

Doc. 300.1.2

Date: 28/07/2023

Higher Education Institution's Response

- Higher Education Institution: University of Nicosia

- Town: Nicosia

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

In Greek:

Διδασκαλία της Ελληνικής ως Δεύτερης/Ξένης Γλώσσας (1,5 έτος 90 ECTS, Μάστερ, Εξ Αποστάσεως)

In English:

Teaching Greek to Speakers of Other Languages (1,5 years, 90 ECTS, Master of Arts, E-Learning)

- Language(s) of instruction: Greek
- 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.*

Introduction

We would like to thank the EEC committee for their feedback. We are pleased to see a positive report that finds our programme "unique in its kind" (p.9), innovative, well-structured and ran by well-trained faculty. We are happy that the EEC notes that the programme "fills a gap in the needs of the labour market and offers its graduates a wide variety of employment opportunities" (p.9).

More specifically, the EEC finds that the programme "is adapted to the needs of professionals working in schools and other institutions that offer Greek as a second language to children, adolescents, and adults" (p.13). Further, the findings of the EEC state that the programme is in line with best practice in higher education and, in the case of the e-learning programme, "is compatible with distance learning delivery and the methodology provided is appropriate" (p.13).

We also appreciate the fact that the EEC notes the programme's "student-centred teaching methodology" (p.15), the variety of the types of assessment used to help students achieve their full potential and the many areas of best practice employed by the programme faculty and university (e.g. the use of extensive study guides).

In terms of the staff teaching on the programme, the EEC finds that all are highly trained (p. 20), and capable of meeting the needs of the programme at all levels.

The EEC concludes that "The quality assurance evaluation reveals a well-designed Master's Program" (p.30).

Overall, the EEC finds the programme fully compliant with the agency's directives and policies.

Below, we offer responses to individual recommendations made by the EEC in the different areas of the evaluation.

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
<p>It would be advisable for the Department to increase the number of full-time faculty members.</p>	<p>The university would like to emphasize that the Committee's suggestion to hire new full time faculty was presented in their report as a recommendation and not as a requirement.</p> <p>Irrespective of that, we would like to note that for the E-Learning programme, the university employs four full time faculty who teach their maximum allocated teaching hours on this programme. The three are specialists in second language acquisition with a focus on Greek education (Dr Georgiou), Greek as a heritage language (Dr Giannakou) and intercultural studies (Dr Papakyriakou). The fourth faculty, Prof. Mackay, specializes in culture, literature and transnationalism. Additionally, the university uses collaborators from the Centre for the Greek Language, who are specialists in teaching Greek as a second language to large international audiences. As an E-Learning programme, the MA in TGSOL does not rely solely on full-time employees. Using the model pioneered by open universities, such as the Open University of Cyprus which has very few full-time faculty members (30 as per the OUC website https://www.ouc.ac.cy/index.php/el/the-university-4/personnel/academic-personnel/searching) and offers a large number of programmes (31-36 as per the OUC website - https://www.ouc.ac.cy/index.php/el/studies), we utilize specialist collaborators from around the world.</p> <p>We would also like to note that if there is enrolment of students on the face-to-face programme for the next academic year (2023-2024), then we will proceed with hiring new faculty members to support the face-to-face programme and will thus inform you accordingly.</p>	<p>Choose an item.</p>
<p>The completion of a thesis in the last semester of studies is not mandatory, and the percentage of students who choose this option is quite low. It would be</p>	<p>Following the Committee's suggestion, to encourage students to take up the thesis option, we added a section to the Thesis Handbook entitled "Οφέλη και πλεονεκτήματα εκπόνησης διπλωματικής εργασίας" ("Benefits and Advantages of the Thesis Option").</p>	<p>Choose an item.</p>

