching English as a Second Language (TESOL) and a BA in International Relations and French, both from the American University in Washington D.C. Before joining the University of Nicosia in 1993, Niki taught English as a Second Language (ESL) to immigrant students in the United States for five years. For the last twenty-five years, she has been teaching English as a Foreign Language (EFL) courses at the University of Nicosia. Her presentations in international and local conferences as well as her

publications are in the fields of teacher development, teacher education and reflective practice in TEFL. Her research interests lie in the areas of Reflective Practice, Reflective Mentoring, Teacher Autonomy and Empowerment, Appreciative Inquiry and Positive Psychology. The title of her recently published book is *Reflective Development through the CARE Model– Empowering Teachers of English as a Foreign Language* (2016). In addition, Niki is a Certified Life Coach, Certified Neuro-Linguistic (NLP) Coach and Certified NLP Practitioner.

Dr George (Georgios) GEORGIU is Assistant Professor at the Department of Languages and Literature of the University of Nicosia. Currently, he is the coordinator of the *Cyprus Linguistics and Humanities Research Group*, which is listed in the official centers/institutes of the University of Nicosia. He holds a BA in Greek Philology, an MA in Education (with distinction), and a PhD in Linguistics (with distinction) from the University of Cyprus. He also worked as a postdoctoral researcher at RUDN University where he served as the Head of the Phonetic Lab, and the Cyprus University of Technology. His research interests lie in the areas of phonetics, phonology, psycholinguistics, and speech-language pathology. He published more than 30 research papers in high-impact peer-reviewed journals such as *Applied Acoustics*, *Cognitive Processing*, *International Journal of Bilingualism*, *Journal of Autism and Developmental Disorders*, *Speech Communication*, etc. His publication record also includes several book chapters, papers in conference proceedings, edited volumes, and monographs. He presented papers to over 30 conferences globally and delivered over 10 invited lectures. He is an academic editor of the reputable journal *PLOS ONE* and a reviewer of several high-indexed journals. He is a member of the *International Speech Communication Association* (ISCA), the *European Association for Signal Processing* (EURASIP), and other academic societies. He won several research grants on a national and international basis (Cyprus University of Technology, RUDN University, Marie Skłodowska-Curie fellow scheme) and many awards and scholarships (e.g., UNIC's Research Recognition Award, PhD scholarship by the Cyprus State Scholarship Foundation).

Dr Aretousa GIANNAKOU is a lecturer in the Department of Languages and Literature of the University of Nicosia. She holds a PhD in linguistics from the University of Cambridge, an MPhil in Research in Second Language Education from the University of Cambridge, a MA in Hispanic American Literature from the University of Chile, a BA in Spanish Language and Philology from the University of Athens and a BA in Primary Education from the University of Athens. She joined the University of Nicosia as a full-time faculty member in September 2019, having also taught Spanish and Portuguese linguistics at the University of Cambridge and Modern Greek at the University of Chile. She has extensive experience in teaching Greek as a second/foreign language in Chile, seconded by the Greek Ministry of Education for 6 years, and in the UK. She has also worked as a teacher in Greek state education. Her research interests include comparative syntax, bilingualism, second language acquisition, the syntax-discourse/pragmatics interface, language attrition, heritage languages and their speakers, as well as educational issues related to all the above. Her work has been presented at international conferences worldwide, such as in Cambridge, London, Colchester, Washington D.C., Utrecht, Leiden, Toulouse, Rethimno, Ghent and Holguín.

Professor Polina MACKAY is Professor of Anglophone Literature and Head of the Department of Languages and Literature. She holds a PhD in Anglophone Literature from the University of London, an MA in Anglophone Literature from the University of Warwick and a BA in English Language and Literature from the University of Cyprus. She has been working at the University of Nicosia since 2008, and has taken an active role in academic leadership positions, including as Programme Coordinator. In these roles she led the effort to develop programmes in foreign language teaching. Her current research focuses on gender in modern and contemporary literature with publications appearing in such journals as *Comparative American Studies* (Taylor & Francis) and *Comparative Literature and Culture* (Purdue UP) and in books published by leading publishers, including Cambridge UP, Palgrave and Routledge. Her teaching interests include literature in teaching, teaching literature and

intercultural education in the foreign language classroom.

Professor Maria ECONOMIDOU-KOGETSIDIS is a Professor of English and Applied Linguistics at the University of Nicosia and the Coordinator of the MA TESOL Program. She holds a PhD in Cross-cultural Pragmatics from the University of Nottingham, an MA in TESOL and Applied Linguistics from the University of Leicester and a BA in Humanities from the University of Luton (Bedfordshire). She has been working at the University of Nicosia since 2002 and she is also currently a certified IELTS and IGCSE examiner for the British Council. Her research areas are interlanguage and intercultural pragmatics, cross-cultural communication, sociopragmatics, pragmalinguistics, email requests and politeness. Her publications have appeared in a number of peer-reviewed journals such as the Journal of Pragmatics, Intercultural Pragmatics, ELT Journal, Journal of Politeness Research and Multilingua. She is a co-editor of the John Benjamins edited volume 'Interlanguage Request Modification' published in 2012. Her current research focuses on the pragmatic performance and development of Greek and Greek Cypriot learners of English, on interlanguage request modification, e-requests and e-politeness. She is a reviewer for the Journal of Pragmatics, the Journal of Intercultural Pragmatics, TESOL Quarterly, the British Journal of Educational Research and the Australian Journal of Linguistics among others. She is also an Editorial Board Member of the Intercultural Communication Education Journal.

Dr Katherine FINCHAM is a Lecturer at the University of Nicosia. Katherine has a BSc in Political Science and Communication from the University of Southern California, Los Angeles, USA, and an MSc in Teaching English as a Second Language from the School of Education at the University of Southern California, Los Angeles, USA. She has worked as an ESL practitioner for over twenty-five years and has taught in the USA, Canada and Cyprus. She has worked extensively in the development and implementation of the English language courses and programme at the University of Nicosia. In 2012 she completed her EdD with the University of Edinburgh, Scotland, by exploring the role of language and identity issues for bilingual children in state elementary schools in Cyprus. She is currently Lecturer at the University of Nicosia and her research interests include bilingualism/multilingualism, bilingual and multilingual education, language and identity, translanguage, participatory research, immigrant rights, linguistic rights and social justice in education.

Dr Antroula PAPAKYRIAKOU is Assistant Professor in the Department of Languages and Literature and also the Director of the Centre of Modern Languages. She holds an MA in German Language and Literature and a PhD in General Linguistics from the Humboldt University (Berlin, Germany). She has served as a member of the Senate of the University of Nicosia (2008 – April 2014), the Senate of Intercollege (02.2003-02. 2006) and the Senate of the Humboldt-University/Berlin (1990-1992). She acted as a Coordinator (team from Cyprus) of the European project European Curricula in New Technologies and Language Teaching (Socrates programme, Comenius 2.1) and participated also in the European project Language Network for Quality Assurance. In the past, Dr Papakyriakou was a lecturer at the Department of English and General Linguistics of Technische Universität Berlin and she also worked at the Centre for General Linguistics, Typology and Universals. Her research interests include the Syntax-Semantics interface, Content and Language Integrated Learning, Multilingualism Didactics and the use of technology in language teaching.

Dr Christine SAVVIDOU is Associate Professor at the University of Nicosia and PhD TESOL programme coordinator. She holds an EdD in Teacher Education from the University of Nottingham (UK), an MEd in English Language Teaching from the University of Manchester (UK), a PGCE in Primary Education and BSc in Sociology and Social Administration from the University of Loughborough. For over two decades, she has gained extensive experience in teaching and examining English as a Foreign Language as she has worked in all sectors of education in the UK and Cyprus since 1988. Her doctoral studies looked at professional development in language teaching and her current research interests

and publications are in the fields of teacher education and professional development in TESOL and narrative research methods. She currently teaches courses in language teaching methodology and language teacher education on the MA in TESOL. Her publications have appeared in the *Journal of Teacher Development*, *Intercultural Education*, *Teachers and Teaching: Theory and Practice*, *Intercultural Education*, *The Internet TESL Journal*, and *Technology, pedagogy and education*. She has been working at the University of Nicosia since 2001.

