Doc. 300.1.1/2

Date: 29/7/2021

External Evaluation Report
(E-learning programme of study)

- **Higher Education Institution:**

  Cyprus University of Technology

- **Town:** Limassol

- **School/Faculty (if applicable):** Faculty of Fine Arts

- **Department/ Sector:** Language Centre in collaboration with the Department of Multimedia and Graphic Arts

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

  In Greek: Μεταπτυχιακό Πρόγραμμα με θέμα "Γλωσσική Εκμάθηση Υποβοηθούμενη από τις Νέες Τεχνολογίες"

  In English:

  Master in Computer Assisted Language Learning (CALL)

- **Language(s) of instruction:** English

- **Programme's status:** Registered but not evaluated

- **Concentrations (if any): None?**

In Greek: Concentrations
In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit was conducted remotely on Wednesday 21st of July, starting at 10.00 EEST and concluding at 17.00 approximately. The EEC met with: the Rector and Vice Rector for Academic Affairs; members of the Internal Evaluation Committee; the Head of Department and Programme Coordinator as well as teaching and administrative staff. There was a meeting with students. There was a virtual visit of facilities and a brief live streaming of the on-line delivery of courses. Staff at all levels provided useful overview presentations of the university, the department and Language Centre and responded in a helpful way to the EEC questions. Additional requests for material not provided, including access to the Moodle and the on-line holdings of the library were facilitated.

B. External Evaluation Committee (EEC)

Name	Position	University
Mike Baynham	Emeritus Professor	University of Leeds
James Simpson	Associate Professor	Hong Kong University of Science & Technology
George J. Xydopoulos	Professor	University of Patras (Greece)
Marco Kalz	Professor (DL Expert)	Heidelberg University of Education
Maria Christoforou	Student	University of Cyprus

C. Guidelines on content and structure of the report

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

- *At the beginning of each assessment area there is a box presenting:*
     (a) sub-areas
     (b) standards which are relevant to the European Standards and Guidelines (ESG)
     (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

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

  Findings

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

  Strengths

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

  Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

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

1. **Study programme and study programme's design and development**
   (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
    - *has a formal status and is publicly available*
    - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
    - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
    - *ensures academic integrity and freedom and is vigilant against academic fraud*
    - *guards against intolerance of any kind or discrimination against the students or staff*
    - *supports the involvement of external stakeholders*

1.2 **Design, approval, on-going monitoring and review**

Standards

- *The programme of study:*
    - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
    - *is designed by involving students and other stakeholders*
    - *benefits from external expertise*
    - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation*

for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)

- o *is designed so that it enables smooth student progression*
- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o *is reviewed and revised regularly involving students and other stakeholders*
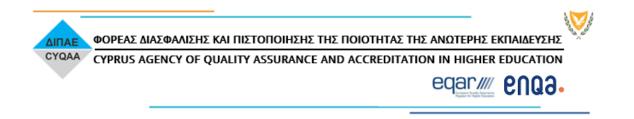
1.3 Public information

Standards

- ● *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- ● *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*

- *student progression, success and drop-out rates*
- *students' satisfaction with their programmes*
- *learning resources and student support available*
- *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*

- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*

- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*

- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*

- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*

- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*

- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*

- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***

- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

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

Sub area 1.1: With regard to the institutional context, it is clear that quality assurance is a relatively new feature of the university structure, as it is in the Cyprus higher education system more generally. It is overseen at the university level by the internal evaluation committee with representation from all departments. Quality assurance for the programme is monitored at department level by the Internal Evaluation Committee. There is an Advisory Committee which monitors the academic operation of the MA given that it is with the LC and staff are not in the academic ranks. It appears that in the development of the programme quality assurance procedures, such as consulting stakeholders and obtaining input from international evaluation was followed. The committee was informed that the programme self evaluates on a yearly basis with a more formal evaluation envisaged on a three or four year cycle. The committee feels that a three or four year cycle is perhaps too long. The representative of the internal evaluation committee with whom we spoke regarded this programme as exemplary in its approach to quality assurance processes but also made it clear that the introduction of quality assurance processes across the university involves major culture change and was therefore a slow process. He saw the University as being in the first stage of this process. A quality assurance manual for the university is being prepared. The committee appreciated the honest evaluation provided as well as the commitment of programme staff to implementing QA processes. There appears to be basic quality assurance processes in place such as processing of learning objectives and the collecting of student evaluations but we didn't find evidence of Key Performance Indicators, against which the success of the programme could be measured. Students are involved in quality assurance processes through providing end of course evaluations which are compulsory and also have representation on university committees. There may be room to develop further strategies for students' involvement in quality as, such as the use of focus groups. While the development of the programme drew on quality assurance procedures, the committee feels that this needs to be maintained and strengthened in the regular evaluation process, particularly in relation to obtaining feedback from stakeholders and benchmarking with similar programs overseas. In this connection the programme's involvement in a number of international research networks provides a promising basis to develop this aspect of the quality process in order to ensure ongoing updating of the programme. The judgement on partial compliance reflects the relatively early stage in the QA process institutionally, rather than any lack of commitment on the part of programme staff.