<p>desirable to encourage students to prefer an MA thesis instead of other elective courses.</p>	<p>Summarily, the section states that there are many benefits from taking the thesis option, including the opportunity to: examine a topic of your choice in depth under the guidance of an expert; to collaborate with others in your field; to develop transferrable skills in research and management; and to gain experience in participating in academic activities (e.g. through presenting your work at conferences).</p> <p>See the extract from the Thesis Handbook below (p. 4). The Thesis Handbook can be found in Appendix 1:</p> <p>“Υπάρχουν πολλά οφέλη που προκύπτουν από τη διαδικασία και ολοκλήρωση μιας μεταπτυχιακής διπλωματικής εργασίας στο πλαίσιο του μαθήματος TGSOL-590. Πρώτα απ’ όλα, προσφέρεται η δυνατότητα και η ελευθερία στους/στις φοιτητές/τριες να διερευνήσουν σε βάθος δικές τους ιδέες και να διαμορφώσουν ένα θέμα της επιλογής τους έχοντας την επιστημονική καθοδήγηση ενός/μιας έμπειρου/ης πανεπιστημιακού/ής καθηγητή/τριας. Το επιστημονικό προσωπικό του προγράμματος TGSOL του Πανεπιστημίου Λευκωσίας διαθέτει εκπαιδευτική κατάρτιση υψηλού επιπέδου και πολυετή πείρα συνεχούς ερευνητικής ενασχόλησης με θέματα που άπτονται του εν λόγω προγράμματος σπουδών. Ως εκ τούτου, οι φοιτητές/τριες που θα επιλέξουν την εκπόνηση διπλωματικής διατριβής θα έχουν την ευκαιρία να συνεργαστούν με ακαδημαϊκούς αναγνωρισμένου κύρους, που διαθέτουν εξαιρετική διδακτική, συγγραφική και οργανωτική ικανότητα, δείχνουν ιδιαίτερο ενδιαφέρον για την έρευνα και γνωρίζουν τις νέες εξελίξεις στο χώρο της επιστήμης και της κοινωνίας.</p> <p>Εξασφαλίζεται, επιπλέον, ότι η επίβλεψη της διπλωματικής εργασίας από τους/τις επιβλέποντες/ουσες καθηγητές/τριες διέπεται από τις αξίες που πρεσβεύει συνολικά το Τμήμα και το Πανεπιστήμιο, όπως ήθος, ειλικρινές ενδιαφέρον, υπευθυνότητα, συνέπεια, δέσμευση, ακεραιότητα, αντικειμενικότητα, αμεροληψία, επαγγελματισμό, παιδαγωγικές γνώσεις, σεβασμό και πνεύμα ομαδικής συνεργασίας. Οι επιβλέποντες/ουσες καθηγητές/τριες θα είναι έτοιμοι/ες να παρέχουν υποστήριξη σε περίπτωση που αντιμετωπιστούν εμπόδια.</p> <p>Με την εκπόνηση διπλωματικής εργασίας δίνεται μια καλή ευκαιρία στους/στις φοιτητές/τριες να συνδέσουν τα ερευνητικά τους ενδιαφέροντα και τις προσωπικές τους ανάγκες εξέλιξης με δεξιότητες και γνώσεις που έχουν αναπτύξει κατά τη διάρκεια του μεταπτυχιακού</p>	
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	<p>προγράμματος, μετουσιώνοντάς τες σε συγγραφικό προϊόν των ίδιων, μέσα σε ένα ασφαλές και υποστηρικτικό περιβάλλον. Η όλη πορεία εκπόνησης μιας διπλωματικής εργασίας μπορεί να είναι απαιτητική, χρονοβόρα και συχνά επίπονη. Ωστόσο, οι φοιτητές/τριες μαθαίνουν επιπρόσθετα να αναπτύσσουν σημαντικές δεξιότητες οργάνωσης, διαχείρισης χρόνου και προγραμματισμού, κριτικής σκέψης και επικοινωνίας, οι οποίες είναι ζωτικής σημασίας σε οποιαδήποτε σταδιοδρομία ακολουθήσουν στο μέλλον, ενισχύοντας παράλληλα μελλοντικές προοπτικές επαγγελματικής απασχόλησης.</p> <p>Η εκπόνηση της διπλωματικής εργασίας αποτελεί μια ιδιαίτερα δημιουργική διαδικασία, που ανταμείβει ηθικά τον/την ερευνητή/τρια, αφήνοντας ένα αίσθημα ικανοποίησης για το ολοκληρωμένο έργο του/της. Με τη συγγραφή της εργασίας, οι φοιτητές/τριες οικοδομούν οι ίδιοι τη γνωσιολογική τους συγκρότηση, κατακτούν τη δεξιότητα αυτομόρφωσης και ανεξαρτητοποιούν την προσωπική τους ανέλιξη, μέσα σε ένα πλαίσιο κατάλληλης στήριξης και καθοδήγησης. Με την ολοκλήρωση της εργασίας, δημιουργείται νέα γνώση, η οποία συμβάλλει στο συγκεκριμένο γνωστικό και ερευνητικό πεδίο. Ενθαρρύνεται επομένως ιδιαίτερα η συμμετοχή σε επιστημονικά συνέδρια στην Ελλάδα/Κύπρο και στο εξωτερικό με εισηγήσεις πάνω στην έρευνα που διεξήχθη, καθώς και η δημοσίευση επιστημονικών άρθρων σε έγκριτα επιστημονικά περιοδικά, σε συνεργασία με τον/την επιβλέποντα/ουσα καθηγητή/τρια. Αναμφίβολα, η εκπόνηση διπλωματικής εργασίας αποτελεί την πιο αξιόλογη και δημιουργική ακαδημαϊκή πρόκληση του μεταπτυχιακού προγράμματος TGSOL.”</p>	
<p>The lack of practical training is a difficult problem to solve in the case of the distance learning program, but it is clearly a gap in the training of future students. At least in the case of the conventional (face to face) Study program, its implementation should be considered in the future.</p>	<p>Thank you for raising this issue and for indicating the difficulties associated with the practicum in E-Learning programmes. Following this suggestion for the face to face programme, we will revisit at departmental and school level.</p>	<p>Choose an item.</p>
<p>Data collection and analysis could be improved, especially in relation to the profile of students, their progress and success rates, and their career paths. The Committee should note that during the site</p>	<p>Since the application for accreditation was submitted, the university has taken the following steps to improve the data collection processes to monitor student progress, success rates and career paths.</p> <ol style="list-style-type: none"> 1. Monitoring student progress during their study 	<p>Choose an item.</p>

