Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report
Program of Study

Institution: University of Nicosia.

Program of Study: BA English Language and Literature (Distance Learning)

1

TABLE OF CONTENTS

INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016" [N. 136 (I)/2015].

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

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Andrew Bennett	Professor	University of Bristol
Judit Kormos	Professor	Lancaster University
Antonis Lionarkis	Professor	Hellenic Open University
James Procter	Professor	University of Newcastle
Karolina Lamprou	PhD Candidate	University of Cyprus

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.

Prior to the visit, the External Evaluation Committee received the Evaluation-Accreditation Document for the Programme of Study, consisting of the programme's general profile and content; the overall structure of the programme; the list of courses; and the list of personnel. Annexes included individual course descriptions; staff cvs; information on the infrastructure; and information on the university's quality standards and assurance procedures. Documentation also included the Quality Standards and Indicators form completed by the Internal Quality Committee in December 2016.

On the day of the site visit, the committee was supplied with full documentation for each course; sample marked written work by current students; and sample student questionnaire returns.

Meetings on-site included presentations by the Provost, the Associate Director of Distance Learning, and the Programme Director; in addition, there were powerpoint presentations giving details of two sample courses. Each presentation was followed by discussions. There were also separate meetings with faculty members, and with student representatives.

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.

The documentation was complete and very thorough, and the participation in the quality assurance procedures by both Faculty and the Institution was full and very cooperative. However, there was no full feasibility study, and some of the specific assessment criteria concern matters that are yet to take place.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work

Overall, the organization of teaching is outstanding, and we saw many examples of good practice.

1.1.1 Admission requirements are in line with national standards, but an IELTS of 6.5 especially in writing, which is a key component of a Distance online programme, might be desirable.

1.1.2 The current number of students in the programme ensures that teaching is efficient and that students receive sufficient individual attention. If the programme grows, a maximum online group size of 20 is recommended.

1.1.3 The organization of the educational process is exemplary. Detailed and useful information about the programme, curriculum, learning materials and assessment materials is available both in printed and digital format.

1.1.4 Students have access to a wide variety of online resources. The library holds an adequate number of e-books and subscribes to the most important electronic publications. Provisions are made to ensure the welfare and academic progress of online students by means of personal contact and electronic communication.

1.1.5 It is evident from our meetings with faculty members that teaching staff ensure regular and effective communication with students; the department has a generous policy of five office hours per week for all staff at which students are able to contact staff.

1.1.6 Feedback to students is outstanding. Students receive detailed and constructive comments on their work and are given suggestions for areas of improvement in future assignments.

1.1.9 Academic skills support could be better integrated into the programme. We recommend that there should be an academic writing course directed specifically at the requirements of students on the English BA.

1.1.10 Academic mentoring is carefully planned, with each student having a member of staff as a point of contact.

1.1.12 There seems to be a lack of clarity concerning complaints and dispute resolution. Staff roles concerning complaint and dispute resolution should be clearly separated from pastoral care (see p.24 of the application document: 'Administrative support for distance learning students')

Teaching

The teaching methodology employed on the programme constructively assists students in achieving the programme objectives and is in line with students' previous educational experience. However, tutors could be encouraged to exploit the digital tools available to them more extensively. More collaborative, project- and enquiry-based teaching tasks could be employed to enhance 21st century skills. Current

teaching methodology follows the format of face-to-face lecture-style teaching in many of the individual courses. The design of some of the instructional tasks does not encourage learners to actively engage in discussions.

1.2.6 The programme uses up-to-date educational technologies. The Moodle platform and the Webex conferencing software are some of the best currently available tools. However, lecturers should be encouraged to exploit these technological tools better. More opportunities for students' creative use of various forms of media should be offered.

1.2.7 In general, teaching materials are up-to-date and regularly updated. Some of the set readings, especially with regard to course-books in the area of linguistics and TESOL are not very recent.