Sub area 1.2: The programme of study is designed with clear overall objectives which stress "research" as one of the main goals. While the program reflects the four purposes of higher education of the Council of Europe, its overall competitive positioning in the European Higher Education Area is less developed and less consciously designed including the name of the programme. Arguably CALL is a somewhat outdated term for this field. The programme consists of 8 compulsory courses plus a Master's thesis in line with the European ECTS framework in which students´ workload and assessment is clearly defined. This design allows a smooth student progression. The qualification is on the whole clearly specified and communicated and fits to the right EQF level. While in the paper documentation a course review every 3 - 4 years is specified, the discussion during the visitation has shown that an annual course-review is happening in the programme of study. The committee would recommend updates of the literature used in several modules to include some more recent discussions in the field. It notes evidence that this is taking place, but emphasizes this should be ongoing. In addition, the committee recommends to consider a different name for the program to position the programme in more recent societal discussions (for example "Technology-Enhanced Language Learning").
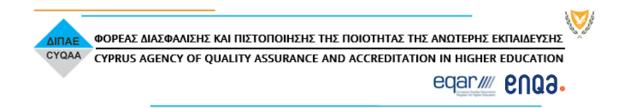
1.3 Public Information: The MA in CALL Programme (hereafter MA CALL) is presented in English twice on dedicated webpages on both the MGA Department (hereafter MGAD) site: (https://www.cut.ac.cy/faculties/aac/mga/degrees/postgraduate-programmes/ma/) and the Language Centre (hereafter LC) site: (https://www.cut.ac.cy/faculties/languagecentre/courses/postgraduate/mastercall/). This creates a potential for confusion.

The LC webpage of the MA CALL is better organized with quick links to information about: enrollment (admission requirements, application process, fees and deadlines), programme (aims, university regulations, advertising poster, video of graduates/students testimonials), course structure (description of modules offered and text materials), staff (teaching staff profiles and detailed CVs, advisory committee). The description of the modules does not give access to the detailed file of each module (namely "study guide") that should be available to students after enrollment. Further information is provided through the sidebar menu in the course structure webpage about: academic ethics, attendance and online participation regulations for students, mode of module delivery and communication between students and teaching staff, duration of studies, the grading system, learning outcomes, teaching and assessment, and bibliographical resources. Information is clear, accurate and up-to-date throughout, however navigation through the different subpages should be improved in order for information to be more easily accessible through the quick links at the home webpage of MA CALL. Given that a lot of information is duplicated between the MGAD site and the LC site it would be better if the two merged in a unique MA CALL site by keeping the LC site and just have a hyperlink on the MGAD site.

Sub-area 1.4: The programme received institutional approval in 2014 and received its first students in 2015. Numbers on the programme are small: eight students enrolled in the first year, falling to three in 2017, but rising to 10 who have paid their deposit and are committed to attending in the coming academic year (2021/22). The programme did not recruit in 2020: the programme team informed the EEC that this was due to the coronavirus pandemic. This decision surprised the EEC, since the pandemic if anything has led to a rise in on-line recruitment. The team also attributes the recent rise in numbers in part to the pandemic. With much if not all teaching and learning moving online since March 2021, there is a corresponding recognition of the role that online and distance programmes can play in language teacher education (e.g. the CUT MA in CALL), and of the role of digital technology in language education in general. The Language Centre and specifically the staff of the MA CALL seem to be playing a major role in this across the university, which may in itself pose a threat for the academic development of the programme, if attention is spread too thinly. This issue will be addressed below. The low numbers in the past raised questions for the external evaluators about the overall viability for the programme, from the perspective of the University.

However, according to the former Programme Coordinator, the programme has institutional support from the top, and is being allowed to establish itself over time. This sense was ratified by the comments made by the Rector and the leader of the Internal Evaluation Committee during the evaluation, both of whom appear to be strongly supportive of the programme and committed to its future maintenance and development.

Student profile: Although there is no specific requirement for students to have language teaching experience, most students on the programme are currently or aspire to be language teachers. In the programme documentation and individual module (course) descriptions an assumption is made that students on the programme will have access to students of their own. For example, the course purpose and objectives of LCE511 state: 'Moreover, participants are provided with the opportunity for reflecting on their own current language teaching practices and on adapting these according to recent developments.' The entry requirements themselves are described in detail in the original proposal document and are available on the university website (see also 1.3 above). According to the programme team, if students are not already working in formal learning contexts, they might have private students with whom to test ideas developed on the programme. The team also use their personal contacts among private language institutes locally if students on the programme need to have access to language students. Most but not all students focus on the teaching of English (also referred to as the 'lingua franca' of the course), with teachers of Russian, Turkish and Igbo also represented. The majority of the students are local Cypriots, and welcome the programme's online mode because of the flexibility it affords in relation to work and family commitments. Some students are based in Greece and further afield (e.g. a Nigerian student based in Brazil). Graduates from the programme typically find jobs as language teachers, or gain promotion in their current jobs on the strength of acquiring the MA qualification. Some move on to PhD study. The Language Centre and the Office of Studies (Careers Office) monitor the career paths of graduates of the programme.

Student progression, success and drop-out rates: Records of individual students' study history are held by the Language Centre. The programme advisory committee discusses student performance and progress annually. Key performance indicators for the programme are not mentioned specifically in the evaluation documentation and if this is not a current aspect of the CUT it should be in the next phase of QA development.

Student satisfaction with their programme: The current and former students we spoke to are overwhelmingly positive about their programme. The programme team has worked hard to generate online social presence amongst students and their tutors, which is commendable in a distance education course (helped too by small student numbers). Areas of strength mentioned by the students included a theory-to-practice approach on the course, the good organization, and academic and pastoral support provided by the course team. The modules on curriculum development (LCE513) and assessment (LCE515) were singled out for particular praise. A selection of quotes from the students: "this was the best experience of my life"; "we were like a family"; "Overall it couldn't be better". Students mentioned a small number of shortcomings, including the requirement to attend examinations in person (since revised in the wake of the coronavirus pandemic); the lack of a part time option (though this appears to be available according to the course documentation); and the low weighting attached to the dissertation, in relation to the effort needed to complete it successfully (though the course documentation suggests that the dissertation accounts for a third of the grade/credits).

Learning resources and student support available: On the whole students seem well-supported by the IT service, the Language Centre administrative staff, the admissions team, and student welfare. Administrative staff mentioned the training offered to students in the use of the online platforms employed on the programme and the accessibility tools on Moodle used to cater for students with learning difficulties and disabilities.