<p>visit did not have the opportunity to interview graduates and alumni and does not have information on how the success of its graduates in the labor market is evaluated or how feedback is obtained.</p>	<p>Lecturers receive weekly reports from Administration, which list any students who have not been logging onto the course’s platform regularly.</p> <p>Additionally, lecturers receive instructions on how to liaise with student advisors in regards to student monitoring. Please see an example of an email lecturers receive on this issue below:</p> <p>“Dear all,</p> <p>This is to remind you that we would be happy to contact the DL students who are not performing (i.e. not logging in as often as you expect them to) as the rest of your class and alert them accordingly).</p> <p>The specific practice enhances the success of DL students by providing them with the necessary support and guidance.</p> <p>You may send your request to any of the DL Academic Advisors: Ms. Stephanie Theocharous, Theocharous.s@unic.ac.cy +357 22367332 Ms. Andria Polydorou, polydorou.a@unic.ac.cy +357 22367316 Ms. Maria Anestina Fragkiskatou fragkiskatou.ma@unic.ac.cy +357 22367334 Ms. Evi Hadjinicodemou, Hadjinicodemou.e@unic.ac.cy +357 22367318 Ms. Andri Michaelidou, Michaelidou.an@unic.ac.cy +357 22367312</p> <p>As you are already aware, DL Academic Advisors provide DL Students with thorough guidance throughout their studies including Academic Advising, communication with Faculty, information about Tuition Fees, Final Exams, Petitions, Confirmation Letters, Graduation etc. Looking forward to receiving your requests. We are at your disposal for any additional information/support.”</p> <p>2. Monitoring student success rates and career paths after graduation</p> <p>The university’s Careers Office collects and analyses information regarding the students’ profile and career progression.</p>	
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	<p>Approximately 1 year to 18 months after graduation, as dictated by the instructions of the ranking institutions (QS World University Rankings and the QS Europe Rankings), an alumni survey is conducted: this pertains to the complete set of graduates who have graduated from all programmes of the University (undergraduate as well as postgraduate).</p> <p>The alumni survey, labelled every time by the year of graduation, is carried out both as a call survey as well as an online survey. A fixed set of questions is required, to which graduates are requested to respond and update/share their details, corresponding updates on UNIC database, in line with what follows:</p> <ul style="list-style-type: none"> • Personal details • Employment status • Professional information • Employer • Corporate title and rank • Details on employer • Salary range • Career success story <p>After completion of the survey, the data is analysed to derive corresponding statistics and information on the career paths of graduates as well as on the progress of professional success after graduation.</p> <p>For more information, please see the “Employability 2017-2020 MA TGSOL” report in Appendix 6, which includes the latest available data on graduates and the labour market provided by the university’s Careers Office.</p> <p>Periodically and on an ad-hoc basis, successful graduates are contacted in order to collect their success stories. These stories are published in the annual UNIC guides, on the website and landing pages of the corresponding programmes of studies.</p> <p>The success stories for the Department of Languages and Literature are available here:</p> <p>https://www.unic.ac.cy/school-of-humanities-and-social-sciences/department-of-languages-and-literature/</p> <p>On the committee’s other point that “during the site visit [they] did not have the opportunity to interview graduates and alumni,” please note that during the visit there was a session with students, which included graduates of the programme.</p>	
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<p>Finally, the Committee is well aware of the difficulties of implanting a culture of quality and participation among students. As already mentioned, students participate in evaluating the program through satisfaction questionnaires, but in general participation is low. The Department should continue its efforts to achieve greater student and stakeholders participation in Quality processes.</p>	<p>The university continues to improve the processes through which students can participate in quality assurance and evaluation. In addition to the Internal Programme Evaluation Process (IPEP, laid out in the application for accreditation documents), which includes participation of students, faculty and external evaluators, since the application for accreditation was submitted, the university has also taken further steps to ensure maximum student participation in the evaluation process.