7. Admission Process

Applications for admission to the PhD programme will be considered only from candidates that fulfill the minimum entrance criteria as described below:

- 1) **Accredited Bachelor's degree**
- 2) **Accredited Master's degree** in TESOL, or Applied Linguistics, or English Language/ Linguistics
- 3) **Teaching experience:** at least one year
- 4) **English language proficiency:** Applicants should provide evidence of English language proficiency equivalent to B2-C1 level, as a minimum. The following table is indicative:

Exam	Level
IELTS	7.0 with at least 6.5 in each of the skills.
Cambridge Certificate of Advanced English (CAE) or Certificate of Proficiency in English (CPE)	Overall score of 176 or above, with 176 in writing and no sub-section below 169 OR- Grade C if taken before January 2015,
Pearson Test of English (Academic)	67 with a minimum of 60 in each of the four skills
TOEFL	580 (paper-based test) Or 237 (computer-based test) with a score of not less than 4 in TWE Or TOEFL internet-based test score of 92 or more, with not less than 22 Writing, Listening 21, Reading 22 and Speaking 23,

5) **Application form:** Applicants must submit an application form for admission and enrolment to the programme. The application form requests general information about the applicant, their qualifications, relevant experience etc.

6) **Initial Research Proposal: Proposal:** An initial proposal (2.000-2.500 words, excluding references) outlining the research topic, aims and objectives, research questions and proposed research methodology as follows:

- Title
- Literature review (brief)
- Identifications of gaps in existing literature and rationale for proposed research
- Aims and objectives
- Research hypotheses
- Research methodology
- Ethical Considerations (if applicable)
- Time plan for completion
- References

7) **Statement of Purpose:** Applicants are required to submit a comprehensive outline highlighting their academic and individual competencies and state why they believe they are suitable for admission to

the Programme, as well as their reflections regarding the expectations and value of the Programme for their personal advancement and career development.

8) **Letters of Recommendation:** Applicants must obtain two recommendation letters from individuals who have known the applicant in an educational and/or professional environment. At least one of the recommendation letters must be from an academic institution where the applicant has studied previously.

9) **Previous theses/dissertations** and any published work of academic relevance (if any).

10) **Individual Interviews:** The Department Doctoral Programme Committee may decide whether to hold an individual interview of the applicant prior to deciding. The Department Doctoral Programme Committee, having examined the applicant's suitability against the entry criteria, having reviewed the application and interviewed the applicant, will determine his or her suitability and the appropriateness of their initial proposal.

Final Evaluation: The Departmental Postgraduate Programmes Committee will exercise its judgment, taking into account the overall quality, merit and feasibility of the research proposal, the quality of the prior research work of the candidate and the candidate's academic and other relevant qualifications as included in the curriculum vitae and the applicant's performance during the individual interview.

Admission to the PhD TESOL programme is based on a structured two stage process of (1) written application and (2) interview implemented. If all criteria are met in the written application, the interview is used to confirm the student's suitability and eligibility for admission to the programme. If applicants meet all criteria the Departmental Postgraduate Programmes Committee will exercise its judgment, taking into account the overall quality, merit and feasibility of the research proposal, the quality of any prior research work of the candidate and the candidate's academic and other relevant qualifications as included in the curriculum vitae and the applicant's performance during the individual interview. Final decisions for admission are based on the applicant's eligibility, research fit and availability of faculty to supervise.

8. Programme Structure

The Programme consists of 180 ECTS which are distributed to semesters as follows:

Course Type	Course code	Course Title	Teaching hours	Credits
Year 1 - SEMESTER 1				
Taught	PhD-700*	Research Methods	36 hrs	15
Research Proposal (contd. to semester 2)	PhD-710	Research Proposal	N/A	15
Year 1 - SEMESTER 2				
PhD Thesis	PhDF-100	PhD Thesis	N/A	30
Year 2 - SEMESTER 3				
PhD Thesis	PhDF-100	PhD Thesis	N/A	30
Year 2 - SEMESTER 4				
PhD Thesis	PhDS-100	PhD Thesis	N/A	30
Year 3 - SEMESTER 5				
PhD Thesis	PhDF-100	PhD Thesis	N/A	30
Year 3 - SEMESTER 6				
PhD Thesis	PhDS-100	PhD Thesis	N/A	30
			Total: 180 ECTS	

*Teaching hours for PhD-700 will be arranged taking into account the needs of students. For the duration of the course, students also have access to online materials (online videos, lectures, readings).

9. Detailed description of stages

SEMESTER
Semester 1
Research Methods [PhD-700]
Research Proposal I [PhD-710]
Semester 2
Final Research Proposal [PhD-710 contd.]
Literature Review and Methodology I
Annual Progress Review 1
Semester 3
Literature Review and Methodology II
Data Collection and Analysis (Stage I – Pilot Study)
Semester 4
Data Collection and Analysis I (Stage II – Main Study)
Comprehensive written exam*

Annual Progress Review 2
Semester 5
Write-up I
Semester 6
Write-up II and Submission of Thesis / Public Lecture/ Viva (Oral Defense)

***Comprehensive written exam.**

According to the general guidelines of the PhD TESOL programme, the doctoral student must pass the comprehensive exam between the fourth and fifth semesters of the programme. In case of failure, the doctoral student must retake the comprehensive exam, at the latest before the end of the sixth semester. In case of a second failure, progress will be reevaluated at the annual progress review. The type, the organization and the evaluation process of the comprehensive exam are regulated by the Departmental Postgraduate Programmes Committee of the Department of Languages and Literature.

The comprehensive written exam may be in the form of short research papers that the doctoral student undertakes at home determined by the members of the three-member Committee and the questions that they address to the candidate. More precisely, the comprehensive exam can take place as follows: Each member of the three-member Committee proposes two questions. The main Research Supervisor gathers them together and sends them to the doctoral student, who has two weeks to choose to answer 3 of the 6 questions (approximately 3000 words for each answer) before the end of the examination period.

10. Academic Standing

In order to be officially registered, students are required to submit for approval within 12 months from the time of registration to the Department Postgraduate Committee, a Final Research Proposal (8000 words), which should include the following:

- Title
- Literature review (brief)
- Identifications of gaps in existing literature and rationale for proposed research
- Aim and objectives
- Research hypotheses
- Research methodology, data collection and analysis methods
- Ethical Considerations
- Expected output
- Time plan for completion
- References

11. The Thesis

At the end of their studies, in order to be awarded the PhD degree, students are required to write a Thesis (80,000 words maximum) that presents in a coherent and academically appropriate manner the research project conducted, the findings and implications arising from the study.

There is no requirement to adopt a particular structure to the Thesis, but there are expectations with respect to the content of the Thesis (A suggested thesis template is found in the appendices). The Thesis must follow the style of the American Psychological Association publication guidelines. A typical Thesis

structure is as follows:

Thesis - Content and Description

Title

The Title should be clear, concise and must communicate to the reader the essence and focus of your project. It is advisable to formulate a working title at an early stage as it usually helps to focus the work.

Abstract

The Abstract is a concise statement of what you did and what you found as a result of your research project – it gives the essential points that emerge from your research, such as the rationale for the study your method, the key findings, and a conclusion that relates to the rationale. Although it appears at the beginning of your thesis, it is usually written last.

Chapter 1: Introduction

Chapter 1 serves as a starting point to the thesis and is an introduction to the topic for your readers. It should provide a clear rationale for the study and the context of the work and should also state the “research problem” in practical and theoretical terms. The chapter should end with a discussion of identified gaps in the literature and a presentation of the research questions and hypotheses.

Chapter 2: Literature Review

Chapter 2 should define the main terms of the study, present a concise and critical review of relevant literature and synthesize existing work in the field, whilst drawing out conceptual and methodological issues.

Chapter 3: Methodology

The Methodology chapter presents and justifies the methodology chosen for the empirical part of the study. It is expected that the following sections will be included:

- a. Design
- b. Participants
- c. Materials
- d. Procedure
- e. Ethical considerations
- f. Methods to be used to collect and analyse the data

Chapter 4: Data Analysis and Results

This chapter describes the conceptualisation, design and execution of the Study, and presents the main findings. A discussion of how the design of the Study was informed by the Pilot Study (e.g. changes in methodology or data analysis methods) is expected at the beginning of the chapter.

Chapter 5: Discussion

This chapter should start by interpreting your research findings in terms of the research problem and research questions. A discussion of the various findings in relation to the theoretical issues and literature outlined in the Literature Review should follow.