<u>Student involvement in providing and analysing information</u>: The principal means for students to offer feedback on their programme is the course evaluation survey and through membership of university committees at all levels. The home department (Multimedia and Graphic Arts) involves students in QA processes principally through the analysis of course evaluation questionnaires. There is therefore room to consider more creative ways of involving students in the QA process.

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

1.1

- The development of the program involved appropriate consultation with key stakeholder and international feedback.
- The commitment of the program staff to implementing QA procedures is clear and the program is regarded as a model in relation to QA implementation in the university as a whole in the unrolling of QA so far.

1.2

- The overall design of the program is consistent and student progressions seems to be well warranted.

1.3

- The webpage of the MA CALL on the LC site offers clear, full and accurate information about the programme.

1.4

- The support for students provided by the programme team, the admin staff (IT, library, Language Centre, admissions) helps ensure their strong satisfaction with the programme as a whole.

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

1.1

- **Recommendation**: The Program, in conjunction with its parent Department should consider a shorter cycle of formal program evaluation, either biennial or triennial.
- **Recommendation**: Further strategies should be developed for student involvement in quality assurance, in addition to the use of end of programme questionnaires and participation in university committees, such as the use of focus groups. This will be particularly important in phases of formal evaluation but should also be conducted on a yearly basis.
- **Recommendation**: While the development of the program involved appropriate consultation there is a need to do this on an ongoing basis, canvassing local and international requirements and benchmarking the program with similar programs internationally.
- **Recommendation**: An advisory committee drawn from local stakeholders should be set up.
- **Recommendation**: A number of programmes should be identified internationally to benchmark the program and regularly monitored for innovations.

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1.2

- **Recommendation**: Marketing should be undertaken on a regular iterative basis, not just in the setting up of the programme and should be sensitive in changes to the market and the necessity for the programme to adapt.
- **Recommendation**: Results of the market analysis should be used to give the program a more unique profile which takes into account very recent technological developments and their implications for language learning. This profile should be also reflected in the naming and branding of the programme.
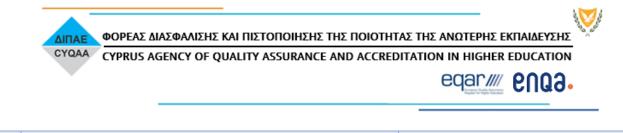
1.3

- **Recommendation**: the two current webpages are merged under the LC webpage. Quick links could contain all topics so as information is more easily accessible.

1.4

- **Recommendation**: As suggested in 1.1 students should be more closely involved with QA and information management processes. Students do not appear to have access to all the information that they need about part-time options for study.
- **Recommendation**: Further clarity should be provided in the admissions criteria about the need for students to be practicing teachers or at least to have access to students of their own, for aspects of the programme.
- **Recommendation**: For applicants who are not practicing teachers, options should be in place to provide practical training and these should be communicated to them.
- **Recommendation**: A more rigorous process could be put in place, using Key Performance Indicators, concerning how the programme's success can be understood, in terms of student satisfaction, student recruitment, pass/fail rates, career paths following graduation.
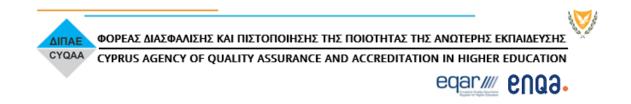
Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
1	Policy for quality assurance	Partially compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant

1.4	Information management	Partially compliant

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

<u>**Sub-areas**</u>

2.2 Process of teaching and learning and student-centred teaching methodology
2.3 Practical training
2.4 Student assessment
2.5 Study guides structure, content and interactive activities

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2.1 Process of teaching and learning and student-centred teaching methodology

<u>Standards</u>

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
    - o *among students*
    - o *between students and teaching staff*
    - o *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*

- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the e-learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

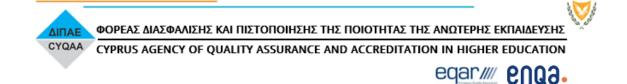## 2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*

- o *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
- o *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
- o ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
- o *Clear instructions for creating posts, discussion, and feedback*
- o *Self-assessment exercises and self-correction guide*
- o *Bibliographic references and suggestions for further study*
- o *Number of assignments/papers and their topics, along with instructions and additional study material*
- o *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*

- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

2.1

The fundamental orientation towards student-centeredness lies in the programme being offered in distance online mode, appropriate for students who are working, and who do not necessarily live within easy reach of the university. The programme as a whole caters well for distance students, though an earlier requirement to be present (face-to-face) for exams was problematic for those who live outside Cyprus. Student-centeredness is also evident in the detail about the course available on the University's website, which is at least as comprehensive as a prospective student would expect or need. Further commitment to student-centeredness is evident in the support offered to students who are not able to afford full fees, for whom bursaries are available. Support for students with learning disabilities is provided through the use of accessibility tools on Moodle etc. Students who encountered unplanned difficulties during their course of study reported a high level of support in all cases.

The program objectives and the intended learning outcomes are largely appropriate for distance students who are or aspire to be language teachers. There is a mis-match between the objectives and the ILOs however: while the purpose and objectives are oriented towards practice, the ILOs stress research. The explanation given by the programme team is appreciated (i.e. that the programme provides a theoretical basis for considering practice) but a closer alignment of stated aims with stated ILOs, in the course documentation is required.

The standards for 2.1 are largely attained. There is training, guidance and support provided to the students focusing on the specificities of e-learning, from the course team, module-by-module and in the induction week activities. The process of teaching and learning supports students' development, principally through the programme team's efforts to generate a sense of community across the cohort. Flexibility is evident in that there are different modes of e-learning across the programme, and use is made of a wide range of free and open-access e-learning platforms. The Language Centre enables access to e-learning environments including the Moodle, Google Drive and Google Classroom. Students use closed Facebook groups for social interaction, and are instructed to open Google accounts.

