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

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: University of Cyprus

Program of Study: PhD in Translation Studies

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INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Jeremy Munday (Chair)	Professor	University of Leeds
Kirsten Malmkjær	Professor	University of Leicester
Loredana Polezzi	Professor	Cardiff University
Melani Varnavidou	Student Representative	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

II. The Internal Evaluation procedure
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

Documents consulted:

- Application for Evaluation/Accreditation: Program of Study, PhD in Translation Studies (including Internal Evaluation Procedure, Staff CVs and other documentation)

- Presentation: University of Cyprus

- Presentation: PhD in Translation Studies

- University of Cyprus official website

- On line Library catalogue

- Course Evaluation Questionnaire (Students)

- Sample PhD theses

Site Visit:
New Campus Visit, 9th May, a.m.
Meeting with Vice Rector, Vice Dean, Head of Department, Program Director & Staff in Translation Studies, representatives of Administrative & Support Services (including Graduate School)

Old Campus (Academia) Visit, 9th May, p.m.
Meeting with Head of Department

Classic Hotel, 10th May, a.m.
Meeting with two current PhD students (100% of cohort)

The documentation provided is full and in line with requirements for the evaluation. Given the small number of students enrolled so far and the short history of the Program, the information available on a number of areas is necessarily limited.

The site visit was attended by all four members of the External Evaluation Committee and by representatives of the University of Cyprus at Institutional, Faculty, School and Departmental level, as well representatives of the Administrative and Support Services, including the Graduate School.

The meetings confirmed that the PhD Program in Translation Studies has full support at all levels and is germane with the mission statement of the institution, as expressed in its 'Five Pillars of Action', as well as with School and Departmental goals.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

Translation Studies is housed within the Department of English Studies. Specialist teaching in Translation Studies is provided by two permanent, full time members of staff, who have a full teaching load: they also are teaching at other levels, as well as contributing to other PhD programs. Associate Prof. Georgios Floros and Dr Vasso Yannakopoulou, Lecturer in Literary Translation, have specialist expertise in Translation Studies and cover a range of languages and research areas. We understand that one further post in Translation and Interpreting is to be advertised shortly, replacing a recent retirement. Expansion of the PhD Program in Translation Studies would benefit from the allocation of further staffing resources. This would allow for increased capacity as well as the ability to supervise projects in a greater range of areas.

In line with other, similar doctoral programs in Cyprus, the PhD in Translation Studies does not include any taught components. Effective use is made of undergraduate and MA courses, both in terms of students being encouraged to audit relevant modules and/or taking modules for credit.

The arrangements for supervision allow tailoring according to individual students' needs and interests. The main supervisor takes a leading role and is supported by two further members of the PhD Research Committee. The Supervisor is a specialist in the candidate's research area. The remaining members of the committee provide additional expertise and can be drawn from the same Department, from different Departments of the University, or, potentially, from outside UCY. The system is beneficial for students and supports interdisciplinary collaboration.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The Program's purpose and objectives are set out on p. 8 of the Application, together with the intended learning outcomes. These are likely to be achieved given the structure and content of the Program of studies.

The structure of the Program is detailed on p. 25, with ECTS allocations for each component specified on p. 26. There is a clear progression, with generous provision in the first two years for the students to lay the foundations of their research projects. The Comprehensive Examination and the Full Thesis Proposal provide useful milestones indicating whether each candidate is ready to progress to the writing up stage.

Quality assurance procedures, including internal and external evaluation, have been followed in establishing and running the Program. There is enough flexibility to allow effective management of the Program, taking into account the research interests and capacity of staff. Attention should be paid to ensuring that staff do not become over-stretched through PhD supervision, which is not currently recognized in the University's workload model.

International collaborations are encouraged, in the form of co-supervision as well as student participation in summer schools and other similar initiatives. Such collaborations could be enhanced by exploring opportunities available via Erasmus programs and participation in the European Doctorate.

The topics currently undertaken under the Program have potential for direct application to the labor market. The social dimension of the Program is also confirmed by the fact that the one graduate so far works in a cultural institution which is based in Cyprus and focuses on intercultural understanding.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

Evidence provided in the application and during the site visit shows that the projects currently being undertaken under the Program are directly linked to the research interests of existing staff in Translation Studies, whose expertise is complementary. Further synergies exist with other members of the Department of English Studies as well as other units in the University. The planned appointment in Translation and Interpreting will further enhance the range of expertise.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

Administrative support is provided both by academic and administrative staff, with the main supervisor carrying a substantial responsibility for it. There would seem to be scope for further centralization and streamlining of processes, for instance by moving to online submission of supervision minutes and reports by students.