Teaching personnel

The committee was impressed with the high level of academic qualifications of all teaching staff. Currently there is a very favourable staff:student ratio which allows staff members to pay close attention to the development of each individual student.

1.3.9 Although staff are granted teaching relief for research to complete specific projects, little opportunity is available for small-scale internal funding for research projects. As far as we are aware, there is no regular system of research leave.

1.3.11 The programme coordinator is well-qualified and highly competent.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Purpose and Objectives and learning outcomes of the Program of Study

The purpose and objectives of the programme are clearly stated and meet the needs of employers in Cyprus and internationally. However, little emphasis is put on the objective of the transformative effects of higher education on the individual and the development of creativity and of collaborative skills.

2.1.4 We feel that there is more scope for a wider variety of assessment methods that might further foster critical independence and creativity. The programme should offer more opportunities for assessment using the oral mode or multiple modalities.

Structure and Content of the Program of studies

The structure and content of the programme of study compares well with institutions internationally. The programme of study is structured in a consistent manner and in sequence. Progression from introductory to more advanced courses is built into the programme design. The number and the content of the programme's courses are sufficient for the achievement of learning outcomes. We would commend the content and structure of teaching-related and literature courses. Students should be given

somewhat more autonomy and flexibility in the choice of topics and educational materials at least in the 3rd and 4th year of their studies.

2.2.6 Courses in the area of linguistics should include more up-to-date conceptualizations of language and grammar (e.g. usage-based approaches to grammar, cognitive linguistics, critical discourse analysis, systemic functional approaches to grammar).

2.2.9 The programme should offer more flexibility in the mode of response required in the forums – for example by students using voice recordings.

Quality Assurance of the Program of studies

University mechanisms for quality assurance are robust and are implemented consistently at departmental level.

Management of the Program of Study

The programme is managed in a highly effective manner. Detailed information relating to the programme of study is publicly available. Programme evaluation is thorough and staff members act promptly on feedback. The university is engaged in further developing evaluation mechanisms as the course portfolio diversifies.

International Dimension of the Program of Study

Since this is a distance learning programme, the questions concerning the international dimension of the programme of study are only partly relevant (by definition, distance education already has an international element built into it). The academic profile of the programme of study is fully compatible with corresponding programmes of study in Cyprus and internationally.

Connection with the labor market and the society

Graduates of the programme will be qualified as translators for the public and private sector, as private and public school teachers, and prepared for employment in other professional and commercial fields. Presentations from the department showed that a very high percentage of graduates from the conventional programme are employed in graduate-level jobs.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies

Most of the teaching staff are involved in research activity at a high level – including participation in international conferences, publication in major journals and books published by international presses, in journal editing, and other high-profile research activities. Staff are able to translate their research findings and activities into their teaching in innovative ways. Teaching can therefore be said to be research-led, and relatively recent research results are embedded in the content of the programme of

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.

There are many impressive aspects of the programme, which is well-developed and well-supported by the university's infrastructures. The following constitute our recommendations for further developments in the programme of study:

- We would recommend a maximum online group size of 20.
- There seems to be a lack of clarity concerning complaints and dispute resolution. Staff roles concerning complaint and dispute resolution should be clearly separated from pastoral care.
- We would recommend that there should be an academic writing course directed specifically at the requirements of students on the English BA.
- Tutors should be encouraged to exploit the digital tools available to them more extensively. More collaborative, project- and enquiry-based teaching tasks could be employed.
- We suggest that more opportunities for students' creative use of various forms of media should be offered.
- Efforts should be made to ensure that course-books especially in the area of linguistics and TESOL are as recent and up-to-date as possible.
- We recommend that opportunities are explored for small-scale internal funding for research projects, and that a regular system of research leave is developed.
- We recommend the development of a greater variety of assessment methods in order to further foster students' critical independence and creativity. The programme could offer more opportunities for assessment using the oral mode or multiple modalities.
- We recommend that students are given somewhat more autonomy and flexibility in the choice of topics and educational materials at least in the 3rd and 4th year of their studies.
- Courses in the area of linguistics should include more up-to-date conceptualizations of language and grammar (e.g. usage-based approaches to grammar, cognitive linguistics, critical discourse analysis, systemic functional approaches to grammar).