The Moodle interface could however receive a fresh look since the interface and navigation paradigm is outdated. But setting this aspect aside, there is inconsistency between the courses of the study program. Some courses use different typography, pictures and coloured text than others. This is suboptimal. Due to the character as a distance learning program, some more effort needs to be invested to ensure a positive experience for learners in the online environment, specifically Moodle as a central platform.

Students report feeling encouraged to be active learners, and to have developed a sense of autonomy. There appears to be mutual respect within the learner-teacher relationship, evident in the evaluation team's

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interactions with the students and the programme team. Learning paths are flexible to the extent that students can follow the programme on a part-time basis. However, the eight taught courses are all obligatory, and there are no elective or optional courses.

We take the opportunity here to comment on the effectiveness and currency of the teaching methods, tools and material used in teaching with reference to the individual courses and the dissertation. In the meantime, course staff has provided an update about changes conducted in these courses, which have not yet been taken into account for the evaluation.

LCE510: The e-learning infrastructure for this course comprises a closed Facebook group (used for social/informal interaction between students), use of the moodle, etc. (Below we raise issues concerning the use of Facebook and some other platforms for this purpose.) Modes of teaching are likewise wide-ranging and flexible, appropriate for an online course and for this subject area. The bibliography for the course is dated: Krashen is the first reference, and there is a paucity of more up-to-date perspectives on SLA. The evaluators are also concerned that while the SLA course focuses on theories of *learning*, there is little or no content relating to linguistics and theories of *language* in the programme.

LCE511: The methodology course complements the SLA course. It assumes that students have experience as language teachers, and have access to classrooms, though this is not a requirement of the programme. More might be done (for example in the Learning Outcomes for the course) to relate relevant teaching approaches to developments in CALL.

LCE512: this course on L2 Instructional technologies refers to the TESOL Technologies Standards for Teachers. While it is good to refer to external standards, the TESOL standards were published in 2008, and are possibly out of date.
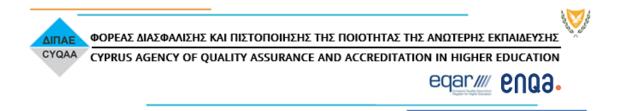
LCE513: The curriculum development and evaluation course was very well received by students on the programme.

LCE514: There is a strong focus on action research on this course. Students are encouraged to do an AR project as their dissertation. The programme team do not see the open-ended nature of the AR enterprise as posing a problem in relation to the dissertation (which by definition is bounded). Achievement on the Research Methods course is assessed in part through submission of a dissertation proposal. It is not clear what the implications are, should a student fail the assessment for the module, for progression to the Dissertation.

LCE515: It is encouraging to see a module on assessment being core to the programme. This module also provides a good example of how coherence across the programme is ensured, with reference made to other modules and their inter-relationships.

LCE516: The technologies discussed here are not 'emerging' in many cases, but are by now quite established (for example the use of mobile and wireless technology in language learning processes). There is much that might be included in this module (AI, NLP in Language Learning).

LCE517: The title (CALL from the students' perspective) is promising, but the purpose of this module, or its relevance to students on the programme, is not clear, and the evaluation team are not convinced that its focus is appropriate or necessary. One of the course assessments – the production of an academic journal paper – appears unrealistic. Given the EEC's concern about the lack of linguistic input in the MA CALL, this may be the place to introduce a linguistic emphasis.

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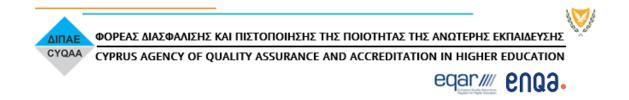
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LCE580, the dissertation, appears to have some overlap with LCE514 in its taught component. The team should ensure that the work on the dissertation complements and does not replicate that done on the RMs course.

2.2:   In discussion with program staff, it appeared that they had a well-articulated vision of the relationship between theory and practice. However it would be advisable to make this vision clearer in the statement of the program's purpose and objectives, where the interrelationship between research and professional practice could be more clearly stated.

It should be noted that many of the students on the program are practising teachers, so may be able to put into practice what they are learning in their own classrooms. However not all students on the program are practicing teachers. It appears that practical training in the form of online synchronous micro teaching is included in LCE513. There also appears to be some opportunity for students to engage in voluntary work or internships. It was not clear how systematic this is however. At the moment, given the small number of students on the program, individual solutions can be easily tailored for particular students and indeed program staff do this. However if the anticipated increase in students eventuates, something more structured will be required for students without current teaching. It would be advantageous for students who don't have current or prior teaching experience to undertake such experience as part of the program.

2.3 Student assessment: As detailed in the study guides provided for each module of the MA CALL, a varied range of assessments are used including weekly activities/tasks, long essays and unseen examinations with different degree of contribution to the total mark for the module. The methods of assessment lead to the achievement of the programme aims and objectives and are compatible with Master-level requirements. Students are informed at the beginning of each academic period of all the details of the assessment requirements for each module they are enrolled in. The types of assessment used are compatible with distance learning and are managed (submitted, marked, feedback given etc.) through the Moodle platform. Self-assessment exercises are also used and allow students to self-monitor their progress throughout their study in each module. In addition, in some courses, peer-assessment is implemented. The MA CALL uses the Turnitin platform for plagiarism detection and applies a University-set procedure for handling cases of plagiarism as academic misconduct and enforcing the corresponding penalties to students. Students are well informed about plagiarism, and other cases of academic regulations breach, and are properly trained to avoid it. In order for students to complete the MA CALL they are obliged to write an MA thesis on topics that are relevant to the modules of the programme. We were not able to see any samples of students' assessed work so as to evaluate marking criteria, application and feedback.

