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

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Doc. 300.1.2

Date: 07.06.2024

Higher Education Institution's Response

- **Higher Education Institution:**
  University of Cyprus

- **Town:** Nicosia

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

  Programme 2 – MA

  In Greek:

  Μάστερ στη Διδακτική της Γαλλικής ως Ξένης Γλώσσας (E - Learning / Blended Learning)

  In English:
  Master in French as a Foreign Language (E - Learning / Blended Learning)

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

- **Programme's status:** Currently Operating

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
1. The EEC **strongly recommends** that the Department should run the MA in FLE **in only one mode** and the EEC **would further recommend** this mode be **blended** learning	The Department warmly thanks the EEC for its valuable comments and recommendations. The Department Council decided the following at its meeting dated 29/05//2024: To run the MA in FLE in only one mode per academic year (for the year 2024-2025 MA will be delivered in blended mode).	Choose level of compliance:
2. In adopting the blended learning mode the EEC also recommends that the in-person element of the programme should be announced at the start of each term and that the in-person element take place between two and four times a term at the same time for all courses	The academic year 2024-25, the program will run in blended learning. Here are the session dates for in-person sessions: Week 1: Thursday, September 5, 2024 Week 2: Thursday, September 12, 2024 Week 4: Thursday, September 26, 2024 Week 6: Thursday, October 10, 2024 Week 8: Thursday, October 24, 2024 Week 10: Thursday, November 7, 2024 Week 12: Thursday, November 21, 2024 Week 13: Thursday, November 28, 2024 Consequently, the Graduate School has been informed.	Choose level of compliance:
3. The EEC believes that a blended programme will be more attractive to a range of students and will cement the strength and identity of a programme that is unique to the region	The Department warmly thanks the EEC for its valuable comments and recommendations. The Department Council decided the following at its meeting dated 29/05//2024:	Choose level of compliance:

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	To run the MA in FLE in only one mode per academic year (for the year 2024-2025 MA will be operated in blended mode).	
4. Further to this the Department should revise its recruitment and programme materials for the new programme in order to present more clearly the overall programme approach (approche programme) and pedagogical principles in terms of aims, objectives, outcomes, competencies and alignment with assessments	The Programme's purpose and objectives (Part B, pages 7-8) have been revised (please refer to Annex 1 and 2).	Choose level of compliance:
5. Given the tendency of current MA students to adopt quantitative methodologies for their MA thesis the EEC recommends introducing more focused training on relevant methods including statistics and how to interpret them	The program includes a course in research methodology EDU 568 Research Methods in Education (please refer to Annex 3). In this course, a unit is focused on data collection and data analysis methods in conducting quantitative research. Students are introduced to data manipulation and basic techniques in analysing quantitative data, such as statistical analyses. By the end of this course, it is expected that students will be able to, among others, understand the basic terminology of statistics, and the most important parametric and non-parametric statistical tests, as well as to use statistical packages and software programs (SPSS, Atlas.ti) to analyze quantitative and qualitative data.	Choose level of compliance:
6. The EEC recommends greater standardisation of the length of the MA thesis to c. 60-80 pages without	The Department Council decided the following at its meeting dated 29/05//2024	

annexes, which can be placed e.g. on OpenScience or other servers	to apply the rule recommended by the EEC about greater standardisation of the length of the MA thesis to c. 60-80 pages without annexes. Students will be informed before the beginning of the academic year 2024-25 (See Annex 4).	
7. The fact that the University has halted the Evagoras and Praxandros scholarship programmes has negatively affected the number of students on the MA programme. The EEC therefore makes a strong request to the University to reintroduce these funding programmes	The Department will share the recommendation to the University's QA Committee for further discussion as imposed by the internal processes.	