Chapter 6: Conclusion

This is the final chapter, in which the contribution of the work should be summarised, and appropriate conclusions should be drawn. These may include implications for future research and practice, limitations of the project and suggestions for improvements if the study was to be repeated.

References

This section should include an exhaustive and accurate list of the literature mentioned in the thesis. It should be presented in ascending alphabetical order and using the APA style referencing system.

Appendices

The Appendices should include any useful information for the reader, which is redundant to the main text of the thesis, such as the Informed Consent Form and the Instruments that used to collect data (e.g. questionnaires, interview schedules, observation schedules). It is important to refer to any Appendices in the main text of the Thesis report so that the reader can consult them if necessary.

12. Library facilities

Please ask your supervisor to arrange a seminar with the reference librarian in your first semester.

a. Off-campus access

Distance learning students have access to Distance Library Services which are available to off-campus University of Nicosia students. The University Library Information Gateway (www.library.unic.ac.cy) gives access to local, national and international sources including the online catalogue (UniCAT), the on-line databases, E-books, Journals and the Interlibrary Loan Services.

The system enables students to search out the 95,000 books of the library collection, to reserve material, to view outstanding loans and renew books accordingly, through online access. In addition to the main collection, the library has a reserve collection (for short loan) and a reference collection. Access is given to a wide range of networked electronic sources relevant to the subject area of study including on-line databases.

Through the installation of the MetaLib portal (an Ex-Libris Product), students have local and remote access to all the resources. MetaLib enables users to search databases and e-journals at the same time or do a search of our catalog. Through a subject search, results in abstracts or full-text from different sources and publishers, are displayed simultaneously on a single screen, making access easier and faster. At the same time through the "A-Z" function of SFX, users can search alphabetically in the electronic resources for specific journal titles.

b. Print collections

Most of the required reading for the proposed doctoral programme is available in print. Those titles that are currently not available will be ordered and made available before the start of the programme.

The library currently holds a large number of language-related books. A key word subject search shows the following resources: "Language" (3509 books); "English language" (1375 books); "teaching" +

“language” (664 books), “teacher education” (170), “language acquisition” (146 books), “teaching English” (385 books), “second language” (91 books), “second language acquisition” (73 books), “first language” (71 books).

c. Journals and on-line access

There are 55 subject-related journals in print and a great number of these are supported with additional online access. Some of the most relevant journal titles are the following:

Title	Online	Print
IRAL: International Review of Applied Linguistics	EBSCO 1990- ProQuest 1997-	2003-2010
ELT Journal	EBSCO 2001- ProQuest 2001-09	2003-2011
English Language and Linguistics	ProQuest 2001-	2004-2010
Language Teaching Research	ProQuest 1998-	2008-2010
Language and Cognitive Processes		2002-2011
English Teaching Professional		2004-2010
Language and Education		2005-2011
Language Teaching	ProQuest 2002-	2004-2010
Studies in Second Language Acquisition	ProQuest 2001-	2004-2010
Journal of Child Language	ProQuest 2001-	1999-2010
Teachers and Teaching: Theory and Practice :the journal of the International Study Association on Teacher Thinking		2004-2011
The Curriculum Journal	EBSCO 1998-	2004-2010
Teaching Education		2004-2011
Journal of Research in Childhood Education: JRCE	ProQuest 1997-2009	1998-2010
Journal of Pragmatics	Elsevier Backfiles 1977-1994 Elsevier Freedom collection 1995-	2003-2010
Journal of Child Language	ProQuest 2001-	1999-2010
Journal of Curriculum Studies	EBSCO 1997-	1997-2011
Multilingua		2004-2010
Journal of Language and Social Psychology		2004-2010
Language & Communication	Elsevier Backfiles 1981-1994 Elsevier Freedom Collection 1995-	2004-2010
Journal of Multilingual and Multicultural Development		2004-2011
English Teaching Forum	Changed to Forum Free E-journals 1993-	2003-2011
Journal of in-service Education	EBSCO 2006-2008	
International journal of Social Research Methodology: Theory & Practice	EBSCO 1999-	2005-2009
International journal of Cultural Studies		2002-2010

d. Frequently asked questions

- *How do I access the library catalog from home?*

Go on our web page www.library.unic.ac.cy. You can search for material in the search box or click in the Catalog button for print books. Print journals available in our library and at our other two campus libraries.

The library catalogue as well as all [Databases](#), [eJournals](#) and [eBooks](#) can be accessed from anywhere on campus as well as from your office or home (click on [Off-Campus Access](#) for more details on how to get connected).

In the case where you find materials available in another campus library, you can call the Circulation Desk and ask to have them placed on hold for two days before you can pick them up. After the two days, they will be put back on the shelves, if not requested by you.

- *How do I borrow?*

You can check out the items you need to borrow at the Circulation Desk using your student ID card or your Library Membership card ([Join the Library](#)). The date of return is stamped at the back of the book. It is your responsibility to remember the dates for materials to be returned/ renewed and avoid the fine.

- *How many items can I borrow?*

PhD students can borrow up to 15 books at any one time.

- *How do I return my loans?*

You can return your loans to the Circulation Desk, [before or on the date](#) indicated at the back of the book otherwise a fine will be issued.

- *How do I renew my items?*

You can keep your books longer if you renew them. You can do this either at the (1) Circulation Desk or (2) Online:

(1) For renewal at the Circulation Desk, present the [books](#) to be renewed and your [student ID card/Library Membership card](#).

(2) For online renewal follow instructions below:

- Open UniCAT catalog
- Click on My Account (top centre of the page)
- Enter your student ID number in [both](#) User ID [and](#) Verification fields to Log on
- Click on the underlined number next to the word Loans
- Click on the underlined number on the left hand side of the book details (Author, Description) to renew each book individually
- Click on Renew.
- Follow the same process until you RENEW all of your books
- Check if each book has been renewed. There should be a new Due Date for returning or renewing each item.

If you cannot complete the above process avoid the fines by contacting us at (+357) 22842100.

- *How do I search for journal articles?*

Click on [eJournals](#) and go to Journals Collection to find general information on on-line journals. You can, also, search for journals in databases by clicking on [Databases](#).

- *How do I access the Library's electronic resources?*

To access the Library's e-resources from off-campus, you must be currently enrolled as students of the University and to have received your student ID number beginning with U... (e.g. U012N9564). Upon acceptance and registration with the University, the Library is informed to create an account for you. Once your Library account is activated, you will receive an email to inform you that you can connect with the University's proxy server and gain full access to the Library electronic resources.

- *What is RefWorks?*

RefWorks is a web-based bibliographic management tool (citation manager) that allows you to create a database of citations or references to resources (books, journal articles, web sites, etc.). It facilitates the insertion of citations within a research paper as in-text references, footnotes, or endnotes, and the creation of a formatted bibliography using a citation style of choice. All major citation styles are supported (e.g., APA, MLA, Chicago, etc.).

To use RefWorks you must first sign up for an individual account. To be able to create a new account you should be connected with the university's proxy server as described at <https://courses.unic.ac.cy/mod/page/view.php?id=18013>

For Instructions on how to use Refworks see <https://www.youtube.com/user/ProQuestRefWorks>

- *How do I contact the Library?*

The Library Distance Learning Service provides ongoing support for the use of electronic resources:

- via email: libdistance@unic.ac.cy
- by telephone: +357 22842102 & +30 698 347 8547
- Operating Hours: Monday – Friday, 11:30 – 17:30.

For queries regarding access problems, please make sure you provide us with your off-campus **Username & Password** and a **print screen** of a particular error message, view or item showing the problem as it appears on screen.

e. Other Learning Facilities

The University of Nicosia IT infrastructure provides high-speed connection to appropriate services and Internet through a number of high performance local area networks (LAN) using 1 GB hybrid backbone built on copper and fiber optics technology.

The computer facilities of the University cater to the needs of undergraduate and postgraduate students. The Computer Center is equipped with the hardware needed to support teaching and research in areas of expertise within the University.