2.4 Study guides structure, content and interactive activities: The study guides are very detailed and provide not only details about learning objectives, learning activities, assessment and information about tools used but a repetition of the full content available in the Moodle environment. This leads to a length of 80 - 140 pages for each study guide. It is not clear why the content is repeated in the study guide. On the one hand, in this way a study guide can be used as a "reading version" of a course, but on the other hand, this could potentially lead students away from the course environment which also serves as a central place for social interaction. In addition, the design of the study guides could be a little more attractive. During the course of study students get acquainted with a variety of technologies which are also relevant for language learning and teaching. This is a good approach to integrate technology not only as subject but also as tools into the curriculum. On the other hand, the team should ensure that GDPR of learners is respected and that no student is required to use tools which might be problematic with regard to GDPR (e.g. Facebook or Google Classroom).

Strengths

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

2.1

- The programme is coherent, with a clear and stated inter-relationship between modules on the programme.
- There is a strong commitment to student-centered online learning and to student support.
- The programme is firmly oriented towards practice, as appropriate for the target student body.

2.2

- Staff on the program have a well-articulated and distinctive conceptualization of the dynamic nature of the theory/practice relationship, which informs their teaching. Students we spoke to unanimously expressed their appreciation of this. .
- At the moment the dedicated program staff pay a lot of attention to meeting the student needs with regard to practical experience on an individual basis.

2.3

- The MA CALL uses a variety of assessment methods that are compatible with Master's level and distance-learning.

Areas of improvement and recommendations

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

2.1

- **Recommendation**: The programme team should revisit the programme ILOs to ensure they orient more closely to programme's stated aims and purposes.
- There is a notable shortage of linguistics in the curriculum. **Recommendation**: The programme team can consider adding a module or at least including substantial content within a current module on theories of language for CALL (or TELL). These might include consideration of the interactional characteristics of CMC, multimodality, insights gained from corpus linguistics and recent developments in the understanding of translanguaging.
- **Recommendation**: The stated learning outcomes for each module should be revisited and if necessary revised to ensure they better reflect the content of the courses.
- **Recommendation**: LCE510 should include (in the content and course reading) more up-to-date understandings of SLA, e.g. the work of L. Ortega; Mitchell, Myles & Marsden's recent (4th) edition of their Second Language Learning Theories; or the DFG's influential call for a transdisciplinary SLA appropriate for a multilingual world (the Douglas Fir Group, 2016).
- **Recommendation**: LCE516 should be updated to include reference to recent developments in technologies which are relevant to language learning, e.g. AI and Natural Language Processing.
- **Recommendation**: LCE517 should be revised to ensure its relevance to the students, or perhaps be replaced by a module with more practical relevance (e.g. one on materials design and evaluation) or one with a linguistic focus.

2.2

- **Recommendation**: The programme's vision of the theory practice relationship should be more dynamically expressed in the program's purpose and objectives and in other relevant documentation.
- **Recommendation**: The program should investigate setting up more formal links with local employers and indeed, given the on-line nature of the expertise, potentially employers further afield, in order to set up systematic opportunities for pre-experience students to gain experience (cf Recommendation in 1.1)
- **Recommendation**: Micro-teaching opportunities on the program are at the moment quite restricted and should be expanded. Even experienced practising teachers who can try things out in their classes would benefit from the opportunity to try new approaches and skills in a safe environment.
- **Recommendation**: To prepare for an increase in numbers, opportunities should be in place more systematically to give students without experience the opportunity for an internship or work placement. At the moment this seems to occur on a case by case basis This is an excellent opportunity to develop links with local stakeholder employers.

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2.4

- Improvement to the Moodle are important. This could have two dimensions: 1.) On the one hand, the interface of Moodle could be improved to hide for example non important information and 2.) on the other hand, inconsistencies between the design of the courses should be avoided.
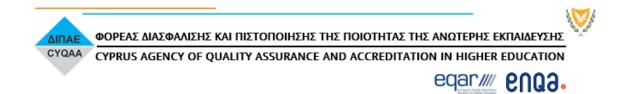
  Recommendation: The Moodle should be updated to make it more accessible and user-friendly.

  Currently, some courses use different typography, size of graphics, coloring of text etc. than others. **Recommendation**: A clear style guide for the study program would improve this.

- **Recommendation**: The Study Guides should be re-organized so as not to replicate course content.

- **Recommendation**: GDPR compliance of platforms such as Facebook and Google Classrooms should be carefully checked to minimize risk to students.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Partially compliant
2.4	Study guides structure, content and interactive activities	Partially Compliant

3. Teaching staff *(ESG 1.5)*

3.1 **Teaching staff recruitment and development**

Standards

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

3.2 **Teaching staff number and status**

Standards

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

3.3 Synergies of teaching and research

Standards

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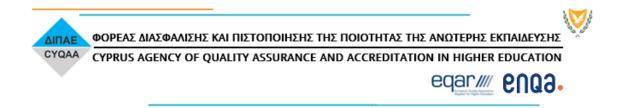- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

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

3.1 The programme was designed, and is led and taught, by staff located in the Language Centre, which is not an academic department. Hence the academic team are institutionally classed as special teaching staff rather than from the academic ranks. Their primary role in the eyes of the University is to teach. The majority are permanent members of staff however, have PhDs and carry out research. They also contribute to the University's Learning Network, a cross-University unit mainly staffed by members of the Language Centre. Recent recruitment onto the programme team has been from within: Anastasia Peck was already a
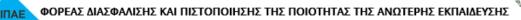
member of staff in the Language Centre before being recruited. Nonetheless we are assured that all staff recruitment is carried out according to regulations of the CYQAA.

CVs were provided for the evaluation for Parmaxi, Giannikas, Athanasiou and Papadima, not entirely matching the current staff list (as per the website: Papadima, Mouskou-Peck, Athanasiou, Parmaxi, Nicolaou, Kakoulli, Papa). In every case though, the staff are well-qualified, with appropriate experience for teaching the courses that they lead and contribute to. The programme team are well-networked (e.g. through membership of EuroCALL, IATEFL), and carry out research in areas that are relevant for the programme.