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
1. The programme could make much more explicit the extent to which it combines theoretical and practical training, which is a distinctive and valuable feature of the programme	The Department warmly thanks the EEC for its valuable comments and recommendations. The Department has taken actions for improvement and revised the programs ILO's, goals and objectives (please refer to Annex 1 & 2): **Combining theoretical and practical training:** One of the distinctive features of our program is the seamless integration of theoretical knowledge with practical training. To make this integration more explicit, we have introduced specific modules such as FES 740 Ingénierie pédagogique et numérique (See Annex 6) where students not only learn about theoretical approaches but also apply them in real-world teaching scenarios. For example, students engage in microteaching sessions, lesson plan, where they design and deliver FLE lessons, followed by constructive feedback from peers and faculty mentors. In addition, the final MA thesis includes a theoretical part on a research question and a practical part, as students are placed in educational institutions to carry out their research in the field. (see Annex 4 and Annex 5).	Choose level of compliance:
2. The overall learning outcomes of the	**Reflecting practical training content in learning**	Choose level of compliance:

programme could reflect more explicitly the practical training content of the programme	**outcomes** (please refer to annex 1 & 2)**:** Our revised learning outcomes now (please refer to annex 1 & 2) explicitly reflect the practical training content embedded within the program. For instance, one of our learning outcomes states that students will demonstrate proficiency in designing and implementing effective FLE teaching strategies in diverse educational settings. This outcome directly aligns with the practical training component of our program and emphasizes the importance of hands-on experience in preparing students for their future careers as FLE educators.	
3. The programme should state more clearly the alignment between the competencies acquired during the programme and the methods of summative assessment, including the evaluation of the final MA thesis enabling it to recognize the practical skills acquired	**Aligning competencies with methods of assessment:** We have enhanced the alignment between the competencies acquired during the program and the methods of summative assessment. For example, in our assessment rubrics, we have included criteria that specifically evaluate students' demonstration of practical skills, such as lesson planning, classroom management, and student engagement strategies. By clearly outlining these assessment criteria, students have a better understanding of how their practical skills are evaluated and recognized within the program (see Annex 4 and Annex 5).	Choose level of compliance:

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
• The MA in FLE has been significantly strengthened by new appointments in the field of Digital Humanities, with specific competencies in e-Learning • Academic staff have excellent international networks which have facilitated the development of the new hybrid/online MA programme • Moreover these new appointments are making a major contribution to the work of the whole University in the domain of e-Learning	We appreciate EEC's feedback and acknowledgement. Although recommended actions are beyond the decision-making sphere of the Department, it will underline these needs to the University decision-makers. The Department will share the EEC's suggestion to the University QA Committee for further discussion as the imposed by the internal QA procedures	Choose level of compliance:

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
No recommendations to make	N/A	Choose level of compliance:

5. Learning resources and student support
(ESG 1.6)

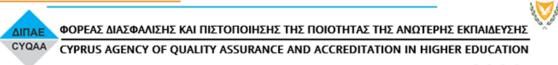| Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
No areas of improvement and recommendations for any of the programmes	N/A	Choose level of compliance:

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC **commends in the highest terms** the work of the Department of French & European Studies at the University of Cyprus. Meetings with staff and students made very clear the strong sense of collegiality, vision and ethos that defines the Department's strategy. The EEC was struck by the Department's ambition and desire to innovate, pioneering work in several important areas for the University, including e-Learning and the introduction of the annual doctoral students conference. Moreover, the Department has cultivated an excellent research culture and environment which includes Masters and PhD students. It is proving to be a centre of excellence within the institution in terms of the support it provides to students at all levels and the way it fosters interdisciplinary collaboration within the institution. The EEC also notes the Department's success in persuading the Cypriot Ministry of Education to introduce French as a compulsory second language at primary and secondary levels. This initiative should help sustain recruitment of students into the Department's BA programmes into the future as well as strengthening employment opportunities for its graduates. The EEC would like to thank the staff and students of the	We appreciate EEC's feedback and acknowledgement	Choose level of compliance:

Department for their warm welcome and the quality of the discussions over the two days of its site visit.		

C. Higher Education Institution academic representatives

Name	Position	Signature
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
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