---

[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.

study. This seems to reflect the fact that the department manages to balance the requirements of teaching and research, and gives reasonable support, including reductions in teaching load, for research activity. However, there does not seem to be a regular system of research leave, to support the completion of large-scale research projects.

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

Administrative Mechanisms

Administrative support appears to be fully adequate. We consider that it constitutes an example of good practice that distance learning students can receive support and advice from one source. Learning analytics are used to identify students who are likely to fall behind. The student welfare services are able and prepared to give advice and support for distance students.

Infrastructures / Support

As mentioned earlier, the university's infrastructure for supporting the programme is fully in place. It is excellent that training in educational technology is mandatory for all staff. However, we would recommend that greater emphasis should be put on the pedagogical aspects of distance- and online-learning and that dedicated support for distance learning teaching activities should be offered.

Financial Resources

Financial resources appear to adequate and appropriate to the programme of study.

5. DISTANCE LEARNING PROGRAMS

Please see above: since the programme under review is itself a new distance learning programme, the points raised in section 5 are dealt with in the other sections of the assessment.

6. DOCTORAL PROGRAMS OF STUDY

Not applicable.

- The programme should offer more flexibility in the mode of response required in the forums – for example by students using voice recordings.
- We recommend that greater emphasis should be put on the pedagogical aspects of distance- and online-learning and that dedicated support for distance learning and teaching activities should be offered.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Nicosia

Program of Study: BA in English Language and Literature (Distance Learning)

Duration of the Program of Study: 4 years

Evaluation Date: 7 September 2017

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016".

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

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

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

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

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Andrew Bennett	Professor	University of Bristol
Judit Kormos	Professor	Lancaster University
Antonis Lionarkis	Professor	Hellenic Open University
James Procter	Professor	University of Newcastle
Karolina Lamprou	PhD Candidate	University of Cyprus

Date and Time of the On-Site Visit: 6 September 2017

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

No.	Indicator				
1.1.4.5	academic mentoring				X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X
1.1.8	Control mechanisms for student performance are effective.				X
1.1.9	Support mechanisms for students with problematic academic performance are effective.			X	
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.				X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.			X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.		X		

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

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.

Overall, the organization of teaching is outstanding, and we saw many examples of good practice.

1.1.3 Admission requirements are in line with national standards, but an IELTS of 6.5 especially in writing, which is a key component of a Distance online programme,

might be desirable.

1.1.4 The current number of students in the programme ensures that teaching is efficient and that students receive sufficient individual attention. If the programme grows, a maximum online group size of 20 is recommended.

1.1.3 The organization of the educational process is exemplary. Detailed and useful information about the programme, curriculum, learning materials and assessment materials is available both in printed and digital format.

1.1.4 Students have access to a wide variety of online resources. The library holds an adequate number of e-books and subscribes to the most important electronic publications. Provisions are made to ensure the welfare and academic progress of online students by means of personal contact and electronic communication.

1.1.5 It is evident from our meetings with faculty members that teaching staff ensure regular and effective communication with students; the department has a generous policy of five office hours per week for all staff at which students are able to contact staff.

1.1.6 Feedback to students is outstanding. Students receive detailed and constructive comments on their work and are given suggestions for areas of improvement in future assignments.

1.1.9 Academic skills support could be better integrated into the programme. We recommend that there should be an academic writing course directed specifically at the requirements of students on the English BA.

1.1.10 Academic mentoring is carefully planned, with each student having a member of staff as a point of contact.

1.1.12 There seems to be a lack of clarity concerning complaints and dispute resolution. Staff roles concerning complaint and dispute resolution should be clearly separated from pastoral care (see p.24 of the application document: 'Administrative support for distance learning students')

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.			X		
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X

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

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

The teaching methodology employed on the programme constructively assists students in achieving the programme objectives and is in line with students' previous educational experience. However, tutors could be encouraged to exploit the digital tools available to them more extensively. More collaborative, project- and enquiry-based teaching tasks could be employed to enhance 21st century skills. Current teaching methodology follows the format of face-to-face lecture-style teaching in many of the individual courses. The design of some of the instructional tasks does not encourage learners to actively engage in discussions.