The University has built comprehensive e-Learning infrastructure for development and delivery of a high quality e-content. The infrastructure consists of Moodle (Modular Object Oriented Distance Learning Environment) and LAMS (Learning Activity Management Systems) for content delivery,

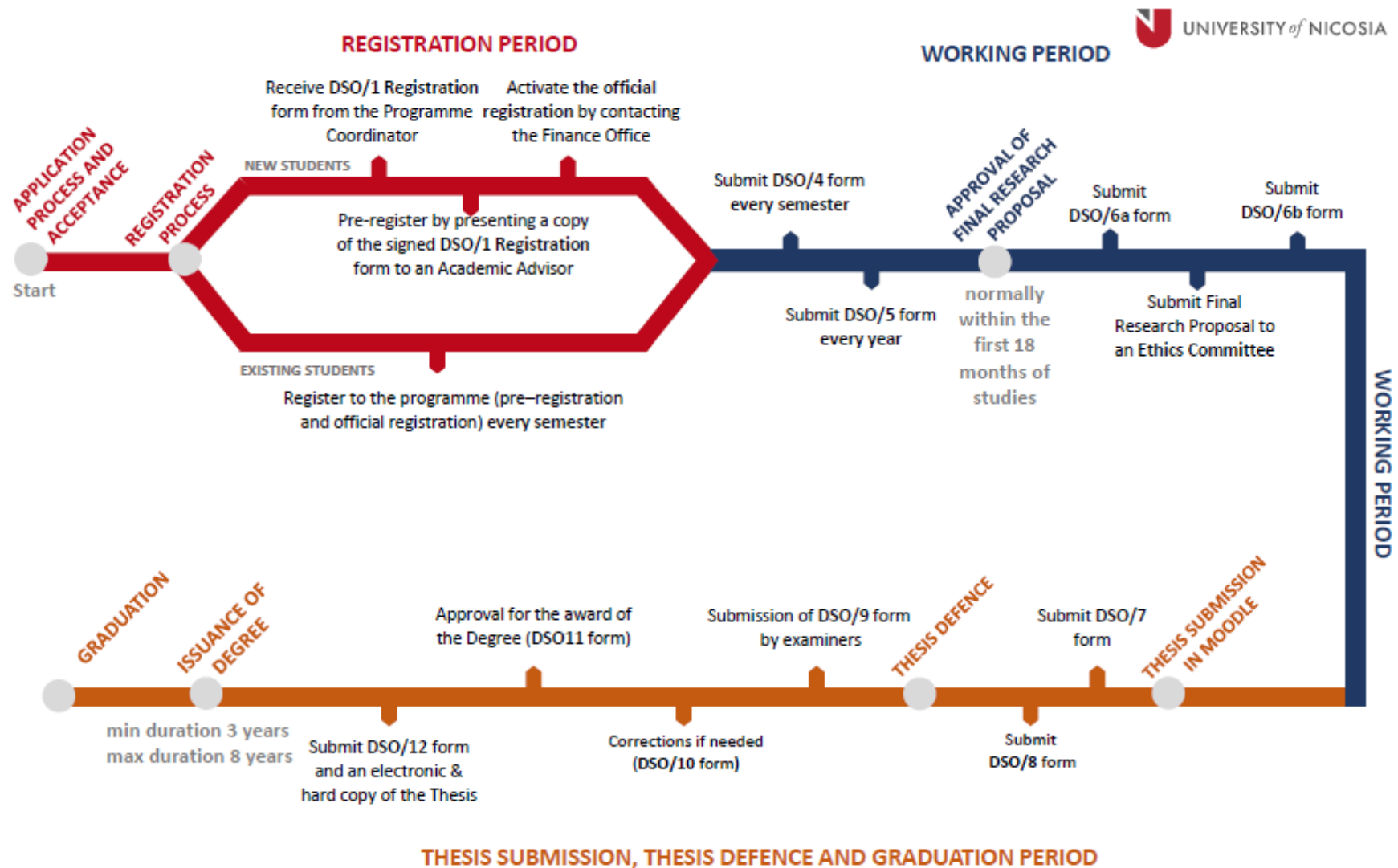
content and streaming media servers as well as proper development tools (Articulate, Camtasia Studio and others).

13. Recommended initial reading

The bibliography below is recommended for doctoral students who have just entered the programme. These publications lay out the roles and expectations of PhD students and offer initial guidelines.

- Adams Ron (2013) Demystify your Thesis. Victoria University document
- Lynch, T. (2014). Writing up your PHD (qualitative research). English Language Teaching Centre, University of Edinburgh.
- Petre, M. (2010). The unwritten rules of PhD research. McGraw-Hill Education (UK).
- Phillips, E., & Pugh, D. (2010). How to get a PhD: A handbook for students and their supervisors. McGraw-Hill Education (UK).

14. Flow chart: a snapshot of the PhD student's research journey



15. Managing your Thesis

- *Research Plan*

Supervisors will assist their students to plan their research studies, including helping students to define their research topic, to identify schemes and specific tasks, to identify the relevant research literature, data bases and other relevant sources, and to be aware of the standards in the discipline. The supervisor and student should design a programme of research in which (subject to research progress) the student aims to have written up all or much of the thesis by the end of his/her period of registered study (ie normally three years for a full-time doctoral student). For full-time doctoral students, aiming for this deadline will facilitate the completion of the entire doctoral examination process within four years.

Supervisors should have a reasonable knowledge and understanding of the University's regulations governing research study and the University, Faculty and departmental procedures governing research study and supervision. They are required to advise their research students on these regulations and procedures or, if they feel a question is outside their knowledge, to direct their students to other sources

- *Self-management*

The doctoral degree is a long individual, journey in which you have to exercise your own initiative and demonstrate both self-reliance and independent working. It will be your own responsibility to drive forward the progress of your work and to organise, plan and manage the various activities that will be involved.

We strongly recommend that you spend time at the outset of your Thesis, and specifically when preparing your proposal, that you consider your own time management, use of resources and support systems that you will require in order to successfully manage and complete the doctoral Thesis. It is your responsibility to set a realistic time schedule at the time of writing your proposal and then to monitor and maintain progress against your intended schedule. You must set your own deadlines and then adhere to agreed dates for the delivery of work to your supervisor.

16. The student-supervisory relationship – roles and responsibilities

- Allocation of the supervisory team

The Supervisory Team is a three-member committee appointed by the Department Postgraduate Programmes Committee (DPPC). The DPPC, in consultation with the student, first appoints the student's Main Supervisor, hereafter referred to as the Main Supervisor, and then the other two supervisors following the recommendation of the Main Supervisor. The committee is chaired by the Main Supervisor. The Main Supervisor and at least one other member of the committee are usually faculty members of the Department or School. The other member of the committee may be a faculty member from another Department or another University/Research Institute. (Appendix - Code of practice and Regulations for Doctoral Programmes, point 4, page 6)

- Roles of the supervisors:

- To provide you with support, advice and encouragement regarding the process of preparing and completing your doctoral Thesis.
- To give you regular advice and direction in terms of the academic content of your Thesis in relation to your subject discipline.
- To be responsible for maintaining the University's academic standards.
- To be willing and able to answer student's academic queries.
- To respond to students' email enquiries in a timely manner.

- To provide constructive written feedback in a timely fashion. The supervisor should request written work as appropriate, and read and provide constructive criticism on it within a reasonable time.
 - To be tolerant of opinions which differ from his or her own.
- Developing a relationship with your main supervisor

You should make contact as quickly as possible with your supervisor and agree with him or her how you wish to work together. Your supervisor will indicate to you a preferred means of communication that may include telephone, email or face-to-face meeting depending on location, time availability, type of programme and personal commitments. It is important that at the start of the relationship clear expectations are set by both parties regarding contact times and ways of working.