</p> <p>Students are sent frequent reminders to voluntarily assess the courses and faculty teaching in their enrolled programme every semester. The Student Evaluations are completed anonymously through the Student Portal and the results are available to the Faculty through the Faculty Portal. Additionally, the Dean and the Head of the Department also have access to the aggregate results of the assessments.</p> <p>More specifically, the evaluation process involves the following steps:</p> <ol style="list-style-type: none"> 1. At the start of week 9 in each semester, the Vice Rector for Faculty and Research (VRFR) announces the student evaluation dates for that semester, including the activation date, deactivation date, and date of result release to all faculty members. Faculty members are urged to communicate this information to their students during class to encourage them to complete the Student Evaluation surveys through the Student Portal. 2. The evaluations are activated once 75% of the semester has been completed. However, for some programmes, different conditions may apply. For example, some joint degree programmes run on an academic year basis rather than a semester basis, and the summer semester may be extended for E-learning programmes. 3. After the evaluations are activated, the office of the VRFR coordinates with the Vice President of Student Services, the Director of Academic Advising, the Director of Student Affairs, the Head of the Distance Learning Administrative Unit, and IT staff members in an attempt to increase the students' response rate. This involves several actions, including: <ol style="list-style-type: none"> a) Preparation of messages to be sent to students via SMS, emails, and personal messages through the Student Portal. b) Telephone communication with students by academic advisors. 	<p>Choose an item.</p>
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	<p>c) Activation of a banner in the Student Portal during the period the evaluations are available.</p> <p>4. Throughout the period when student evaluations are active, the office of the VRFR regularly updates all relevant stakeholders on the number of evaluations completed. This allows for appropriate follow-up measures to be taken as necessary.</p> <p>5. The evaluations are deactivated one day before the start of the examination period.</p> <p>6. The results of the student evaluations are released through the Faculty Portal 21 days after the end of the examination period. The VRFR informs the faculty when the results are available and provides instructions on how to access them.</p> <p>7. The VRFR informs the Senate and Student Representatives that the results of the Student Evaluations for the semester have been released through the Faculty Portal. Additionally, the VRFR reports that the evaluation questionnaires have been analysed, and the results have been communicated to the lecturers, Heads of Departments, and School Deans. Based on these results, faculty, Departments, and Schools take corrective action and further communicate these to the Student Representatives at the School and/or Department level.</p> <p>In order to ensure maximum student participation, the following announcement is uploaded on the student Announcements portal regarding the evaluation of courses. The announcement contains clear instructions on how to do the evaluation and why it is significant. Please see below:</p> <p>“Υπενθύμιση - Έρευνα Ανατροφοδότησης Φοιτητών</p> <p>Αγαπητοί/ές φοιτητές/τριες, Θα θέλαμε να σας ενημερώσουμε ότι η έρευνα ανατροφοδότησης για τα μαθήματά σας θα είναι διαθέσιμη στο φοιτητικό σας λογισμικό, “UNIC Portal”, από το Σάββατο, 26.11.2022. Η εν λόγω έρευνα αφορά τα μαθήματα που παρακολουθείτε το τρέχον εξάμηνο και σας ζητά να αξιολογήσετε τα ακόλουθα: (α) Μάθημα και Περιεχόμενο, (β) Διδάσκων/ουσα, (γ) Τεχνολογίες και Πλατφόρμα, (δ) Βιβλιοθήκη, και (ε) Τμήμα εξ Αποστάσεως Εκπαίδευσης.</p>	
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	<p>Για τη συμπλήρωση της έρευνας ανατροφοδότησης για κάθε μάθημά σας, παρακαλούμε όπως ακολουθήσετε τα πιο κάτω βήματα:</p> <ol style="list-style-type: none"> 1. Συνδεθείτε στο φοιτητικό σας λογισμικό “UNIC Portal” (https://portal.unic.ac.cy/signin). 2. Κάντε κλικ στην επιλογή «Μαθήματα», που είναι διαθέσιμη στην κύρια σελίδα του “UNIC Portal” (https://portal.unic.ac.cy/courses?academic-period-id=601). 3. Από το αναπτυσσόμενο μενού στα δεξιά της σελίδας, επιλέξτε το εξάμηνο “Fall 2022” (Εικόνα 1). 4. Κάντε κλικ στο πεδίο «Προβολή προφίλ μαθήματος» (Εικόνα 1). 5. Κάντε κλικ στο πεδίο «Αξιολόγηση», δίπλα από το πεδίο «Books» και ακολούθως συμπληρώστε τη σχετική έρευνα ανατροφοδότησης (Εικόνα 2). 6. Μετά την ολοκλήρωση της έρευνας ανατροφοδότησης, μεταβείτε στο τέλος της σελίδας και κάντε κλικ στο πεδίο «Υποβολή» για την υποβολή των απαντήσεών σας. 7. Ακολουθήστε τα βήματα 4-6 για κάθε ένα από τα μαθήματα για τα οποία δεν έχετε συμπληρώσει τη σχετική έρευνα ανατροφοδότησης. <p>Ο χρόνος συμπλήρωσης του ερωτηματολογίου εκτιμάται στα 5-10 λεπτά και η συμμετοχή σας είναι ανώνυμη. Το ερωτηματολόγιο περιλαμβάνει ερωτήσεις κλειστού και ανοιχτού τύπου. Στις ερωτήσεις κλειστού τύπου καλείστε να απαντήσετε σημειώνοντας τον βαθμό στον οποίο ισχύει η κάθε ερώτηση – «Συμφωνώ Απόλυτα», «Συμφωνώ», «Ουδέτερο», «Διαφωνώ», «Διαφωνώ Απόλυτα». Επιλέξτε «Δε γνωρίζω» (και όχι «Ουδέτερο») σε περίπτωση που δεν είχατε εμπειρία με κάτι ή σε περίπτωση που δε χρησιμοποιήσατε συγκεκριμένες υπηρεσίες. Εάν επιθυμείτε να παραθέσετε κάποια επεξήγηση για κάποια από τις απαντήσεις σας στις κλειστού τύπου ερωτήσεις ή οτιδήποτε άλλο σχετικά με την εκάστοτε ενότητα ερωτήσεων, μπορείτε να το κάνετε μέσω της ερώτησης ανοιχτού τύπου που βρίσκεται στο τέλος κάθε ενότητας του ερωτηματολογίου.