1.2.6 The programme uses up-to-date educational technologies. The Moodle platform and the Webex conferencing software are some of the best currently available tools. However, lecturers should be encouraged to exploit these technological tools better. More opportunities for students' creative use of various forms of media should be offered.

1.2.7 In general, teaching materials are up-to-date and regularly updated. Some of the set readings, especially with regard to course-books in the area of linguistics and TESOL are not very recent.

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,					X

	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:					X
	1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.				X
	1.3.2.2	Publications within the discipline.				X
1.3.3	The specializations of Visiting Professors adequately support the program of study.	NA				
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.	NA				
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	NA				
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
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.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				X	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				X	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X

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

The committee was impressed with the high level of academic qualifications of all teaching staff. Currently there is a very favourable staff:student ratio which allows staff members to pay close attention to the development of each individual student.

1.3.9 Although staff are granted teaching relief for research to complete specific projects, little opportunity is available for small-scale internal funding for research projects. As far as we are aware, there is no regular system of research leave.

1.3.11 The programme co-ordinator is well-qualified and highly competent.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	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.	NA				
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X

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

The purpose and objectives of the programme are clearly stated and meet the needs of employers in Cyprus and internationally. However, little emphasis is put on the objective of the transformative effects of higher education on the individual and the development of creativity and of collaborative skills.

2.1.4 We feel that there is more scope for a wider variety of assessment methods that might further foster critical independence and creativity. The programme should offer more opportunities for assessment using the oral mode or multiple modalities.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			X		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.		X			
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.		X			

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

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

The structure and content of the programme of study compares well with institutions internationally. The programme of study is structured in a consistent manner and in sequence. Progression from introductory to more advanced courses is built into the programme design. The number and the content of the programme's courses are sufficient for the achievement of learning outcomes. We would commend the content and structure of teaching-related and literature courses. Students should be given somewhat more autonomy and flexibility in the choice of topics and educational materials at least in the 3rd and 4th year of their studies.

2.2.6 Courses in the area of linguistics should include more up-to-date conceptualizations of language and grammar (e.g. usage-based approaches to grammar, cognitive linguistics, critical discourse analysis, systemic functional approaches to grammar).

2.2.9 The programme should offer more flexibility in the mode of response required in the forums – for example by students using voice recordings.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X
	2.3.2.3 the students.				X	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X

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

University mechanisms for quality assurance are robust and are implemented consistently at departmental level.

2.4	**Management of the Program of Study**	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					
	2.4.5.1 The provisions regarding unit credits					X
	2.4.5.2 The expected learning outcomes					X
	2.4.5.3 The methodology					X
	2.4.5.4 Course descriptions					X
	2.4.5.5 The program's structure					X
	2.4.5.6 The admission requirements					X
	2.4.5.7 The format and the procedures for student assessment					X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X

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

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

The programme is managed in a highly effective manner. Detailed information relating to the programme of study is publicly available. Programme evaluation is thorough and staff members act promptly on feedback. The university is engaged in further developing evaluation mechanisms as the course portfolio diversifies.

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

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

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.

Since this is a distance learning programme, the questions concerning the international dimension of the programme of study are only partly relevant (by definition, distance education already has an international element built into it). The

academic profile of the programme of study is fully compatible with corresponding programmes of study in Cyprus and internationally.

