

Doc. 300.1.2

Date: 28.1.2026

Higher Education Institution's Response

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

- **Town:** Nicosia

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

In Greek:

Γλώσσα, Γραμματισμός και Εκπαίδευση [3-8
ακαδημαϊκά εξάμηνα, 90 ECTS, Μεταπτυχιακό]

In English:

Language, Literacy and Education [3-8 academic
semesters, 90 ECTS, Master]

- **Language(s) of instruction:** Greek and/or English

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

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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 2021 [L.136(I)/2015 – L.132(I)/2021].

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)

Strengths

1. Academic Identity and Relevance: The programme has a distinct and highly relevant academic identity, successfully addressing contemporary global issues such as multiliteracies, digital literacies, and multilingual education.
2. Programme Maturity and Stability: Operating successfully since 2009 with a consistent track record of graduates, the programme demonstrates institutional commitment and persistent student demand.
3. Research-Informed Teaching and Staff: The programme is delivered by experienced, research-active staff with local and international recognition. The dedicated annual funding for research purposes further supports a research-based teaching environment.
4. Flexible and Student-Centred Design: The programme's adaptive streams (with/without thesis) and variable duration (3-8 semesters) meet the diverse needs of its student population, particularly working professionals. Pedagogical strategies and multi-modal evaluation practices align with student-centred learning philosophies.
5. Departmental Reputation: The Department of Education itself maintains a strong international standing, notably in the Shanghai Ranking (401-500 for 2023-2024) and the Times Higher Education Subject Rankings (501-600 for 2023-2024), lending significant weight to the degree.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>General recommendation: Ensure the QA policy documents are available and easily locatable on the website.</p> <p>While the programme is robust, compliance with the European Standards and Guidelines (ESG) and overall programme quality can be enhanced through strengthening quality assurance processes.</p>	<p>Links to the University’s Quality Assurance Policy will be added to the program’s website by the end of February 2026.</p>	<p>Choose level of compliance:</p>
<p>1. Programme Monitoring and Review Insufficient evidence exists for a regular and systematic internal programme review process that operates independently of the institutional quality assurance framework and the external accreditation cycle.</p> <p>Recommendation: Implement a formal, annual programme review process that systematically tracks KPIs such as student progress, completion rates, and time-to-degree statistics, and incorporates structured faculty reflection on curriculum currency and student feedback.</p>	<p>Student progress, completion rates and time-to-degree information are (a) currently maintained by each faculty member for their advisees (assigned at students’ admission to the program); and, (b) possible to retrieve from the university’s central databases. Upon the committee’s recommendation, the program coordinator will request this information at the end of each academic year and maintain a database for the purposes of monitoring progress, starting in June 2026.</p> <p>The program team already holds regular meetings (once a month, during the Fall and Spring semesters) for coordination. Starting in the Fall 2026-</p>	<p>Choose level of compliance:</p>

	<p>2027 semester, the final coordination meeting of each semester will be devoted for reflection on curriculum currency and student feedback. Other faculty members offering courses to the program may be invited to participate. Minutes from these meetings will be held by the program coordinator.</p>	
<p>2. Graduate Tracking and Labour Market Alignment</p> <p>Area for Improvement: The submission lacks concrete evidence of a systematic graduate tracking system or quantitative measurement of employment and labour market outcomes for alumni.</p>	<p>The program team maintains a record of each year's graduating students (entrance and graduation semester). The University's office of Alumni Relations is responsible for obtaining information and communication with alumni. Upon the EEC's recommendation, the program coordinator has conducted the office requesting any possible information on the program's alumni. This information will be shared with the coordinator at the end of each semester. In addition, starting in June 2026, the program team will invite each semester's graduating students to share their permanent contact details and grant their permission to use these after their graduation. Surveys and/or other data sources may be utilized regularly (e.g., every 5 years) for obtaining information on alumni's employment.</p>	<p>Choose level of compliance:</p>
<p>3. Internationalisation Strategy: Improving Internationalisation is a major aim of the Department. However there seems to be no well developed strategy to achieve it.</p> <p>Recommendation: Develop a comprehensive internationalization plan with formal inter-institutional partnerships, support for student mobility programmes, and systematic engagement with international visiting lecturers, beyond existing individual faculty contacts.</p>	<p>The Department and University already hold a number of inter-institutional partnerships (e.g. Erasmus+ agreements, membership in YERUN and YUFE – see International Relations Service website for relevant lists), which may provide the basis for formalizing the internationalization of the program and of students' experience. Starting from Fall semester 2026-2027, information on these opportunities will be provided as part of the student orientation meeting (held annually before the beginning of the academic year) and other events (e.g., open/info days). Visiting scholars/lecturers will be invited to contribute to the program's goals and activities, subject to budget availability. Other opportunities to enhance engagement with international scholars and lecturers (e.g., online seminars) will be fully taken in advantage.</p>	<p>Choose level of compliance:</p>