Due to the varying work schedules of faculty, each supervisor will have a slightly different preferred way of working particularly with regard to being contacted, giving feedback and reviewing drafts of work. Talk to your supervisor at the start and reach a mutual working agreement. It is important that you are aware that it is your responsibility to keep in contact with your supervisor. Following, table 1 provides you with a summary of the expected responsibilities for both the student and supervisor through the Thesis process

Table 1: Student and supervisor responsibilities

	AT THE START	THROUGHOUT	AT THE END
STUDENT RESPONSIBILITIES	<ul style="list-style-type: none"> • Identify topic area • Identify research problem and questions • Clarify your objectives • Think about research methodology and methods • Read appropriate literature • Speak to relevant people with experience of your topic • Prepare and submit a proposal that meets the University's accepted format and standards • Apply for ethical clearance • Recognise the importance of the research and drive the plan forward 	<ul style="list-style-type: none"> • Meet regularly & set goals at each meeting • Keep in touch with your supervisor and take advice • Produce written work prior to meetings, as a basis for discussion • Refine the literature review and finalize the methodology • Develop outline and objectives for each chapter • Carry out the research plan accepting possible adjustments • Collect data, analysis and interpret. • Identify deviations from the plan/difficulties • Begin writing from the beginning and revise chapters as you proceed 	<ul style="list-style-type: none"> • Formulate conclusions and specify areas for further research. • Send drafts as the work nears completion • Submit final draft and be prepared to re-write/edit as necessary. • Prepare for the viva and final presentation
SUPERVISOR RESPONSIBILITIES	<ul style="list-style-type: none"> • Give constructive feedback on proposal submission(s) • Help the student to identify and understand the appropriate literature • Provide guidance on reading • Ensure the student is clear about the focus of the work and clarify objectives • Agree research methods, structure, and time schedule • Assist with Research Project design and research questions. • Ask questions and give advice on implementation of your proposal 	<ul style="list-style-type: none"> • Question and give advice • Respond to questions relating to your work and give written or verbal feedback • Comment on implementation of your research method and overall progress. • Comments on drafts and provides written feedback. 	<ul style="list-style-type: none"> • Be supportive and willing to provide advice and encouragement • Advise on readiness for submission and guide on submission process • Provide guidance and give mock exam in preparation for Viva examination

17. Supervisory meetings

Supervisors should expect to meet their PhD students sufficiently often to ensure progress is being achieved. An explicit agreement concerning the frequency and duration of supervisory meetings should be made at the beginning of each academic year.

The frequency that students and supervisors meet depends on the needs of individual students, and also varies according to stage of research. However, it is recommended that supervisory meetings should take place once or twice a month, as a minimum requirement.

A record of dates of meetings, decisions taken and work submitted (this will include the date of submission and the date of response) will be kept by the Main Supervisor, the PhD Programme Coordinator and the Office of the Vice Rector for Faculty & Research (Forms: DSO/4, DSO/5, and DSO/7). These records need to be considered and discussed during the Annual Progress Meeting of the doctoral student. It is also recommended that students should keep their own records.

Supervisory meetings may be held with any member of the Supervisory Team, as long as the Main Supervisor is informed of such meetings at all times.

18. Developing as an academic

It is argued (Kiley, 2009) that becoming an academic is a 'rite of passage' throughout PhD students' education. It involves more than the final submission of the thesis and the viva. Supervisors will encourage you to attend research lectures by visiting professors, attend and presenting at conferences, participate in formal and informal departmental groups and committees, participate in skills seminars and workshops and write for publication. There is an expectation that students, accompanied by structured support, publish throughout their studentships so as to ensure that they have a progressive engagement with their disciplinary community.

Postgraduate students are encouraged to seek out opportunities to develop as an academic. The PhD TESOL programme offers opportunities to participate in pedagogical **workshops, research skills training and seminars, conference participation, research colloquia, postgraduate mobility exchanges, amongst others**. Students are also strongly encouraged to participate in the PhD TESOL student research group which meets monthly to present work-in-progress and discuss research related issues with peers. The programme coordinator informs students of opportunities as they arise.

19. Integrity in Research

Researchers at the University are expected to be morally responsible for research processes (choice of topics, methods of enquiry and the integrity of the research) but also for the research outputs. As such, they should adopt and respect the relevant codes of ethical standards that regulate their scientific research. (Code of Practice 1.14 https://unic.ac.cy/wp-content/uploads/unic_institutional_values_code_of_practice_booklet_2_003.pdf)

The University of Nicosia utilizes an internet-based plagiarism detection software in order to prevent plagiarism, investigate authorship and provide feedback.

The University of Nicosia expects researchers to conduct research to the highest ethical standards following the ethical guidelines from relevant professional associations (e.g. British Educational Research Association https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf or British Association for Applied Linguistics https://baalweb.files.wordpress.com/2017/08/goodpractice_full.pdf

Before progressing to data collection stage, students are expected to seek ethical approval from their national or institutional bodies in the context in which the research will be conducted. Students intending to conduct research in Cyprus can apply to the Cyprus National Bioethics Committee (CNBC) http://www.bioethics.gov.cy/moh/cnbc/cnbc.nsf/index_en/index_en?OpenDocument

In cases where application to the CNBC is not appropriate, the UNIC Research Ethics Committee (UREC) will review applications for ethical approval. Supervisors will advise students of the procedures.

20. Funding

For information on research funding for PhD students including scholarships, conference funding, faculty tuition assistance, student teaching assistantships, please contact the programme coordinator.

21. Student Teaching Assistantships (STA)

The university is committed to an equitable, supportive, and professional environment for doctoral education. Apart from the development of doctoral students as researchers, the university also supports their development as educators. All doctoral students are invited to participate in the STA scheme and to attend to preparatory faculty development seminars and training sessions. STA helps students develop academic rigor and creativity, independent judgment, intellectual honesty, and the ability to communicate their knowledge.

This policy is designed to promote effective communication of expectations between doctoral students on assistantships, the faculty members involved and the University.

In order to qualify for a Student Teaching Assistantship (STA), students registered on a PhD programme should satisfy the following criteria:

1. Must be in good academic standing
2. Must have demonstrated oral and written proficiency in the language of instruction
3. Must have demonstrated competency in the subject to be taught
4. Must have completed training sessions on pedagogy

STAs should be given very clear instructions about their teaching responsibilities and any training requirements. Responsibilities may include the following or a combination of the following activities:

- Assist with preparing and administering course material, assignments, and examinations
- Assist with grading course assignments and examinations
- Prepare and conduct tutorials
- Lead discussions and/or laboratory sections
- Assist in teaching a session of a course
- Coordinate work of students when needed

The assignment will be made in consultation with the individual student, and upon the recommendation of the faculty member and the relevant Head of the Department to the Vice Rector for Faculty and Research. The relevant form (DSO/STA) must be completed and submitted for approval no less than two months in advance of the academic semester.

Upon assignment, the relevant Head of Department in consultation with the faculty member involved, must provide STAs with appointment letters indicating:

- the type and length of the teaching assignment. These assignments are normally no more than 3 hours per week
- the responsibilities expected of the assignment

- the training requirements
- the supervision and evaluation procedures
- the non-employment/non-contractual status of the assignment

The faculty member is responsible at the end of every semester to provide a letter of formative evaluation to the assigned STA. In cases where the STA's performance is judged unsatisfactory, the assistantship may be terminated upon the recommendation by the faculty member and the relevant Head of the Department to the Vice Rector for Faculty and Research.

The STA Policy is offered to the doctoral students as an opportunity for practicum experience and it is not considered as an employment by the university. Even though there are no financial remuneration associated with STAs, a scholarship, on the STA's doctoral fees will be granted in return for their services. Students who are eligible for more than one type of Financial Aid will be awarded the scholarship or grant with the highest percentage or amount. The policy may vary across schools.

22. Counselling services and student support

The University of Nicosia is committed to supporting the mental health and wellbeing of all students. Students are always at the centre of attention and the University facilitates a student-centred learning environment that promotes active self-learning and imparts life-long learning skills and competences to students. In addition to the support students receive from the faculty and their respective academic department they also receive individual support through various services and departments. These include among others the Centre for Research and Counselling Services (ΚΕΣΥ Κέντρο Έρευνας και Συμβουλευτικών Υπηρεσιών), the Student Affairs Department, Academic Advising and Support Departments etc.

Centre for Research and Counselling Services (KESY)

The Counselling services offered by KESY are available to all the students. The main aim is to provide individualised psychological support to students that face a series of personal challenges including:

- Academic or learning disabilities,
- Time management issues
- Problems or challenges in their interpersonal relationships
- Adjustment problems
- Family issues
- Stress and Anxiety
- Temper and emotional control
- Problems with their eating habits
- Experience loss or bereavement
- Experience mood problems, melancholy or depression
- Suffer low esteem
- Experienced or experience physical, sexual or psychological abuse or psychosomatic problems

Free counselling services are offered either in individual or group sessions. In both cases the students are encouraged to discuss and explore the challenges they face and learn skills on how to handle them. All services are offered in strict confidence although where appropriate / needed, with the consent of the student, the corresponding academic department and faculty members are informed and are advised on the appropriate way to handle each individual case.