</p> <p>Στα μαθήματα που δεν έχετε συμπληρώσει την αξιολόγηση, θα υπάρξει η επισήμανση «Εκκρεμεί η Αξιολόγηση».</p> <p>Η έρευνα ανατροφοδότησης για το κάθε μάθημά σας θα είναι διαθέσιμη μέχρι την Κυριακή 8 Ιανουαρίου 2023. Σας ευχαριστούμε εκ των προτέρων για τη συμμετοχή σας στην έρευνα. Τα σχόλια και οι εισηγήσεις σας θα αξιοποιηθούν με σκοπό τη βελτίωση της μαθησιακής σας εμπειρίας.”</p>	
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	<p>To ensure maximum impact of student feedback on lecturers, the office of the Vice Rector for Faculty and Research alerts lecturers that the evaluation process has begun and gives them instructions on how to access the evaluation results. Please see an example of the relevant email below:</p> <p><i>“Message sent on behalf of Professor Demetris Vrontis, Vice Rector for Faculty and Research</i></p> <p>Dear faculty,</p> <p>With this email, I would like to inform you that the <u>student evaluation results</u> for Fall 2022 are now available through the Faculty Portal (<i>only for courses that received at least 4 responses</i>).</p> <p>As you know, student evaluations are performed at the end of every academic semester. They are activated once 75% of the teaching period is completed, deactivated one day before the beginning of the examination period and the results are released 21 days after the end of the examination period.</p> <p>I provide below guidelines on how to access the evaluations:</p> <p><u>Student Evaluations for Faculty</u></p> <p>Faculty can access their evaluation results as follows: 1. <i>click on “Courses”</i>; 2. <i>select the appropriate semester</i>; 3. <i>click on “View Course Profile” of the desired course</i>; and finally 4. <i>click on the “Evaluation Results” tab</i>.</p> <p><u>Evaluations available to Heads/Deans/Rectorate</u></p> <p>Heads/Deans/Rectorate can access the aggregate evaluation results of all Faculty under their/the Department/School/University as follows: 1. <i>click on “Administration”</i>; 2. <i>select “Student Evaluations”</i>; 3. <i>select an “Academic Period” plus one or more additional filters</i>; and finally 4. <i>click on “Add Filter Group” to see the results</i>.</p>	
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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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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
Mismatches between the titles of the courses as they appear on pages 35 and 36 of the application that was sent to us and the titles that appear in the course descriptions	The titles have been amended and appear on the university's website: https://www.unic.ac.cy/el/teaching-greek-to-speakers-of-other-languages-ma-3-semester-distance-learning/ .	Choose an item.
The course Teaching Grammar, the content of which is described on p.67, is very theoretical. Those who are going to teach Greek as second/foreign language need to know which aspects of Greek grammar are expected to cause difficulties to their students and need to have deep knowledge on that. Therefore, the emphasis should be given on morphology, as Greek is a language with rich morphology and not on linguistic theories.	The course has been updated to give more weight to morphology. Please see the updated Syllabus in Appendix 2.	Choose an item.
The course Issues of Special Education in Language Learning is very theoretical and does not contain literature that connects second/foreign language to specific categories of disabilities such as language delay, stuttering, learning disabilities/dyslexia, Down syndrome and autism spectrum disorders. The course should also provide knowledge on how to make interventions and adaptations for those students.	The course has been updated according to the EEC's recommendations. See updated Syllabus in Appendix 2.	Choose an item.
Aspects of Special Education should be included in all compulsory courses	We have included aspects of Special Education in all compulsory courses, and revised the syllabi. See the syllabi for the 6 compulsory courses in Appendix 2, under the titles 511, 512, 513, 521, 522 and 523.	Choose an item.
From the documentation provided and the information gathered from the meetings, it was not clear if gamification strategies are used to increase	The university uses Learning Analytics to gain sophisticated forms of feedback on student engagement in order to improve the interactive activities on the platforms and the different ways in which feedback and assessment is communicated to the students. We also use LA to generate	Choose an item.

