Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: ……………University of Cyprus…..……………..........

District: ………………Nicosia……………………………………………………………

Name of the Program of Study in Greek:

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Name of the Program of Study in English:

……………..MA in Theoretical and Applied Linguistics ……………………

Department: …………English Studies……………………………………………

Language/s of instruction: ………English………………………………….

Faculty: ……………School of Humanities……………………………………….

Program Status (check √ where applicable):

- ➢ New Program of Study: ………
- ➢ Currently operation Program of Study: ………
  - Registered but not evaluated …√……
  - Evaluated and accredited by SEKAP ………
  - Evaluated by the Cy.Q.A.A. and did not get accreditation ………

Program Category (check √ where applicable):
- ➢ Conventional ……√…

- ➢ Distance Learning ………

- ➢ Inter-university (Name of collaborating university/ies) ………

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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 AND RANK	UNIVERSITY / INSTITUTION
Rodney Jones	Professor	University of Reading
Ben Rampton	Professor	King's College London
Robert Millar	Professor	University of Aberdeen
Efrem Georgiou	Student	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.

In advance of the site visit the EEC received the application for evaluation. The documentation included details of the program's general profile, structure and content, teaching personnel, course descriptions, welfare mechanisms, and other relevant information.

The site visit included trips to both the old and new campuses where we heard presentations from the Rector and Vice-Rector, the Dean of the Graduate School, the Head of English, and one other member of staff teaching on this program. We also had the opportunity to meet independently with a range of current students on the PhD program, some of whom were MA graduates of the Department and to discuss with them their experiences with and impressions of the program.

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.

There is no question that the department and university were more than welcoming and that they took the evaluation process very seriously. We did have a number of concerns regarding the documentation that we were provided. First, it was not made sufficiently clear to us that the program in question had not been offered for some time due to staffing shortages, and that the program structure and course documents were drafted in 2010 when the program was staffed with six faculty rather than the current two. We were also confused about the role of the department in completing Annex 5 (Quality Standards and Indicators for Self-Evaluation). Our assumption was that this section was completed in consultation with program team, however this appears not to have been the case.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Given that the program was not running during the site visit, it is difficult to give a comprehensive assessment of the effectiveness of the teaching work. Our findings in this section are based on discussions with the teaching staff and a few students who had studied in the department at Master's level in the past, and on the documentation we were provided, including samples of past student work.

- **Organization of Teaching Work**

Overall this seems to be a well-structured and well supported learning environment, though it is difficult for us to comment on the actual effectiveness of these structures given that the program was not running during the site visit. However we were able to gather evidence of past practices from staff and former students. Mechanisms for consultation with students are in place, and staff have been active in encouraging students' interests and engaging with their concerns. The teaching facilities are modern and well maintained. The university will soon open its new library, which promises to be an excellent facility. The work of post-graduate students is also supported by the new facilities of the CAT lab. The written material made available to students regarding program structure, etc. seemed clear and accessible, however, we are unable to comment specifically on course websites, given that no courses were running during our visit.

- **Teaching**

Our comments regarding the teaching are inevitably limited. However, we did speak at length with staff about their teaching practices and had the chance to review past student work

It is our impression that, when it was running, the program was taught successfully. There was clearly considerable individual attention given to students, and students' interests were enthusiastically fostered. The assignments that we reviewed were of a very high standard and evidenced effective teaching and supervision. We were made aware that a number of graduates of this program went on for further study, either in the department or elsewhere, which we take as further evidence of teaching quality.

- **Teaching personnel**

The two members of staff responsible for this program are very highly qualified, accomplished academics. However, the current number of staff makes it impossible to run this program, and the expertise of the remaining staff does not entirely match the breadth of the curriculum. This clearly is the main challenge the program faces. When the program was first implemented in 2010, there were six staff members representing a range of linguistic disciplines well matched to the matter and purpose

of the degree. It does appear that neither the program nor department can be held responsible for the sudden departure of these staff. However, it is incumbent on the university to support the department in hiring new staff for this program as soon as possible. We were made aware that the department is currently in the process of recruiting two new staff, one in Applied Linguistics and one in Clinical Language Sciences. There is also the possibility of two additional staff in 2020, which would bring the program back to past staffing levels.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**