<p>The recommendations put forward are both feasible and proportionate to the size and circumstances of the programme. So long as there is commitment from programme management and proper institutional support, these enhancements can be implemented stage by stage to lead to a programme not only that has been accredited but a model of best practice in language and literacy teaching in Cyprus and the broader region as well.</p> <p>The programme team's recognition of areas for development (as shown through their SWOT analysis) and experience of successfully delivering over the long term suggest they possess the ability and motivation to put in place the areas of development highlighted in this report.</p>	<p>All available resources will be utilized to advance the program goals, including its quality and internationalization.</p>	<p>Choose level of compliance:</p>
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Strengths

- Many innovative assessments which develop transferrable skills
- Students experience a range of assessment types and have the opportunity to demonstrate their learning progress
- Some assessments involve working directly with stakeholders in community events (e.g. Buffer Fringe Festival)
- The programme clearly prepares students for work and for advancing their careers
- Graduates are highly-rated and stakeholders commented on the positive contribution they are making to the education system in particular and to wider society also.
- Authentic Assessment Practices: Programme-specific emphasis on mini research studies and educational interventions aligns assessment with programme philosophy
- Balanced Assessment Requirements: 60% cap on final examinations encourages diverse assessment, preventing over-reliance on traditional testing
- Comprehensive Student Support: Multi-tiered support system (academic advising, psychological services, career guidance) addresses holistic student needs
- Transparent Assessment Framework: Clear grading criteria, appeal procedures, and grade improvement policies demonstrate commitment to fairness

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Consider establishing formal mechanisms for reviewing course evaluations and implementing pedagogical improvements.	As per the practices of the University's Center for Teaching and Learning, course evaluations are provided directly to instructors for their own development at the end of each semester. Starting June 2026, these will be discussed in one of the regular coordination meetings of the program team.	Choose level of compliance:
While policies exist, evidence of detailed rubrics and assessment exemplars is limited. Recommendation: Develop and share detailed rubrics, model responses, and exemplars for major assessments, particularly thesis evaluation criteria.	Given the diversity of assessment forms and procedures, and to ensure that learning and assessment addresses the needs and potentials of specific students, rubrics are often co-developed as part of the learning process. Currently, rubrics, model responses and examples of major assessments (e.g., mini-research studies) are made available as part of each course's resources in platforms like Blackboard, or sent directly to the students (an example of an assignment rubric is attached in Annex 1). Students who are interested to develop a masters' thesis will be directed to the guidelines for the completion and structure of the Master's	Choose level of compliance:

	Thesis/Dissertation , as set by the UCY Graduate School.	
Consider developing guidelines for maximum and minimum word counts for the MA thesis.	Given current recommendations, the minimum length of a Master’s Thesis is 100 pages (~30 000 words). Depending on the topic and methodology employed in each thesis, students will be encouraged to produce a thesis between 30 000 – 52 000 words.	Choose level of compliance:
Consider whether a shorter MA thesis that might be manageable over two semesters could make the programme more competitive with other providers.	Following the previous point, interested students will be supported to limit the scope and focus of their research so that is completed over two semesters.	Choose level of compliance:
In addition, consider ways to make the dissertation a more attractive option, since it is usual in most countries for MA graduates to have undertaken a dissertation or an internship.	Alternative forms of dissertations (e.g., manuscript/article-based, practice-based/creative, capstone project) may be encouraged, depending on faculty members’ and students’ interests. To the program team’s knowledge, a proposal for alternative forms of dissertations has been forwarded to the University’s Graduate School and it is expected to be discussed, so that specific guidelines are developed and directed to all Departments.	Choose level of compliance:
While recognising the many commendable examples of bridging theory and practice, consider how this can be incorporated even more into modules, given the teacher-researcher status of many of the students.	Theory-practice connections are currently established through compulsory assignments in different courses. This will be intensified through the adjustment of said assignments as per the students’ needs and available resources. Existing connections to stakeholders and external collaborators (e.g., non-profit and other organizations) will be taken into advantage to provide students with more structured opportunities to bridge theory and practice.	

3. Teaching staff (ESG 1.5)

Strengths

- Staff provide excellent role models for students demonstrating engaged, critical and socially responsible research practice.
- Student actively engage with staff research topics and establish research-based connections to local community concerns. The deep contextual knowledge held by staff is crucial in this.
- Teaching staff are familiar with the Department's BA graduates (who represent a large proportion of the MA's intake) enabling them to tailor course content to different student needs.
- Cross-faculty engagement and exchange across core and elective modules seems to be a regular, if not formalized, happening. Clear sense of team spirit.
- Students have the chance to experience a range of teacher-researcher personalities and role models.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The course team in conjunction with HoD and faculty leadership might want to think about a strategy to ensure sustainability of the programme in case one of the two coordinators is not available to teach core courses. Planning on having one external academic offering a core elective once in each 2-year cycle	Longterm course planning will take into consideration any predictable circumstances that hinder one of the coordinators from teaching core courses. Other staff (e.g., members of the Department's special teaching personnel with relevant expertise) or external academics may cover for such absences, subject to budget availability.	Choose level of compliance:
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4. Student admission, progression, recognition and certification (ESG 1.4)

Strengths

1. The programme implements well-structured and appropriate admission procedures.
2. Prospective students are provided with clear and comprehensive information regarding admission requirements and processes.
3. Students express a high level of satisfaction with the support they receive from the programme's academic and administrative staff.
4. Candidates' academic qualifications are properly recognized by the Cyprus NARIC (KYSATS) authority.
5. The certification of studies is effectively organized and carried out in accordance with institutional standards.
6. Tuition fees are reasonably priced and not considered excessive, with flexible installment options available to ensure that students are not financially overburdened.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
English language proficiency does not appear to be formally aligned with the Common European Framework of Reference for Languages (CEFR). It is recommended that a minimum level of B2 be officially required.	The program adapts and follows the admission requirements as set directly by the UCY Graduate School . These include the "certification for "Very Good Knowledge" of English at level B2-C1 of the Common European Framework of Reference for Languages (CEFR)".	Choose level of compliance:
It is important to ensure that a sufficient number of students are admitted in each academic cycle to maintain the programme's viability.	The program team has been developing and implementing different promotional actions (e.g., advertisements in social media, participation in open/info days, promotion of program goals and activities through different events, including local conferences, cultural events, and podcasts). They intend to intensify their efforts, as described in the promotional strategy below.	Choose level of compliance:
A more effective promotional strategy should be developed to attract a larger pool of applicants, such as enhancing the content and presentation of the departmental website or organizing targeted recruitment events.	The program team intends to take full advantage of the available departmental and school resources, including promotional acts undertaken by assigned administrative staff. The program's three-year plan of action for the promotion of applicants includes: program promotion within the university (e.g., participation in Open Days, provision of information through undergraduate courses and other venues, participation in university	Choose level of compliance:

	<p>outlets like ScienceTalks podcast series and collaboration with the university radio channel, preparation and dissemination of information material in print and through digital outlets); promotion of program goals and activities outside the university (e.g., promotional material through social media and online platforms, collaboration with study counselors, presentations and participation of student work and projects in community spaces and events); connection with different types of professionals (in addition to forementioned actions, e.g., organization and contribution to seminars, conferences, and professional development activities); other actions including the possibility of utilizing technology to encourage more flexible learning programs.</p>	
<p>The integration of more technology and distance learning options is encouraged to make the programme more appealing, especially to prospective students with limited time availability or who live in remote areas.</p>	<p>Given limitations set by the CYQAA on the provision of online courses in on-site programs and the program’s commitment to experiential learning, the program team will encourage instructors to consider how they can flexibly utilize online platforms and alternative course planning to make the program more appealing.</p>	<p>Choose level of compliance:</p>
<p>As some students reported difficulty keeping up with deadlines, it is recommended to incorporate AI-powered tools, particularly for summarizing lengthy academic texts, to support time management and improve study efficiency.</p>	<p>AI-powered tools have been incorporated in course assignments over the past year, as per the University’s guidelines. Students will be encouraged to follow these guidelines and utilize AI-powered tools, as per each assignment’s requirements.</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

Strengths

Full exploitation of learning platform for provision of learning materials.

Materials which reflect intellectual history of the course topics but are also responsive to recent developments.
Provision of data and small research tasks for experiential learning.

A very dedicated team of academic and administrative staff within the Department ensures that students are supported.

A range of institutional services exist for students in need of support.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Prioritize the move of the Department of Education to the main campus in order to improve accessibility for students.	The move of the Department of Education to the main campus is scheduled to take place in the immediate future, pending the completion of relevant construction works.	Choose level of compliance:
Ensure that the departmental administrative vacancy is filled on a permanent basis in order to maintain the high-quality support to academic staff and students.	An official decision for a 3 rd permanent departmental administrative position is in a place and approved by the University. The position is expected to be filled directly by the Human Resources services of the University, following official hiring procedures and subject to budget availability. To emphasize the urgency, the program team has forwarded the EEC's recommendation for inclusion in the agenda of the next meeting of the Department Council in February 2026.	Choose level of compliance:
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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)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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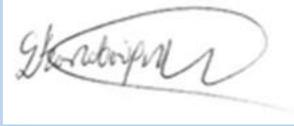
B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
This is clearly a rigorous and high-quality program, distinguished by its unique, multidisciplinary focus on literacy and language arts. The program benefits significantly from highly dedicated staff who possess strong international reputations and professional linkages, and it garners consistently positive and warm feedback from both current students and external stakeholders.	The program team appreciates the EEC's positive feedback.	Choose level of compliance:
While there is evident potential to grow and attract international students—particularly given the possibility of submitting theses in English—current constraints on resources and the program's intensive delivery model, suggest that immediate large-scale expansion may not be feasible.	Recommendations and further action will be implemented to ensure a gradual expansion of the program, subject to the availability of resources.	Choose level of compliance:
The program's current success relies, in part, on a foundation of implicit knowledge, which stems from the close, strong relationships among a small cohort of staff and students. Should the program pursue growth, it would be essential to formalize and make this implicit knowledge explicit (e.g., clearly defined language requirements) to maintain consistency and quality.	Information for the admission and primarily progress and success of students within the program will be made explicit through different actions, including the utilization of available university resources.	Choose level of compliance:
Ultimately, the program's core strength—its unique selling point—is validated by numerous excellent examples of student work, dissertations, and activities, as well as compelling testimonials from graduates and stakeholders. This rich body of evidence provides the necessary basis for positioning the program more competitively in the market.	The program team appreciated the EEC's positive feedback.	Choose level of compliance:
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C.