More information about the services can be found at KESY (Centre for Therapy, Training and Research) <https://www.unic.ac.cy/centres/academically-affiliated-institutions/centre-for-therapy-training-and-research-kesy/>

In addition to the main centre, there is also an on-campus office located in the **Humanities Building, Room 201B**

Working Hours:

- Wednesday: 08:30-13:00, 14:00-17:30
- Thursday: 14:00-17:30
- Friday: 08:30-13:00

For more information call:

On-Campus office: 22842273, 22842209

KESY (main): 22795100

23. Useful Contact Details

Admissions

46 Makedonitissas Avenue, CY-2417

P.O. Box 24005, CY-1700

Nicosia, Cyprus

Phone: +357 22 841 528

Email: admissions@unic.ac.cy

Technical Issues

For technical issues, such as accessing learning platforms, use of technology and other tools used in during your studies, you may contact:

Online Learning Support Unit

Email address: olsu@unic.ac.cy

Telephone: t. +35722367000 | t. +302103001845

University Library

Sunday: During midterm and exam period

Monday: 08:00-20:00

Tuesday: 08:00-20:00

Wednesday: 08:00-20:00

Thursday: 08:00-20:00

Friday: 08:00-20:00

Saturday: 09:00-17:00

Phone (+357) 22 842100

Email libithelp@unic.ac.cy

Address: 46 Makedonitissas Avenue, 2417, Nicosia, Cyprus

UNIVERSITY OF NICOSIA

The Full Title of the Thesis

The Full Name of the Author

PhD (Doctor of Philosophy) in TESOL

Month /Year

Name Surname

NICOSIA
PhD
YEAR



UNIVERSITY *of* NICOSIA

The Full Title of the Thesis

The Full Name of the Author

A thesis submitted to the University of Nicosia
in accordance with the requirements of the degree of
PhD (Doctor of Philosophy) in TESOL
Department of Languages and Literature (*optional*)
School of Humanities and Social Sciences

Month /Year

Abstract

The abstract is a summary of the whole thesis (up to 500 words). It presents all the major elements of your work in a highly condensed form. It should include the aim and purpose of your research, a brief description of the methodology, the main results/findings and outlines the implications and contribution of your study. If the thesis is written in a language other than English, then the abstract and keywords should also be translated to English, on a separate page.

Keywords: Keywords (up to 12) are important words that distinct and highlight the focus of the thesis. If the thesis is written in a language other than English, then the keywords should also be translated to English, on a separate page.

Dedication

In the dedication section, you may want to dedicate your work to people who have substantially supported you (financially, psychologically or otherwise) in completing your Thesis. This can be people like very close family members and friends.

Acknowledgements

In the acknowledgements section, you normally thank people who have somehow helped you or supported you in completing your Thesis. This can be your supervisors, colleagues, and friends.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Nicosia. This thesis has been composed solely by myself except where stated otherwise by reference or acknowledgment. It has not been previously submitted, in whole or in part, to this or any other institution for a degree, diploma or other qualifications.

Signed

Date

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The List of Appendices is a list of all the appendices that you make reference in the main text of your Thesis. These are listed here along with their caption (description) and the page number where they appear at the end of the Thesis (see the example below).

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Abbreviation Index (*examples follow*)

CSR	Corporate Social Responsibility
CR	Critical Realism
EP	Embedded Premium
IQ	Interview Question
IS	Information Systems
PJ	Procedural Justice
RO	Research Objective
RQ	Research Question
WOM	Word of Mouth

CHAPTER 1 INTRODUCTION

1.0 Introduction

Every chapter should include a short introduction which describes the content of the specific chapter.

1.1 Heading

.....
.....
.....

1.2 Heading

.....
.....
.....

1.2.1 Subheading

.....
.....
.....

1.8 Conclusion

Every chapter should include a short conclusion which describes the content of the specific chapter.

CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

Every chapter should include a short introduction which describes the content of the specific chapter.

2.1 Heading

.....
.....
.....

2.1.1 Subheading

.....
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.....

2.2 Heading

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2.2.1 Subheading

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.....

2.8 Conclusion

Every chapter should include a short conclusion which describes the content of the specific chapter.



GUIDE FOR COMPLETION OF DSO FORMS

- **DSO/1 – Registration Form:** This is the initial student registration form. It must be completed in the first semester of studies. Students should present this form to an academic advisor for registration.
- **DSO/2 – Request for Changing Supervisor(s):** This is the form to request a change in the current supervisory arrangements.
- **DSO/3 – Request for Interruption of Studies:** This is the form by which the student can request temporary interruption of his/her studies.
- **DSO/4 – Semester Student Supervision Record Sheet:** This form is used to record the student's progress and should be completed at least once every semester.
- **DSO/5 – Annual Student Progress Report:** This form is the Annual Student Progress Report and should be completed no later than the 30th of September of each calendar year. It must be submitted along with at least two Semester Student Supervision Record Sheets (DSO/4) of the previous academic year.
- **DSO/6a – Final Research Proposal Approval Form:** This is the Final Research Proposal approval form and should be submitted for approval by the student, normally within the first 18 months of his/her study.
- **DSO/6b – Ethics Committee Clearance of the Final Research Proposal:** This form concerns the approval of the Final Research Proposal, following the clearance report by the Ethics Committee.
- **DSO/7 – Thesis Completion Form:** This form is submitted by the student confirming that s/he has completed the writing up of the thesis and requesting to proceed with the defence (viva). It also includes confirmation from the Academic Advising, Library and Finance offices that the student has no pending obligations with them.
- **DSO/8 – Thesis Defence Approval:** This form is completed by the Department. The checklist serves as a verification for the completion of the steps required prior to the student's Thesis Defence (viva). The details of the Examination Committee are also provided.
- **DSO/9a – Pre-Thesis Defence Examiners' Preliminary Evaluation Report:** The preliminary evaluation report identifies areas which the examiner believes should be explored with the student during the oral examination. Through this, the examination committee is expected to report/comment in regards to the purpose of the thesis with reference to the originality and significance of the research, as well as to the impact it may have in the specific scientific field.
- **DSO/9b – Thesis Defence Examiners' Evaluation Report:** This form should be completed by the Examination Committee at the end of the viva outlining the detailed comments and requested changes (if any) that need to be addressed by the student before being awarded the degree title. The same form should be used in cases when a second viva is required.
- **DSO/10 – Confirmation of Changes Submission:** This form should be completed by the Examination Committee (after they have checked the revised Thesis) to confirm that all their recommended changes have been addressed satisfactorily by the student.
- **DSO/11 – Recommendation for Awarding the PhD Degree Title:** This form is used by the Dean of the School to recommend to the VRFR to award the student's degree title.

- **DSO/12 – Final Thesis Submission Cover Sheet:** This form is for the submission of the Final Thesis (two hard copies and one electronic version) to the Office of the Vice Rector for Faculty and Research.
- **DSO - STA (Student Teaching Assistantship) Application Form:** This is the Student Teaching Assistantship application form. The form must be completed and submitted for approval no less than two months in advance of the academic semester.
- **DSO - UREC Application Form:** This is the University Research Ethics Committee application form. It should be completed by the PhD student/researcher and submitted for examination by the University Research Ethics Committee.
- **DSO - UREC Consent form:** This is the University Research Ethics Committee consent form which is submitted along with the UREC Application Form to the University Research Ethics Committee for examination.
- **DSO - UREC Evaluation Form:** This is the University Research Ethics Committee evaluation form by which the student/researcher is notified in writing of the committee's decision.

Completing and signing the forms. To ease the process, all the forms are PDF editable. Signing DSO forms is digital by following the instructions provided below.

**UNIVERSITY OF NICOSIA
INTERNAL REGULATIONS**

CHAPTER FOUR: RESEARCH POLICIES

1-10-2021

INTERNAL REGULATIONS CHAPTER FOUR: RESEARCH POLICIES

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4.1. Research at the University

The University believes that research is vital to the provision of a stimulating learning environment in which faculty and students flourish and fulfill their potential. The University also believes that involvement in research ensures the design and delivery of the University's curriculum is both up-to-date and relevant. Research encourages the development of open and critical minds — a vital part of the University's education philosophy through which students interact with faculty and researchers who are working at the forefront of subject knowledge and professional practice and are also involved in research through student projects and case studies.

4.2. Research Collaborations

The University considers interdisciplinary and collaborative research to be of particular importance in support of its mission and its desire to attract and retain high quality faculty and developing stronger relationships with institutions (government, industry, organizations) nationally, regionally and internationally.