<p>the student levels of motivation and engagement with the eassessment process. In addition, more sophisticated forms of feedback based on intelligent tutoring systems and conversational pedagogical agents are also encouraged to support immediate and automatic feedback to students and selfevaluate their advances.</p>	<p>reports on student engagement on the platforms, including response levels to specific tasks. We then use the data from analytics to help lecturers adjust gamification strategies in order to ensure maximum student participation. To this end, the university has also authorized access for the programme coordinator to TGSOL PowerBI for monitoring/follow-up/QA purposes. Moreover, faculty teaching on the programme (including part-time lecturers) are offered training on a regular basis in Learning Design of E-Learning courses through the university's Technology Enhanced Learning Centre, which is headed by Dr Chris Alexander, a member of faculty in our Department. Information for all training sessions is publicly available here: https://telblog.unic.ac.cy/training/</p>																	
<p>While the EEC emphasizes the benefits of any form of interaction and collaboration, the online synchronous teleconferences and the online teamwork among students were perceived as problematic if in the next years the program is expanded internationally and attended by many students across very different time zones. It was not clear how the university would support this type of collaboration from the coordination perspective while recommending the constant adaptation of their distance learning model to support this situation by increasing the asynchronous online interaction and collaboration.</p>	<p>As most of our students are currently from either Cyprus or Greece (please see detailed data below), our current teaching practices, which include both synchronous and asynchronous activities, help our students make good progress.</p> <table border="1" data-bbox="547 1099 895 1574"> <thead> <tr> <th>Country</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Greece</td> <td>146</td> </tr> <tr> <td>Cyprus</td> <td>5</td> </tr> <tr> <td>United States</td> <td>4</td> </tr> <tr> <td>Germany</td> <td>2</td> </tr> <tr> <td>Hungary</td> <td>1</td> </tr> <tr> <td>Spain</td> <td>1</td> </tr> <tr> <td>Grand Total</td> <td>159</td> </tr> </tbody> </table> <p>In addition, students receive regular updates through the announcements forum, which alert them to synchronous activities with information on how to access the recordings of teleconferences in case they miss them.</p> <p>During the examination period, students who are in different time zones are offered make up exams.</p> <p>The few students in different time zones, are also offered the opportunity to set up online meetings with their tutors during the lecturers' office hours.</p>	Country	Total	Greece	146	Cyprus	5	United States	4	Germany	2	Hungary	1	Spain	1	Grand Total	159	<p>Choose an item.</p>
Country	Total																	
Greece	146																	
Cyprus	5																	
United States	4																	
Germany	2																	
Hungary	1																	
Spain	1																	
Grand Total	159																	