Support for student welfare is available at various levels, with responsibility shared between the Department, the Graduate School and central University bodies. Of the various roles, the one of the Academic Advisor seems least clear, at least at PhD level.

Both students and staff anticipate a move to the new campus, though the timeline for this remains to be clarified. Library provision has already been affected by the move and it is anticipated that facilities in the award-winning new library building will greatly enhance the students' experience. It is to be hoped that the move to the new structure will also signal increased provision of specialist material and student workspace.

Current levels of financial resources are adequate for the number of students enrolled on the Program. The University has recently reviewed its model for income distribution and Departments can get between 30 and 75% of PhD fee income, depending on performance indicators. Students benefit from a 2500-3000 euro fund to be used for conference attendance and other suitable activities. This constitutes good practice, as the bursary corresponds to a substantial percentage of fees for the Program. The University also makes available a number of scholarships, allocated across all faculties on a competitive basis.

In spite of such arrangements, financial constraints do impact on students. If more funding were to be made available through bursaries or other mechanisms, students would be more inclined to pursue PhD studies and/or to integrate more fully into university life.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

See above and below

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The Program is fully aligned with the University's mission and strategy, e.g. its aim to increase the size of its PhD population, to promote internationalization and to support knowledge transfer from academia to society more broadly. In the context of Cyprus and the Mediterranean region, the Program has the potential to contribute to enhancing intercultural understanding and collaboration. The fact that the Program is taught in English makes it particularly apposite to achieve those aims.

In addition to the strengths highlighted throughout this documents, specific examples of good practice include:

- The support for the Program by all members of staff
- The dedication demonstrated by supervisors
- The supervisor-supervisee relationship
- The ability to tailor the Program of study to individual interest and needs.
- The funding available to students for travel and other activities

Weaknesses are mostly linked to critical mass of the staff able to contribute to the Program; these include:

- Low number of staff with consequent restrictions on the capacity for recruitment and the range of specialist areas offered
- The lack of an MA in Translation Studies, to feed into the PhD Program

Other areas for potential improvement include:

- The provision of dedicated space for students
- Enhanced financial support for students

Overall, this is an excellent program with the potential for expansion in both numbers and scope. We look forward to seeing it prosper in the future.

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Cyprus

Program of Study: PhD in Translation Studies

Duration of the Program of Study: Up to 16 Semesters

Evaluation Date: 9-10 May 2018

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be

provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Jeremy Munday	Professor	University of Leeds
Kirsten Malmkjær	Professor	University of Leicester
Loredana Polezzi	Professor	Cardiff University
Melani Varnavidou	Student Representative	Cyprus University of Technology

Date and Time of the On-Site Visit: 9-10 May 2018

Duration of the On-Site Visit: 2 days

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.						X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.						NA
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X

1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities				X	
	1.1.4.2	Library					X
	1.1.4.3	infrastructure					X
	1.1.4.4	student welfare					X
	1.1.4.5	academic mentoring					X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X
1.1.8	Control mechanisms for student performance are effective.						X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						NA
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.						NA
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

A number of the points above do not apply to the program under review.

For 1.1.9, while provision is made in the regulations, we have no evidence on which to judge the effectiveness of the mechanisms.

We understand that facilities will be improved with the completion of the new campus.

Note, additionally:

α) the expected number of Cypriot and International Students in the Program of study.

β) the countries of origin of the majority of students.

γ) the maximum planned number of students per class-section.

Given the small numbers involved, statistical data is not significant. Students currently enrolled on the Program are both based in Cyprus.