4.3. Research and Faculty

The University expects that Teaching Research Faculty (TRF) will be active in research, an activity monitored as part of the Faculty Performance Appraisal. The University accepts that the nature of research differs from discipline to discipline and covers a wide range of scholarly and intellectual activities. The University differentiates between (1) research and scholarship, which leads to the advancement of knowledge and involves, among others, journal articles, books and conferences, and (2) other scholarly activities, which involve keeping abreast of subject developments, curriculum development, and the writing of textbooks.

4.4. Research and Scholarship Definitions

The University adopts as the basis for its policy on research and scholarship the following definitions:

- a. Basic Research: experimental or theoretical work undertaken primarily to acquire new knowledge without any specific application initially in mind;
- b. Strategic Basic Research: work intended to generate new knowledge in an area which has not yet advanced sufficiently to enable specific applications;

c. Applied Research: work which seeks to develop existing knowledge and is directed towards specific practical objectives and research applications or towards the evaluation of policies or practices;

d. Creative Work: the invention and generation of ideas, images, performances, artifacts, design, including practice-based research, which leads to the development of new knowledge, understanding or expertise;

e. Scholarship: work intended to expand the boundaries of knowledge and understanding within and across disciplines by the analysis, synthesis and interpretation of ideas and information, making use of a rigorous and documented methodology and which results in publications.

4.5. Research Support

The University supports all types of research by:

- Actively encouraging faculty to seek funding from a range of sources, including government, commercial and industrial sources at a national and international level;
- Facilitating research funding through inter alia the support of University-affiliated research centres, inter-disciplinary research, collaborative research with other institutions and individual research projects of proven or potential quality;
- Using Sabbatical Leave and Leave Without Pay as an important element of research development and support; providing Research Time Release to faculty members who engage in research, as defined in the University's Policy and, more precisely, the Internal Regulations and Collective Agreement;
- Providing funding for attending and presenting papers in seminars and conferences, and providing access to research material such as books, journals and conference proceedings;
- Investing in Information Technology and on-line access to research databases;
- Maintaining effective and efficient procedures for the management of research projects and for monitoring the progress of research students;
- Developing systems for the support of new researchers, and for other research staff, considering the principles advocated under the European Charter for Researchers;
- Ensuring that students conducting research benefit from an appropriate programme of research training in addition to the pursuit of their individual research projects;
- Encouraging faculty and student researchers to publish their research results in peer-reviewed journals (e.g., indexed in Scopus, Web of Science), books, electronic media, conferences, exhibitions and performances;
- Encouraging research links with the various relevant research funding organizations, government bodies, the community, industry, commerce, voluntary organisations and with the professions, regionally, nationally and internationally;

- Developing and using performance indicators related to research in evaluating the implementation of this research policy and its associated plans;
- Establishing the Research Recognition Policy (RRP) award. Publishing scientific research and contributing to global knowledge is a core objective for all faculty members at the University of Nicosia. The Research Recognition Policy (RRP) aims to encourage and recognize the efforts and success of UNIC faculty in publishing in Scopus-indexed peer-reviewed scholarly journals with significant reach and impact, which is consistent with UNIC's strategy for excellence in international research reputation and rankings;
- Establishing the University of Nicosia Seed Grant (UNICSG) scheme. UNICSG encourages research through internally allocated funding meant to foster the research activities of the University of Nicosia researchers as follows: a) the fund supports an internal research grant scheme designed to provide seed funding to encourage and support UNIC researchers particularly those who are in the initial stages of building up their experience and with a potential to secure external research grants; and b) the fund is targeted at track-record improvement of UNIC researchers supporting the publication of SCOPUS covered documents, implementation of small pilot research projects for obtaining data and the potential for development of external grant application.

4.5.1. Leave of Absence Without Pay for Faculty

The University of Nicosia may approve leave without pay when requested by a faculty member.

4.5.1.1. Reasons

- Professional development – such as attending a university;
- Research engagement – locally or abroad;
- Personal or family circumstances;
- Exchange faculty assignment – with a foreign university or other institution.

4.5.1.2. Approval Process

- (a) Leave of absence without pay requires prior approval. Taking such a leave without prior approval is a disciplinary offence.
- (b) All full-time TRF or STF requesting leave of absence without pay must first apply to the Head of Department. The Head of Department and the Dean in consultation with the Vice Rector for Faculty and Research may approve such a request if satisfactory arrangements can be made for the temporary replacement of the faculty for teaching and other academic and administrative duties. The financial aspects of such a leave should be agreed with the VPs of HR and Finance.

- (c) Leave for more than one academic year may require the approval of the Senate.
- (d) Adequate time must be given by the applicant for the approval process to take place. The approval process will be expedited in case of personal or family circumstances.

4.5.1.3. General Guidelines

- (a) Leave of absence is generally not approved for faculty to teach or work with competitive universities or institutions unless there is a direct benefit for the University of Nicosia.
- (b) Leave of absence during periods when classes run are more difficult to approve than during other periods.
- (c) Requests for part of a semester may be extended to a full semester in order to maintain continuity of service by the replacing faculty.
- (d) The loss of any benefits may be pro-rated according to the period of absence without leave.

4.5.2. Sabbatical Leave

The University of Nicosia endorses sabbatical leaves as a means of encouraging professional development and productive scholarship of mutual benefit to the faculty member and the University.

Sabbatical leaves are not automatic. The justification for a sabbatical leave is determined primarily on the basis of a written request outlining the nature of the plan to be undertaken and the benefits to the individual and the University and has to be aligned with the strategic plans, direction and annual budgets of the Schools and the University.

Every year, the University's Council decides on the available number of sabbaticals for each School. Faculty members that are eligible and interested in a sabbatical leave can apply thereafter.

The Sabbatical Leave is granted following the recommendation of the Sabbatical Leave Evaluation Committee, composed of the Vice-Rector for Faculty and Research (Chair), the Senior Vice Rector, the Vice-Rector for Academic Affairs, the School Dean, the Head of the Department and one senior faculty member from the Department.

The sabbatical leave process is shown below:

Sabbatical Leave Process

1st week of March	The Vice Rector for Faculty and Research (VRFR) announces the initiation of the Sabbatical Leave process and the appropriate deadlines.
1st week of April	Faculty members submit the application material to the office of the School Dean.
4th week of April	The Sabbatical Leave Evaluation Committee meets and evaluates all applications.
2nd week of May	The VRFR announces the results.

Note: A different timeframe might apply on exceptional cases.

4.5.2.1. Criteria

The following indicative criteria will form the basis of assessment of the sabbatical leave proposed:

- Completion of the Application form for Sabbatical;
- An analysis by the Department Head of the potential impact of the sabbatical on the operations of the Department:
 - √ *number of faculty members in the department who apply for/are already on sabbatical at that time;*
 - √ *alternative arrangements for the delivery of courses normally given by the faculty member;*
 - √ *a statement concerning the arrangements that will be made for the continuation of ongoing work (e.g., supervision of students, administrative work);*
- An up-to-date curriculum vitae demonstrating the potential for or an existing active research record;
- A Sabbatical Plan giving a clear and specific indication of the activities to be carried out (e.g., research/project(s), establishment of research linkages, scholarly and/or creative projects, clear and justified targets related to research articles, books or book chapters, conferences) including:
 - i. a statement of the relevance of the proposed activities to the faculty member's professional field and duties; and,
 - ii. a statement of the anticipated short-term and long-term benefits for the University, School, and faculty member, including the expected outcome of the proposed sabbatical (to be commented upon in the review of the final report);
- Each case is considered individually, but in general, approval is limited to those applications that present a well thought-out plan of research, study, travel, or other activity clearly related to the faculty member's professional field and duties at the University.
- The Policy applies to faculty with a potential for research or proven research record and/or service that are expected to bring significant benefits to the University.
- The University should evaluate the benefits expected to accrue to the School and the University due to the proposed sabbatical being undertaken.