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

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

Graduates of the programme will be qualified as translators for the public and private sector, as private and public school teachers, and prepared for employment in other professional and commercial fields. Presentations from the department showed that a very high percentage of graduates from the conventional programme are employed in graduate-level jobs.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.				X	
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-					X

		1	2	3	4	5
	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.				X	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				X	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.					X

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

Most of the teaching staff are involved in research activity at a high level – including participation in international conferences, publication in major journals and books published by international presses, in journal editing, and other high-profile research activities. Staff are able to translate their research findings and activities into their teaching in innovative ways. Teaching can therefore be said to be research-led, and relatively recent research results are embedded in the content of the programme of study. This seems to reflect the fact that the department manages to balance the requirements of teaching and research, and gives reasonable support, including reductions in teaching load, for research activity. However, there does not seem to be a regular system of research leave, to support the completion of large-scale research projects.

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

4.1	**Administrative Mechanisms**	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X

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

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

Administrative support appears to be fully adequate. We consider that it constitutes an example of good practice that distance learning students can receive support and advice from one source. Learning analytics are used to identify students who are likely to fall behind. The student welfare services are able and prepared to give advice and support for distance students.

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

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

As mentioned earlier, the university's infrastructure for supporting the programme is fully in place. It is excellent that training in educational technology is mandatory for all staff. However, we would recommend that greater emphasis should be put on the

ΔΙ.Π.Α.Ε.
DI.P.A.E.

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

pedagogical aspects of distance- and online-learning and that dedicated support for distance learning teaching activities should be offered.

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

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

Financial resources appear to adequate and appropriate to the programme of study.

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.					X
5.2	The process and the conditions for the recruitment of					X

	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.					X
5.4	Student performance monitoring mechanisms are satisfactory.					X
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					X
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					X
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					X
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					X
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					X
5.10	The supporting infrastructures are easily accessible.					X
5.11	Students are informed and trained with regards to the available educational infrastructure.				X	
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					X
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					X
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.					X
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.					X
5.16	The percentage of teaching personnel who holds a					X

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.

Please see above: since the programme under review is itself a new distance learning programme, the points raised in section 5 are dealt with in the other sections of the assessment.

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.	X
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.	X

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.

n/a

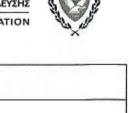---

FINAL REMARKS – SUGGESTIONS

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

There are many impressive aspects of the programme, which is well-developed and well-supported by the university's infrastructures. The following constitute our recommendations for further developments in the programme of study:

- We would recommend a maximum online group size of 20.
- There seems to be a lack of clarity concerning complaints and dispute resolution. Staff roles concerning complaint and dispute resolution should be clearly separated from pastoral care.
- We would recommend that there should be an academic writing course directed specifically at the requirements of students on the English BA.
- Tutors should be encouraged to exploit the digital tools available to them more extensively. More collaborative, project- and enquiry-based teaching tasks could be employed.
- We suggest that more opportunities for students' creative use of various forms of media should be offered.
- Efforts should be made to ensure that course-books especially in the area of linguistics and TESOL are as recent and up-to-date as possible.
- We recommend that opportunities are explored for small-scale internal funding for research projects, and that a regular system of research leave is developed.
- We recommend the development of a greater variety of assessment methods in order to further foster students' critical independence and creativity. The programme could offer more opportunities for assessment using the oral mode or multiple modalities.
- We recommend that students are given somewhat more autonomy and flexibility in the choice of topics and educational materials at least in the 3rd and 4th year of their studies.
- Courses in the area of linguistics should include more up-to-date conceptualizations of language and grammar (e.g. usage-based approaches to grammar, cognitive linguistics, critical discourse analysis, systemic functional approaches to grammar).
- The programme should offer more flexibility in the mode of response required in the forums – for example by students using voice recordings.
- We recommend that greater emphasis should be put on the pedagogical aspects of distance- and online-learning and that dedicated support for distance learning and teaching activities should be offered.

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

Name:	Signature:
Andrew Bennett	
Judit Kormos	
Antonis Lionarkis	
James Procter	
Karolina Lamprou	

Date: 7 September 2017

Προγραμματική Αξιολόγηση_5-5-16 Τελικό ΑΓΓΛ.docx/Erl