The maximum planned enrollment is 5 students per year – but this is subject to staff capacity.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

While a range of educational activities are available, current students reported that time and/or financial constraints at times limited their ability to participate fully.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
	1.3.2.1 Subject specialization, preferably with a doctorate, in the discipline.					X
	1.3.2.2 Publications within the discipline.					X
1.3.3	The specializations of Visiting Professors adequately support the program of study.					NA
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					NA
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					NA
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					NA
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					NA
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					X
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the					X

	unimpeded implementation of the program of study within a five-year span.					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

	2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS					
2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	**1**	**2**	**3**	**4**	**5**
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	Thehighereducationqualificationandtheprogramofstudy,conformtothe provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					NA
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2	**Structure and Content of the Program of Study**	**1**	**2**	**3**	**4**	**5**
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in					X

	additional programs of studies according to the European practice in higher education institutions.				
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				NA
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

To date, one student is being co-supervised, though formally registered at a different institution (Universidad Autonoma Barcelona). Collaborations are encouraged and have the potential to develop.

2.3	**Quality Assurance of the Program of Study**	**1**	**2**	**3**	**4**	**5**
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X

			1	2	3	4	5
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for						
	2.3.2.1	the members of the academic personnel					X
	2.3.2.2	the members of the administrative personnel					X
	2.3.2.3	the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.						X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.						X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4	**Management of the Program of Study**		1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.						X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.						X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.						X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:						
	2.4.5.1	The provisions regarding unit credits					X
	2.4.5.2	The expected learning outcomes					X
	2.4.5.3	The methodology					X
	2.4.5.4	Course descriptions					X
	2.4.5.5	The program's structure					X
	2.4.5.6	The admission requirements					X

	2.4.5.7	The format and the procedures for student assessment					X
2.4.6		The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					No Evid-ence
2.4.7		The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X	
2.4.8		The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4.6: We have not been provided with a copy of the Diploma Supplement.

2.4.7: Current students feel that informal mechanisms for feedback are satisfactory and action is taken promptly when needed. It would be advisable to keep a formal record of such feedback and action in a central location.

In the case of practical training, note:
- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

NA

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					X
2.5.2	The program attracts Visiting professors of recognized academic standing.					NA
2.5.3	Students participate in exchange programs.					NA
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.3: There is potential for students to take part in exchange programs. However, current students have not taken advantage of the opportunity for personal reasons. Opportunities could be enhanced by participation in the European PhD.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The program under review is the only PhD in Translation Studies in Cyprus.

Compared with PhD programs in the same field in other countries, the Program is structurally different but comparable in terms of outcomes.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					NA
2.6.3	Benefits, for the society, deriving from the program are significant.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Given the small number of students on the program and its short history, data on employability are not available.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X

		1	2	3	4	5
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	**Administrative Mechanisms**	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					X
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.				X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					X
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					X
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					X
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

As already noted, we understand that facilities will be improved with the completion of the new campus.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				X	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X

4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.3.3: While we do not have access to staff remuneration details, we assume these to be in line with other comparable institutions in Cyprus.

4.3.1: As noted elsewhere, while the current financial resources are suitable for the program in its current size, development in range and numbers would require further investment in staff.

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					

5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	

The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					X
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					X
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					X
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					X
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					X
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					X

ΔΙ.Π.Α.Ε.
DI.P.A.E.

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

6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

Associate Prof. G. Floros: 2 x students

Dr V. Yannakopoulou: 1 x student (registered at Universidad Autonoma Barcelona)

Both Prof. Floros and Dr Yannakopoulou are also members of the PhD Research Committees of other candidates.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The Program is fully aligned with the University's mission and strategy, e.g. its aim to increase the size of its PhD population, to promote internationalization and to support knowledge transfer from academia to society more broadly. In the context of Cyprus and the Mediterranean region, the Program has the potential to contribute to enhancing intercultural understanding and collaboration. The fact that the Program is taught in English makes it particularly apposite to achieve those aims.

In addition to the strengths highlighted throughout this documents, specific examples of good practice include:

- The support for the Program by all members of staff
- The dedication demonstrated by supervisors
- The supervisor-supervisee relationship
- The ability to tailor the program of study to individual interest and needs.
- The funding available to students for travel and other activities

Weaknesses are mostly linked to critical mass of the staff able to contribute to the Program; these include:

- Low number of staff with consequent restrictions on the capacity for recruitment and the range of specialist areas offered
- The lack of an MA in Translation Studies, to feed into the PhD Program

Other areas for potential improvement include:

- The provision of dedicated space for students
- Enhanced financial support for students

Overall, this is an excellent program with the potential for expansion in both numbers and scope. We look forward to seeing it prosper in the future.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Jeremy Munday	
Kirsten Malmkjær	
Loredana Polezzi	
Melani Varnavidou	

Date: 10th May 2018

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