

Doc. 300.3.1

Date: 12/12/2020

## External Evaluation Report (Departmental)

- **Higher Education Institution:**

University of Nicosia

- **Town: Nicosia**

- **School/Faculty: School of Humanities and Social Sciences**

- **Department: HE**

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

**Programme 1**

**In Greek:**

Programme Name

**In English:**

**BA in English Language and Literature (4 years, 240 ECTS, Cycle 1)**

**Programme 2**

**In Greek:**

Programme Name

**In English:**

**MA in TESOL (Conventional) (18 months, 90 ECTS, Cycle 2)**

- **Department's Status: Currently Operating**

**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The committee was not able to visit the University of Nicosia due to the Covid19 pandemic. For this reason the evaluation was carried out remotely on Zoom. This posed no problems.

Committee members were provided with all the detailed documentation before the meeting, along with links to a small number of asynchronous classes. The Chair solicited questions from the committee members before the remote visit and compiled a master list of questions to ask the various groups. The committee met the day before the evaluation visit and discussed the questions we had prepared. George Aletraris from CYQAA outlined the procedure for the visit.

Throughout the day on 10 December 2020 the committee met with UNIC's senior management team, the departmental/faculty management team, teachers on the BA in English Language and Literature, teachers on the MA TESOL and students.

The committee was not able to visit the learning, teaching and accommodation facilities. However, a video-based campus tour was provided, which gave a good idea of the quality of the facilities.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Bas Aarts (Chair)</b>	<b>Professor of English Linguistics and Vice-Dean</b>	<b>University College London</b>
<b>Marjolijn Verspoor</b>	<b>Professor</b>	<b>Universities of Groningen/Pannonia</b>
<b>Anastasios Tsangalidis</b>	<b>Professor</b>	<b>Aristotle University of Thessaloniki</b>
<b>Iordanis Kavathatzopoulos</b>	<b>Professor</b>	<b>Uppsala University</b>
<b>Marios Rialas</b>	<b>Student</b>	<b>University of Cyprus</b>

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Department based on evidence from the Department's application and the site - 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 followed by or linked to the recommendations of how to improve the situation.*

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

## 1. Department's academic profile and orientation (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Department has clearly formulated its mission, namely to provide high quality teaching and conduct high quality research in the area of English language and literature and related topics, with a special focus on Teaching English to Speakers of Other Languages. It has thought about its future in the light of increasing technological advances in online delivery, and how it can sustain and develop its current offerings. The new programme in TGSOL will provide new opportunities and challenges.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The BA English language and literature, specifically the linguistics courses, prepare well for the MA TESOL. The literature part might also be integrated more with a view to feeding into the MA programme; for example, by offering courses on how to use literature, e.g. drama, poetry, and culture in TESOL.

Provide suggestions for changes in case of incompatibility.

There is no evidence of incompatibility.

## 1. Department's academic profile and orientation

### 1.2 Connecting with society

1 - 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Department organises events, e.g. a poetry day, involving members from different departments, for the general public. In its self-evaluation the Department provides a long list of contacts in the area of social contributions. However, the nature of the contributions is not clear; the contact seem to be mainly academic in nature.

## 1. Department's academic profile and orientation

### 1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Recruitment strategies appear to be effective, though entry requirements seem not to be very high.

Based on the self-evaluation, we have reason to believe that there are funding issues at the organizational level, reducing research time for academic staff. Also the committee felt that in order to ensure the future quality of the programmes of study staff need to be offered guaranteed sabbaticals in order to be able to update skills, have time to do research, etc. The University should also ensure that sabbaticals are fully funded, i.e. without loss of income and/or holiday entitlements for the staff concerned.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Past figures suggest that the programmes will continue to attract students from diverse backgrounds, and that numbers will increase, especially for the MA TGSOL.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The committee is of the opinion that this is a well-run, cohesive academic unit, well-balanced between literature and linguistics, with straightforward objectives, a clear allocation of responsibilities and transparent procedures.