4.5.2.2. Sabbatical Leave Scheme

The details of the Scheme are:

- a. Faculty have the option of applying for a sabbatical leave of one semester (plus summer session), or two semesters (plus summer session). This could be divided in two consecutive academic years, if necessary.
- b. In the event that a sabbatical is approved, the funding rates will be the following:

- 1) A sabbatical leave will be funded at 50%, every three years of service with the University, and 16.66% additional for each additional completed year, reaching 100% every six years of service with the University.
 - 2) The summer session is compensated at 100% regardless of the years of service.
 - 3) In the event that a faculty member completes a semester long sabbatical, their years of service continue to count for up to three years for any future application for another semester long sabbatical. For example, if a faculty member after 4 completed years of service is awarded one semester (including summer session) sabbatical with 66.66% compensation, then s/he could apply for example for another semester sabbatical (excluding summer session) after completion of another year (i.e. total 5 years) at 83.32% or after 2 years (i.e. total 6 years) at 100%.
 - 4) The time that the faculty is on sabbatical leave is not counted when considering the completed years of service for the next application.
- c. The applicant's 13th salary and other benefits for the year he/she was on sabbatical leave will not be affected.
 - d. Sabbatical leave does not accrue for compensation purposes.

4.5.2.3. Obligations of Faculty

Members who have been granted sabbatical leave shall:

1. Submit a Sabbatical Leave Report form which will include a summary of the activities and accomplishments within two months of the sabbatical leave's completion. The faculty member is responsible for distributing the completed copies of the Sabbatical Leave Report to their Vice Rector for Faculty and Research, School Dean and Head of Department. Subsequent applications for sabbatical leave may, in part, be evaluated on the basis of the achievements of previous sabbatical leaves. Therefore, any concrete indications of the value of the sabbatical leave period (books or articles published, renewed requests for services) should be submitted when available.
2. Meet the tangible targets and goals as these were set in the Sabbatical Plan before the sabbatical leave was approved.

4.6. Research Supporting Structures

The University Research infrastructure for supporting research activities consists of the:

- a. University Research Committee (URC)
- b. University Research Ethics Committee (UREC)
- c. School Research Committees (SRC)
- d. Research & Innovation Office (RIO)

4.7. University Research Committee

The University Research Committee (URC), chaired by the Vice Rector for Faculty and Research, is responsible to the Senate for the development of the University Research Policy and Strategies

to assist the University in meeting its research objectives. It is the highest research coordinating body of the University. RIO facilitates the implementation of the policies decided by URC.

4.7.1. Membership of the University Research Committee

- Vice Rector for Faculty and Research (Chair)
- Vice-Rectors
- Deans of Schools
- Executive Director of the Research and Innovation Office (audit)
- Invited (non-voting) experts as and when it is considered essential

4.7.2. Scope of the University Research Committee

The functions of the University Research Committee (URC) are to:

- formulate strategies to assist the University in meeting its research objectives;
- identify and use the means by which the University can engage in emerging research opportunities;
- monitor and review research performance across the University and advise the Senate and the Council on the University's research strategies, priorities and performance;
- advise the Senate and the Council on an appropriate strategy for the submission of proposals for University funded research;
- monitor the implementation of the University of Nicosia Seed Grant, through the administrative support of the Research and Innovation Office; interact with external research funding agencies;
- advise the Senate and the Council on the allocation of any funds to support the research strategy;
- foster the marketing of research activities as a mechanism for enhancing grant and contract income from industrial and research funding sources;
- consider research matters referred to it by the School Research Committees;
- advise on any matters referred to it by the Senate and the Council.

4.8. University Research Ethics Committee

The University Research Ethics Committee (UREC) is an independent body and is not subject to the administrative control of any academic body, officer, department or national body and has the duties as regulated by the relevant laws of the Republic of Cyprus.

4.8.1. Scope of the University Research Ethics Committee

The guiding principle for the UREC's decisions is the protection of research participants' human rights. The primary purpose behind this principle is to ensure that no research project is permitted

to override or outweigh the health, care, dignity, human rights and well-being of the participant. Researchers, in the presentation of their project proposals, must address issues of ethics and sensitivity of participants and information, and provide adequate guarantees in relation to these issues. The purpose of UREC is also to contribute to the protection of researchers and the University of Nicosia from risks emanating from the conduct of research. It does not contradict, but it is helpful towards the application process to the Cyprus National Bioethics Committee, should this be needed. Research conducted on experimental animals is governed by national legislation (Law 1995 (30(I)/1995). Researchers planning such research, should notify to the UREC of the approval obtained by the relevant Government authority, prior to the commencement of the project.

4.8.2. Membership of the University Research Ethics Committee

- a. One faculty member from each School
- b. One representative from the Research & Innovation Office (for Research and other proposals) or one representative from the Office of the VRFR (for final PhD proposals), who will be acting as an administrator, without voting right.
- c. Other experts that will be invited to participate in the Committee on an ad-hoc basis (with no voting right).

Each School Research Committee will nominate one faculty member for service on the UREC. . The faculty members of the UREC will be electing the chair of the UREC for a period of 2 years. Decisions will be taken on a majority vote (50% +1). The length of service for each member (except the ex-officio members) will be two years.

In case the UREC cannot evaluate any research projects due to lack of expertise from its members on the particular project in question, then the UREC reserves the right to send research projects to a selected number of experts. These experts will evaluate the projects and report to the UREC. Such experts shall not be eligible to vote.

For research undertaken at the Bachelor's or Master's level, a Department/School Research Ethics Committee can be formed.

4.8.3. Conflict of Interest

It is in the UREC's best interest that the composition, procedures and decision-making are independent of political, institutional, professional, and market influences.

A member of the UREC who has a conflict of interest must make this known to the Committee and not participate in any decision regarding the project in question.

4.9. School Research Committees

The aim of the School Research Committee (SRC) is to enhance the research profile and reputation of the School both within and outside the University. Its role is to encourage, facilitate and support research in the School and, where possible, to extend this to cross-departmental, cross-school and interdisciplinary synergy and collaboration. The SRC meets on a regular basis and will concern itself with the quality and quantity of research activity and output.

4.9.1. Membership of Each School Research Committee

Membership will consist of at least five persons and should include the:

- Dean of the School,
- Heads of the Departments, and
- The Directors/Leaders of the School's Research Institute/Centres and/or senior faculty active in research, who may be invited by the Dean as non-voting members.

4.9.2. Scope of the School Research Committees

To achieve its aims each School Research Committee will:

- make recommendations to the School Council on strategic issues with implications for research and disseminate timely information concerning the School's Research Strategy throughout the School;
- review School faculty research and draft the research strategy for the school including the allocation of monetary and non-monetary research resources;
- identify and develop School Research Themes (areas of possible research collaboration within the School) and research collaborations within the University (other Schools, Research Centres and Institutes);
- allocate and monitor research funds allocated to the School and report to the University Research Committee on their use;
- encourage research meetings and interdisciplinary research to further the research interests of the faculty;
- set up research activities and colloquia, in association with the Office of the Vice Rector for Faculty and Research, where faculty present their research and discuss future plans; and
- collect data on research conducted in the School (recent research publications, grants, patents, etc.).

In the events of internal funding the allocation of this money will initially be determined by the University Research Committee on the basis of the priorities put forth by the SRCs and then disbursed through the SRCs according to those priorities.

4.10. The Research and Innovation Office

The Research & Innovation Office (R&IO) is the executive body of the University Research Committee (URC). It is responsible for implementing the University's research strategies and supporting the delivery of the University's research objectives, as set by the University Senate and Council. The R&IO has the following functional areas:

a. Research Operations and Management

It assists with grant submissions, research contracts and agreements, project management/reporting, ethics, research finance and administration. It also covers project establishment, issue identification and resolution support throughout a project lifecycle, proposal advice and support including compliance and risk checks and submission.

b. Research Engagement

The Research Engagement team is responsible for supporting researchers seeking to engage in contract research and commercialisation activities.

c. Administrative Support and Intelligence

It provides administrative support for facilitating research efforts, data collection and dissemination and coordinating University rankings applications

d. Expansion of research outreach

The R&IO aims to promote collaborations with other academic colleagues, researchers and the industry both locally and internationally.

4.10.1. Management Structure

The R&IO is headed by an Executive Director and staffed by Research Officers and Finance Officers.

4.10.2. Operational Remit of the Research and Innovation Office

- Monitoring UNIC's ongoing performance in relation to university rankings;
- Provision of administrative support to the University Research Committee (URC);
- Submission of Ranking Applications in close collaboration with URC;
- Monitoring of research proposal submissions across the University in close collaboration with School Research Committees (SRC);
- Monitoring publications in close collaboration with the University Library and SRCs;
- Implementing new policies and procedures with respect to submission of research proposals, Intellectual Property (IP) and commercialisation;
- Dissemination of information through webpages/newsletter;
- Representation of UNIC at external national and international networks.