3.2 Teaching Staff numbers and status. The MA CALL is staffed by six individuals and is monitored by a three-member advisory committee. All members of staff are employed full-time. They are experienced professionals in TESOL/TEFL and/or technology enhanced language learning (cf. CALL) with a range of teaching and research experience. Almost all members of staff hold doctorate degrees achieved in either Cyprus or the UK. However, only one member of staff has a university professor rank (Assistant Professor) while the rest of the staff are members of the so-called Special Teaching Staff. Special Teaching Staff members are employed full-time but do not have the right to get promoted to an academic rank.

The Table below presents current MA CALL teaching staff, their status and their respective areas of specialisation.

Staff Member	Rank	Area of specialisation
Ms. Anastasia Mouskou-Peck (MA holder)	Assistant Professor (FT), @ LC & MA CALL Coordinator	TEFL/TESOL
Ms. Androulla Athanasiou (PhD, Warwick)	Special Teaching Staff (FT), @ LC & Acting Director of LC	TEFL/TESOL
Ms. Antigoni Parmaxi (Doctorate, CUT)	Special Teaching Staff (FT), @ LC	CALL
Ms. Anna Nicolaou (PhD, Dublin)	Special Teaching Staff (FT), @ LC	CALL
Ms. Elis Kakoulli Constantinou(Doctorate, CUT)	Special Teaching Staff (FT), @ LC	TEFL/TESOL/ESP

Ms. Elena Papa (MBA, Leicester)	Special Teaching Staff (FT), @ LC	Computing

Ms. Salomi Papadima-Sophocleous (PhD, Middlesex) with specialisation in TEFL/TESOL/CALL, an Assistant Professor @ LC, who was both the co-ordinator of the MACALL and Director of the LC till June 2021 and has recently retired, was present during the audit and contributed to the discussion.

MACALL is supervised by a three-member Advisory Committee, chaired by the Graduate Programme Coordinator. This Committee has an advisory role in the organization and implementation role of the programme and contributes to preserving its academic status within the university.

Members of teaching staff are regularly evaluated by students through online questionnaires where their teaching strengths and weaknesses are anonymously put forward by students. Staff have the opportunity to attend development seminars, organised centrally by TUC, for further expanding and enriching their teaching skills.

3.3 In our view, the synergies between teaching and research are one the strengths of the programme. The staff are well-qualified in relevant fields and also well networked in international CALL networks. They publish strategically in relevant journals and are involved in a number of international research initiatives and relevant professional organizations. However, we found that the dynamic relationship between teaching and research was better articulated in conversation with program staff than in the actual course documentation. It would therefore be useful for key aspects of the programme documentation and publicity material to be revised in order better to express this dynamic relationship which seems to be very much in evidence in the programme itself and is clearly appreciated by the students we spoke to. We also found as suggested above, that there is room for programme staff to develop these research networks for monitoring ongoing initiatives in cutting edge teaching in this rapidly emergent area and thus benchmarking the program with international comparators. Given that the staff of the Language Centre are not located in an academic department, the committee notes university initiatives to support their research, but suggests that continuing efforts should be made to ensure that they are not disadvantaged in research opportunities in relation to colleagues within departments.
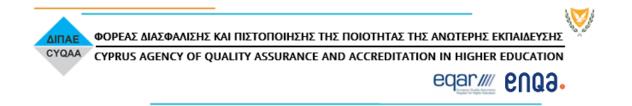
Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

3.1

The staff on the programme team are all well-qualified to contribute to the programme, with appropriate qualifications, experience and research interests.

3.2

MA CALL is staffed by a dynamic team of TEFL/TESOL/CALL professionals with appropriate academic qualifications and with teaching and research experience in the field.

3.3

Given the constraints of their institutional location outside a university department, the program staff show an admirable level of engagement in research, both in terms of participation in research networks, conferences, publications and professional associations. The program is still establishing its international reputation and it is essential that this engagement continues and is supported by the university in an appropriate way.

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

3.2

- **Recommendation**: The MA CALL, as a postgraduate programme, should be staffed by university professors either by recruiting new members of staff or by allowing members of the existing team to get promoted or transferred to university professor status.

- **Recommendation**: The Language Centre, the unit that actually has designed and operates the programme needs to progress to becoming an academic department that would allow it to offer academic programmes leading to university undergraduate, postgraduate and doctoral degrees in its own right. This should be done in accordance with the provisions of university regulations and Cyprus legislation.

3.3

- **Recommendation**: Ongoing attention should be given to comparability of research support afforded to Language Centre based staff in relation to their Departmental colleagues. This is not just a question of equity but also of establishing the international reputation of the programme.

- In our view, the synergy between teaching and research is one of the strengths of the programme. The staff are well-qualified in relevant fields and also well networked in international call networks. However, we found that the dynamic relationship between teaching and research was better articulated in conversation with program staff than in the actual course documentation.

- **Recommendation**: It would therefore be useful for key aspects of the programme documentation to be revised in order better to express this dynamic relationship which seems to be very much in evidence in the programme itself.

- **Recommendation**: Greater emphasis should be placed on linking the research projects which staff are engaged in to the teaching programme.
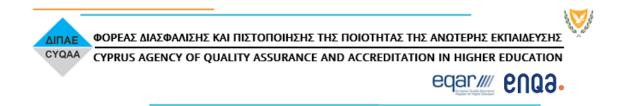
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Please select what is appropriate for each of the following sub-areas:

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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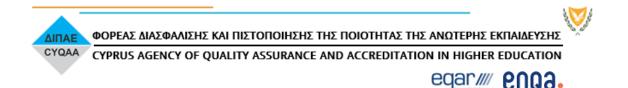
4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*

- o *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
- o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

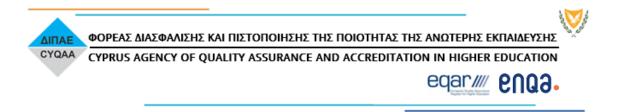*You may also consider the following questions:*

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

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

4.1 Student admission, processes and criteria: The MA CALL carries out appropriate processes of admission consistently and in a transparent manner according to the regulations of CUT and to the standards of the European University System. Prospective students receive full information about the study programme and the organization of the host MGAD and LC by visiting the website. Information is given solely through the website as well as in a specially organized induction week for enrolled students. Admission requirements are set in accordance with international standards. They include a recognized first degree in areas relevant to the content of the programme, good knowledge of English, academic reference letters and successful participation in a personal interview by the admissions committee. A maximum of 20 students may be admitted in each study cycle for the MA CALL, however in practice the programme has never admitted more than 10.