D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Stavroula Kontovourki	Associate Professor, Program Coordinator	
Click to enter Name	Click to enter Position	
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Date: 28.1.2026

ANNEX I

Rubric for mini-research assignment in EDU 524



Πανεπιστήμιο Κύπρου
Τμήμα Επιστημών της Αγωγής

ΕΠΑ 524 Πολυγλωσσισμοί και Γραμματισμοί στην Ψηφιακή Εποχή Εαρινό Εξάμηνο 2025

Κριτήρια	Βαθμός
1. Εισαγωγή στην οποία περιγράφεται το θέμα, ορίζεται με αναφορές σε σχετική βιβλιογραφία, και τεκμηριώνεται η ανάγκη/το ενδιαφέρον για μελέτη του.	/5
2. Βιβλιογραφική επισκόπηση - επισκόπηση δημόσιου λόγου (σύνολο βαθμών: 14)	
2.1. Περιλαμβάνεται επαρκής αριθμός πηγών (3-4 άρθρα του δημόσιου χώρου, 8-10 ακαδημαϊκές πηγές).	/4
2.2. Στα κείμενα του δημόσιου χώρου, αναγνωρίζονται βασικά επιχειρήματα/θέσεις υπέρ και κατά της καινοτομίας που μελετάται. Αναφέρονται επίσης το πεδίο δράσης και η ταυτότητα/ιδιότητα του/της συγγραφέα και συζητείται ο τρόπος με τον οποίο πιθανώς αυτά σχετίζονται με τις θέσεις που εκφράζει.	/4
2.3. Στις ακαδημαϊκές πηγές, συνοψίζονται βασικά στοιχεία της μεθοδολογίας και του πεδίου έρευνας, και συντίθενται και συζητούνται κριτικά τα βασικότερα ευρήματα.	/4
2.4. Σκιαγραφούνται με σαφή τρόπο σημεία σύγκλισης και απόκλισης στη συζήτηση που αναπτύσσεται στον δημόσιο και στον ακαδημαϊκό χώρο.	/2
3. Εμπλοκή με το «νέο» - εμπειρική χρήση (σύνολο βαθμών: 10)	
3.1. Με βάση τη βιβλιογραφική επισκόπηση ή και πρόσθετη βιβλιογραφία, συνοψίζονται κριτήρια στη βάση των οποίων αξιολογείται η προσωπική χρήση της καινοτομίας στην οποία εστιάζει η εργασία.	/2
3.2. Περιγράφεται η χρήση της καινοτομίας με αναφορές σε πρακτικές γραμματισμού ή χαρακτηριστικών του λόγου, ανάλογα με τις δυνατότητες που παρέχει αυτή.	/4
3.3. Ενσωματώνονται συμβάντα γραμματισμού, περιστάσεις χρήσης ή και αποσπάσματα λόγου/κειμένων, ως τεκμήρια που αναδεικνύουν τις πιο πάνω πρακτικές.	/4
4. Παιδαγωγικές προτάσεις (σύνολο βαθμών: 6)	
4.1. Καταγράφονται σαφείς προτάσεις για παιδαγωγική αξιοποίηση ή παιδαγωγικά κατάλληλη χρήση, οι οποίες προκύπτουν άμεσα από τα σημεία 2 και 3.	/3
4.2. Περιλαμβάνονται προτάσεις που ευνοούν την ανάπτυξη κριτικά εγγράμματων χρηστών/τριών.	/3
5. Συμπεράσματα (σύνολο βαθμών: 5)	
5.1. Συνοψίζονται γενικότερες διαπιστώσεις οι οποίες πηγάζουν από τη εμπειρική χρήση που περιγράφεται στο σημείο 3.	/2
5.2. Οι διαπιστώσεις και γενικότερα συμπεράσματα συνδέονται με σχετική βιβλιογραφία.	/3
6. Οργάνωση-δομή εργασίας (βαθμολογείται αρνητικά, με -0.5)	
6.1. Η εργασία οργανώνεται σε επιμέρους ενότητες και οι ενότητες σε παραγράφους.	
6.2. Καταγράφονται με συστηματικό τρόπο οι βιβλιογραφικές αναφορές.	
Βαθμός εργασίας	/40