The program clearly is very strong in a number of particular areas. In these areas, the courses and teaching materials are well designed. Our main concern has to do with an apparent mismatch between the ambitious intended learning outcomes of the program and the scope of the actual curriculum. For example, the program does not provide a 'sweeping but in-depth overview' (a number of key topics, particularly in Applied Linguistics, are not represented); the program also does not adequately cover the 'political' and 'social' dimensions mentioned in the intended learning outcomes. Finally, there is not enough evidence that the program would provide students with 'expert level training in… teaching English.' To some extent, it is difficult to judge the range and scope of the program, given that no topics for elective courses are specified. While we understand the strategic reasons for leaving elective topics more open, the use of 'special topics' courses as electives leaves the program vulnerable to the very kinds of changes in personnel that the department has experienced. A list of specific electives (as well as electives shared with the MA TEFL program) would have made it easier to judge whether or not the program actually addresses the intended learning outcomes.

- **Structure and Content of the Program of studies**

The program of study is well sequenced, and the content and materials in a number of areas are cutting edge. Again, however, we are concerned about the degree to which the course content provides a fair representation of the breadth of the field, especially given the lack of specificity about elective options. We note that the scope of introductory courses is, in some cases, rather narrow, focusing on a particular approach to a topic at the expensive of a broad, critical engagement with a variety of approaches. However, we expect that future recruitment of staff might have the effect of broadening students' exposure to different paradigms.

- **Quality Assurance of the Program of studies**
-
There is evidence of strong engagement with quality assurance at all levels of the university. In particular, there were adequate channels through which students could give feedback.

- **Management of the Program of Study**

Procedures are in place across the university for the effective management and development of the program, and information about all aspects of program management are transparent and publicly available.

- **International Dimension of the Program of Study**

The staff responsible for the program maintain strong international connections which clearly result in benefits for students.

ΔΙΠΑΕ
CYQAA

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- **Connection with the labor market and the society**

There was a strong level of consciousness regarding the role of the program's graduates in the local job market and wider society (particularly in the educational sector). We note that, given the program's potential attractiveness to working language professionals, it would be useful to offer it in part-time study mode. This could also potentially improve student recruitment.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The staff responsible for the program are internationally recognized experts in their areas who publish widely in highly ranked journals and work frequently with international collaborators. The teaching is informed by their ongoing research agendas, and there are adequate opportunities for students to engage in research. Parts of the program are strongly supported by the CAT lab. We note with enthusiasm the CAT lab initiative in creating opportunities for interaction between students at all levels (BA, MA, PhD) , language professionals (e.g. speech therapists, language teachers), and language researchers both in Cyprus and abroad.

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

- **Administrative Mechanisms**

The administrative mechanisms are well organised, particularly in areas such as housing, social support, career development.

- **Infrastructures / Support**

The university's new library will open soon. The provision of traditional books and journals compares well with similar institutions and the provision of digital materials indicates genuine commitment to the future development of teaching and research.

- **Financial Resources**

We believe that financial resources promised by the university will be adequate for staffing the programme at past levels, though we urge the university to honour these commitments. The staff we spoke to noted their strong aspiration to attract further funding in order to grow the staff and support key research activities.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

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 has a number of clear strengths. It is staffed by highly respected scholars and attracts excellent students. The commitment of the staff to the subject and the students is most impressive. At the same time, we do have concerns about the breadth of the curriculum and the articulation between intended learning outcomes and course content. The biggest challenge that the program faces is the loss of staff, and recruitment of new staff, particularly in the area of Applied Linguistics, is absolutely essential if the program is to resume. We also note a number of opportunities for the program and the department around international collaboration and increased links with linguists in other departments in the university facilitated by the graduate school.

We would like to make the following recommendations.

1) Plans for staff replacement should be fully implemented;
2) Staff recruited should bring in a broader range of topics than currently represented in the department;
3) The staff responsible for the program should explore the possibility of offering it in a part-time study mode;
4) Care should be taken to ensure that, within the current program structure, as broad a representation of the fields of Theoretical and Applied Linguistics as possible is offered, capitalizing on the expertise of new staff.