Information about the first degree is however not as clear as it should be regarding the prerequisite knowledge of (General) Linguistics that is essential for successfully attending MA CALL. In addition, knowledge of

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English, that is currently set to a CEFR-minimum of B2, should be upgraded to C1 given that the programme is addressed to teachers of English that are expected to have near-native knowledge of English.

4.2 The program operates a multi-level approach to collecting and monitoring information on student progression. The Language Centre keeps a central file and log of student progress. The MA CALL committee discusses the data and identifies potential problems which are also forwarded to the Postgraduate Studies Committee. Student monitoring is continued after graduation to identify job market entry and progression. Pre-defined and published regulations regarding student progression are in place. Processes and tools to collect, monitor and act on information on student progression, are in place.

4.3 The qualification gained by successful students on completion of the programme is a Master of Arts in Computer Assisted Language Learning – CALL. It is awarded by the Senate of the Cyprus University of Technology on the recommendation of the Department of Multimedia and Graphic Arts and the Language Centre. While it is perhaps unusual for a Language Centre to award a master's degree, the involvement of MGA appears to enable this, institutionally.As will be seen above we recommend regularizing this situation with the Language Centre moving to become a department. CUT itself is recognized internationally: it was established in 2007 as part of education reform designed to build local capacity for higher education in order to satisfy the needs of Cyprus, supported by the Bologna Process. Cyprus as a whole has successfully implemented the principles of the Lisbon Recognition Convention, and the qualifications gained in its HEIs (including CUT) align with the Lisbon requirements.

4.4 Certification. The diploma is provided in Greek and English. The program is based on the European Credit Transfer and Accumulation System (ECTS), 7.5 ECTS credits per course, 90 ECTS credits in total. This ensures comparability and credit transfer with other European universities. Along with transparency and alignment with other universities in the European ECTS it provides transparency in relation to other universities internationally. The degree certificate is accompanied by a Diploma Supplement as specified in the CUT handbook: 4. (3) (a)A degree is accompanied by the Diploma Supplement which is awarded by the University to the degree holder free of charge and in a widely used language; (3) (b) The Diploma Supplement complies with general policy decisions and other guidelines within the single European Higher Education Framework (translated - not available in English)
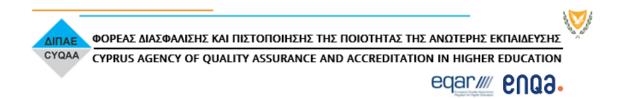https://www.cut.ac.cy/digitalAssets/100/100800_1002015Kanonismoi.pdf

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

4.1
- The student admission rubric should be thoroughly revised to ensure information is up to date, benchmarked and transparent according to international standards.
- A prerequisite knowledge of (General) Linguistics in the first degree should be added to the admission criteria.
- Knowledge of English should be set to a CEFR-minimum of C1.

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

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

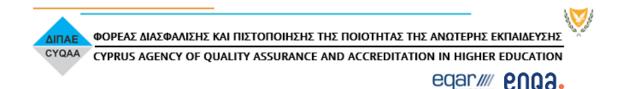5. **Learning resources and student support** *(ESG 1.6)*

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

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*

- - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

5.4 Student support

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Standards

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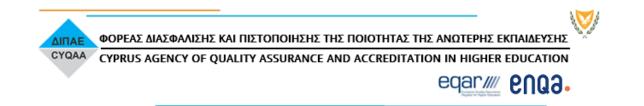

You may also consider the following questions:

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

Findings

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

5.1 Teaching and learning resources
The program is grounded in a socio-constructivist approach for learning in digital environments and modules are design on the principle of interaction between students and learners, student and teachers and student and material. In this sense the program operates according to general distance education principles and balances those different perspectives to learning to cater for a variety of needs by students. In the modules, synchronous and asynchronous activities are combined and the combination seems to be

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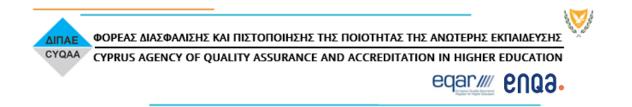
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well integrated. Activities in themselves are not highly interactive, but adequate. Some are collaborative, some individual. Attention should be paid to increasing the diversity and interactivity of activities. Assignments are diverse and focus on transfer to practice. Study guides provide an overview about weekly activities (Please note recommendation in 2.4). Members of the language centre were also part of the core team which developed the institution-wide "learning network". In this task the expertise for the e-learning focus was available in the Language Centre and has been drawn on. Attention should be paid to monitoring whether this servicing role for the wider university is to the detriment of the development of MA CALL academic programme. The team has a vision for adapting the current setup of the program in case of rising student numbers. As suggested in other parts of our report it is important that systems are in place to prepare for this. Student-centeredness is visible in the planning of the program.

5.2 Physical resources: Resources, both physical and virtual, are broadly adequate to support MA CALL students and teaching staff. The physical premises of LC (as the main entity hosting and operating the programme) are housed in a nice renovated building in central Limassol. This building consists of two multimedia rooms used for language teaching purposes, a Research and Cooperative and Interactive Learning Centre (ReCILLC), a student waiting room and a number of offices for the teaching and administrative staff. Members of staff have their own fully equipped and ergonomic working space in the building. LC is equipped with multimedia facilities in classrooms and the Moodle e-learning platform that is a crucial component for learning and teaching in the MACALL along with other IT infrastructure. (However see recommendations on refreshing the Moodle platform above.) LC is very active in web 2.0 technologies usage and has involved social media platforms (Facebook) in the interactive communication between students and tutors thus facilitating their day-to-day interaction. Again, please note the recommendation above concerning the GDPR issues with Facebook.