### Strengths

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

- good leadership team
- good academic support for students
- caring and supportive staff
- clear and well-documented procedures
- the MA TGSOL is an innovative solution building on the expertise of the TESOL team which attracts a large number of students

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

As mentioned above, the committee felt that staff should be able to spend more time on research, for example that they all be offered a regular paid sabbatical.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Partially Compliant
1.3 Development processes	Compliant

## **2. Quality Assurance**

*(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)*

### Sub-areas

- 2.1 System and quality assurance strategy**
- 2.2 Quality assurance for the programmes of study**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant*
- 3: Partially compliant*
- 4 or 5: Compliant*

**Quality indicators/criteria**

## 2. Quality Assurance

### 2.1 System and quality assurance strategy

1 - 5

2.1.1 The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.

5

2.1.2 Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.

5

2.1.3 The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.

5

2.1.4 The quality assurance system adequately covers all the functions and sectors of the Department's activities:

2.1.4.1 Teaching and learning

5

2.1.4.2 Research

5

2.1.4.3 The connection with society

5

2.1.4.4 Management and support services

5

2.1.5 The quality assurance system promotes a culture of quality.

5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

## 2. Quality Assurance

### 2.2 Quality assurance for the programmes of study

1 - 5

2.2.1 The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.

5

2.2.2 The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.

5

2.2.3 The quality control system refers to specific indicators and is effective.

5

2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	5
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.11	The Department analyses and publishes graduate employment information.	5
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	<b>Building facilities</b>	5
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5

	<b>2.2.12.5</b> Academic support	5
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	n/a
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	n/a
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	n/a
2.2.19	There is a clear policy on authorship and intellectual property.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The Department and University have clear formal instruments and procedures to assess quality at different levels, and staff seem to be involved both formally and informally.

### Strengths

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

- the system of academic advisors (academic monitoring) is very effective
- the collaboration between academic and administrative staff is good
- clear guidance for students on issues such as plagiarism, etc.
- student feedback is acted upon
- students have the right to appeal if they disagree with their grades
- excellent data are available about students' employment destinations
- excellent handbooks and thesis writing guidance
- excellent library facilities and support

Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

We have no reasons for concern.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

**Administration**

(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

*1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant*

Quality indicators/criteria		
<b>3. Administration</b>		<b>1 - 5</b>
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5

3.7	The Department's council operates systematically and autonomously and exercises the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

Based on evidence from the Department's application, the committee is satisfied that all administrative quality assurance procedures are in place and found no indication to the contrary during the virtual site visit.

### Strengths

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

- effective, clear and well-documented administrative quality assurance procedures are in place
- clear roles and responsibilities at all levels of the Department

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

We have no reasons for concern.

**Please select what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

### 3. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

#### Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Although 4.1.3 is officially met, the committee recommends a thesis at the BA level and strongly recommends one at the MA-level.		

## 4. Learning and Teaching

### 4.2 Organisation of teaching

1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Regarding 4.2.8, we would like to reiterate the point we made above regarding the need for students to write a thesis at BA and MA level. The reason is that the writing of a thesis allows students to demonstrate that the intended learning outcomes of an entire degree programme have been achieved.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The committee found the Department very-well organised and professional. We met students and graduates who were extremely positive about the learning and teaching experience in the Department.

### Strengths

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

- all courses are well-documented
- there are clearly formulated aims and objectives

- there are clear grading criteria
- satisfied students

Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

See comment in the table above.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

**Teaching Staff (ESG 1.5)**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>5. Teaching Staff</b>		<b>1 - 5</b>
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	n/a
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5

5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Point 5.3 does not apply because the Department has stated that it has not had any Visiting Professor recently.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

See the Departmental application.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The teaching staff seem to have assignments within their expertise, at both undergraduate and graduate levels. The committee was not expected to evaluate the situation in the MA TGSOL programme and our assessment does not include it.