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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.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Cyprus

Program of Study: PhD in Linguistics

Duration of the Program of Study: 6 semester min./16 semesters max./240 ECTS

Evaluation Date:……November 5-7, 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. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

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 AND RANK	UNIVERSITY / INSTITUTION
Rodney Jones	Professor	University of Reading
Ben Rampton	Professor	King's College London
Robert Millar	Professor	University of Aberdeen
Efrem Georgiou	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: November 5, 2018 9:00 am – 5:00 pm

Duration of the On-Site Visit: ……………8 hrs…………………

	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.					√
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.				√	
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.					√
	1.1.3.2 The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					√
	1.1.3.3 The course web-pages, updated with the relevant supplementary material	▓	▓	▓	▓	▓
	1.1.3.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					√
	1.1.3.5 The procedures for the conduct and the format of the examinations and for student assessment					√
	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.					√
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					√
	1.1.4.1 facilities					√
	1.1.4.2 library					√

	1.1.4.3	infrastructure					√
	1.1.4.4	student welfare					√
	1.1.4.5	academic mentoring					√
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						√
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						√
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						√
1.1.8	Control mechanisms for student performance are effective.						√
1.1.9	Support mechanisms for students with problematic academic performance are effective.						√
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.						√
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						√
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						√

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

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.

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.					√
1.2.2	The methodology of each course is suitable for adults.					√
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					√
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					√
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					√
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.					√
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.					√

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

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.	√				
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.					√

	1.3.2.2	Publications within the discipline.					√
1.3.3		The specializations of Visiting Professors adequately support the program of study.	Not Applicable			
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.					√
1.3.5		In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	Not Applicable			
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.	Not Applicable			
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.					√
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.					√
1.3.9		The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					√
1.3.10		Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the 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.					√

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

1.3.1 The program currently has only two staff, resulting in its temporary suspension.

1.3.10 In 2010, the program had six staff. The sudden loss of four staff appears to have been something that could not have been foreseen. The department expects to recruit two new staff for the program in 2019, and a further two staff in 2020.

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.					√
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.			√		
2.1.3	The higher education qualification and the program of study conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.	Not Applicable				
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.			√		
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.					√
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			√		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				√	

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.				√	
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 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.					√
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				√	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.	Not Applicable				
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.			√		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			√		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				√	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					√

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.

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.					√
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					√
	2.3.2.2	the members of the administrative personnel					√
	2.3.2.3	the students.					√
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.					√
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					√

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.					√
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					√
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.					√
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.					√
2.4.5	Information relating to the program of study are posted publicly and include:					√
	2.4.5.1	The provisions regarding unit credits				√
	2.4.5.2	The expected learning outcomes				√
	2.4.5.3	The methodology				√
	2.4.5.4	Course descriptions				√
	2.4.5.5	The program's structure				√
	2.4.5.6	The admission requirements				√
	2.4.5.7	The format and the procedures for student assessment				√
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.					√
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					√
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.					√

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

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

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.					√
2.5.2	The program attracts Visiting professors of recognized academic standing.					√
2.5.3	Students participate in exchange programs.	Not Applicable				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					√

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

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.

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.					√
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					√
2.6.3	Benefits, for the society, deriving from the program are significant.					√

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

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.					√
3.1.2	New research results are embodied in the content of the program of study.					√
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.					√
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.					√
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.					√
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.					√
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					√
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					√
3.1.9	Student training in the research process is sufficient.					√

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.					√
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					√
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					√

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.					√
4.2.2	There is a supportive internal communication platform.					√
4.2.3	The facilities are adequate in number and size.					√
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					√
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					√
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					√
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.					√

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

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.			√		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					√
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.					√
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					√

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

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.					

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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.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
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.					
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.					

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.

FINAL REMARKS – SUGGESTIONS

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

The EEC was very impressed by the commitment and expertise of the staff on this program, though we are concerned about the current level of staffing. If the department is able to bring staffing up to previous levels, we feel confident that this program can be successfully delivered and make a significant contribution to both the scholarly community and to the wider society.

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

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Rodney Jones	Professor	University of Reading
Ben Rampton	Professor	King's College London
Robert Millar	Professor	University of Aberdeen
Efrem Georgiou	Student	Cyprus University of Technology

Date: …………………………….

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