Students are aware of the resources available and get special training by expert technical staff in using IT systems that are necessary in their distance learning experience. The same applies to members of staff who are consistently supported in their teaching duties through the Moodle platform and other IT facilities. Students and staff have access to a physical library as well as to electronic bibliographical resources that are appropriate for supporting learning and research within MA CALL.

5.3 The current level of support for students seems to be excellent. This is partly to do with the relatively small number of students on the programme. A number of students we spoke to mentioned a "family" atmosphere. This reflects the dedication of programme staff and the roles as academic advisers and teachers. It also reflects facilities offered by the department in the shape of a student affairs officer. The student affairs services of the university offer support and advice including for personal not academic problems. There is a psychologist on the staff of the student affairs services. However the relevant personnel noted that students on the programme didn't typically draw on counselling services. This may be because of the more mature age of the students but also the excellent level of care at programme level. A number of students we spoke to mentioned the level of support offered by programme staff when they encountered personal problems that could potentially prejudice their studies. This issue of course is how to maintain this high level of support if student numbers increase as anticipated.

5.4 The student welfare mechanisms, as listed in section 12 of the application document, are: the Student Affairs Services, where student affairs officers can provide help; the academic advisor assigned to each student; the bursaries offered to students who cannot afford full fees, and the support offered to students who have medical problems and learning disabilities (see 2.1). The academic and pastoral support provided by the course team was an area of strength mentioned by the students during the evaluation (see 1.4). Students are well-supported by the IT service, the Language Centre administrative staff, the

admissions team, and the Student Affairs Service (see 1.4). Training, guidance and support in e-learning are provided by the course team, module-by-module and in the induction week activities (see 2.1). The University is part of the European University of Technology (one of eight across the EU), which potentially provides opportunities for student mobility in future iterations of the programme.

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

5.1

A high level of communication and interaction is the core paradigm for realizing the program. The discussion with students has revealed that students are very satisfied with this approach.

5.2

Physical and virtual resources are on the whole well built and operated offering a pleasant learning and tutoring experience to both students and teaching staff.

5.3 There is a high level of personalized support at programme level, which was repeatedly commented on by the students we spoke to.

5.4 The academic and pastoral support provided by the course team is highly valued by students.

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

5.3 **Recommendation**: There is a need to ensure that the levels of support are maintained with the projected higher student numbers and thus a more challenging staff/student ratio.

5.4 **Recommendation**: We encourage the programme team to explore how opportunities for mobility offered by membership of the European University of Technology might be integrated into the programme.

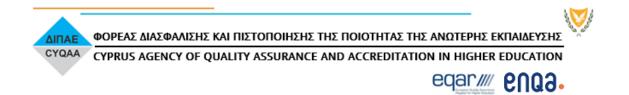## Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
5	Teaching and Learning resources	Partially compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The MA CALL programme is a well developed Master's programme, broadly conforming to European Qualifications Framework and international norms and benchmarking well with other comparable programmes internationally. Basic mechanisms for Quality Assurance are in place, and the programme staff are clearly in the vanguard in the introduction of quality processes, but much remains to be done to properly embed quality assurance processes that can drive continuing evaluation and improvement of the programme. The programme would also benefit from Key Performance Indicators against which to evaluate itself. The EEC is aware that this has to be seen in the context of the ongoing roll-out of QA processes across the university (a point that was clearly made in our meeting with members of the Internal Evaluation Committee) and doesn't doubt the commitment of the programme staff to the ongoing process. In particular, it is important to see certain processes which were undertaken in making the case for the degree in its development stage as ongoing and iterative: benchmarking with international comparators, forming strong connections with key stakeholders such as employers, creating greater involvement on the part of students. So the programme team needs to continue to develop their quality processes in two distinctive ways: through reaching *out* to key stakeholders, employers, students, alumni and by reaching *in* to the teaching and learning offer to ensure that a continual process of quality monitoring and evaluation drives change and improvement in the teaching and learning offered. This is what will take the programme to the next level in QA terms and build its reputation internationally. The overall architecture of the degree is well thought out, though there is a need for some updating of individual courses and in particular a more in-depth re-think of LCE517. The EEC also had concerns about the inclusion of course content in the study guides and is of the view that the Moodle environment needs updating and refreshing, along with a style guide to ensure all material has a comparable "look". The EEC also had concerns on potential GDPR issues involved in using Facebook and Google Classrooms for e-learning. The MA CALL programme benefits from a committed and well qualified staff with research interests and activities which support and can potentially enrich the teaching. The view of the EEC is that every effort should be made to support their research activity in a way comparable to academic staff. The EEC understands the history of the setting up of the MA programme between the Language Centre and the department, but feels the way forward is the emergence of the Language Centre as a department in its own right, perhaps as a Department of Applied Language Studies or similar. Up till now the programme has been running with fewer students than planned, which has allowed the staff to develop a hands-on supportive as it were individualized approach which is much appreciated by its students. The programme staff and the university appear confident that the numbers will grow and there is no reason to believe that they won't, particularly in the aftermath of the pandemic which has propelled everyone into on-line teaching and learning, however underprepared. The MA CALL has something to offer in this emergent context, but needs to continue effectively researching and testing the market to adapt to changes in the on-line environment and the wider educational world. This would include a name change to bring it more in line with the ways that on-line learning is going.

E. Signatures of the EEC

Name	Signature
Mike Baynham	
George J. Xydopoulos	
James Simpson	
Marco Kalz	
Maria Christoforou (student)	
Click to enter Name	

Date: 30/7/2021