### Strengths

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

- highly dedicated, enthusiastic and caring members of staff of all ranks
- clear individual areas of expertise built into the general programmes of study

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The Department also houses the Centre for Modern Languages, servicing all university students. In addition, there are high student numbers in the DL MA TGSOL programme. These programmes, in addition to the BA English Language and Literature and MA TESOL, cause a high administrative workload, with possible understaffing at the level of administrative support. This may have an adverse impact on faculty research activities and morale.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
5. Teaching Staff	Compliant

## Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>6. Research</b>		<b>1 - 5</b>
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	3
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5

6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The lower scores in the table reflect our concern about these areas. See the recommendations below.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The committee found that there was a degree of imbalance in research activity. Some members publish very well; others are less productive in this area.

### Strengths

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

- some members of staff have excellent publication records
- good procedures and criteria to apply for research time.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The Department might consider a mentoring or collaboration scheme for staff members whose publication output could be improved.

Please again refer to our comments about sabbatical arrangements. We strongly feel that staff should be able to periodically spend time on their research without loss of income. Funds should be made available for replacement teaching.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
6. Research	Compliant

## 6. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>7. Resources</b>		<b>1 - 5</b>
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The committee notes the need for adequate funding across the board. See below.</p>		

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

Financial issues were not really discussed during our visit. According to the self-evaluation, the financial affairs of the Department are carried out in a financially sound and transparent manner and are controlled by the Finance Department of the University.

### Strengths

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

Sound procedures seem to be in place to control finances.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The Department has indicated in its self-evaluation that it is not entirely happy about the financial resources to support its functions (7.1). In view of this, the committee would urge the University to ensure adequate funding where it is needed.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

### **Conclusions and final remarks**

*Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.*

The committee was pleased with the thorough documentation at every level, including self-appraisal and response. We found that on the whole the Department of Languages and Literature is well-organized and there is plenty of evidence of professionalism and dedication towards colleagues and students. In our virtual site meeting we met a dedicated and enthusiastic staff who seem to work well together for the benefit of the whole Department. The Department complies fully with procedures, values, regulations, and the mission set out by the Institution and places a high value on quality assurance. There is a commitment to improving the quality of the core deliverables in the areas of teaching/learning and research excellence.

Still the committee found a few areas of some concern:

(1) A BA thesis is not strictly required, but would be desirable. The Department may want to consider introducing an obligatory thesis during the fourth year of studies; this may be an expectation at the BA level in other educational systems - and will justify the need for a fourth year at this level. At MA level, a thesis is essential, and indeed seems to be the norm in many other European institutions, even if it is not an absolute requirement at EQF7. This may be especially important for students wishing to pursue further studies at the PhD level. For many future employers students who have worked on an extended piece of original work will be more attractive.

(2) Although several members of staff are very productive researchers in the international scene, there were also some members who produced less. Active researchers are able to obtain funds and time for more research, even though sabbaticals are less accessible. However, for young researchers or researchers who have not yet been introduced into the international scenes, it would be good to find ways to help them, either by mentoring or collaborating.

(3) At the BA level there is a strong literature component, but at the MA level (TESOL) the courses focus most on linguistics or teaching methodology, and as in many such programmes, the field of literature (as a wonderful tool to teach language and culture) has been neglected. The TESOL programme at Nicosia could become a welcome exception by including literature oriented courses in its programme as it already has the expertise in house.

(4) The Department has just started a clearly successful MA programme in teaching Greek to Speakers of Other Languages with huge student numbers. It was not in the remit of the committee to evaluate it, but there are some concerns that the “tail may wag the dog”. We hope that the excellent English programme will not suffer from having to dedicate some of its resources to the Greek programme.

## Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Professor Bas Aarts</b>	
<b>Professor Marjolijn Verspoor</b>	
<b>Professor Anastasios Tsangalidis</b>	
<b>Professor Iordanis Kavathatzopoulos</b>	
<b>Mr Marios Rialas</b>	

**Date:** 12 December 2020