	Finally, we have increased the number of asynchronous interactive activities in order to accommodate all students across different time zones. Please see Appendix 5.	
Ensuring awareness of education issues in schools and other learning settings via practical training in public or private providers might benefit those Master students who do not have a teaching background/experience.	Thank you for raising this issue and for indicating elsewhere in the report the difficulties associated with the practicum in E-Learning programmes. Following this suggestion for the face to face programme, we will revisit at departmental and school level.	
Access to completed theses should be made available to the program's website.	As per the university regulations, access to the completed theses that have been graded with A or A- is given on the university library's website. According to the policy for submission of theses to the UNIC Institutional Repository, the Master Theses (those started as of Fall 2019 onwards) that have been graded with A or A- will be uploaded to the repository (Metadata and Full Text) provided that the student has agreed and signed the "Consent Form Regarding the Online Submission of Content." For all the other Master Theses only the Metadata will be included. These theses are forwarded to the library by the respective Department/School. The eligible theses for all Schools are publicly available on the Institutional Repository here https://repository.unic.ac.cy/ .	Choose an item.
The program's website should be enriched with more information on the learning and assessment process (e.g. alternative ways of assessment, marking criteria, differentiated teaching, the methodology of thesis supervision and evaluation criteria). This is important because student-centered methodology presupposes clear access to the learning and teaching process.	We included this information in the Programme's Handbook , under the sections "Καθοδήγηση Μεταπτυχιακών Φοιτητών" and "Ακαδημαϊκά Θέσµια" (pp. 8-10). Please see the Programme Handbook in Appendix 3. We added information about the thesis methodology, supervision and evaluation criteria to the Thesis Handbook (p.16), included in Appendix 1. The Programme Handbook will be uploaded to the programme's website immediately after accreditation.	Choose an item.
Although the student complaints procedure is explicitly mentioned, no regulation was found to be publicly available.	Students wishing to petition a grade can file a petition via the Academic Affairs Department. The process is explained in the Internal Regulations document, which is publicly available on the Student and Faculty Portals. The relevant extract is: 2.17.1. Grade Petitions Students wishing to dispute their semester grades have up to one month after the announcement of grades to demand a re-evaluation or second marking of their paper	Choose an item.

	<p>by completing a Grade Petition Form.</p> <p>Students can also take a complaint to the SAC (Senate Appeals Committee). The description of the process is publicly available in the Internal Regulations document. See the relevant extract below:</p> <p>7.11.11. Senate Appeals Committee (SAC)</p> <p>(a) Responsibilities The SAC deals with appeals submitted by students in response to SDC or Department Council decisions.</p> <p>(b) Composition The SAC has the following composition:</p> <ol style="list-style-type: none"> 1. Three faculty members who hold the rank of Professor or Associate Professor. (Whenever possible, one faculty is from the Department of Law). The term of service is two years. 2. Two student representatives (one graduate and one undergraduate) appointed in consultation with the Student Union. Term of service is one year. 3. The Head of the Student Affairs Department. 4. The Vice President for Student Services (who also acts as secretary). <p>The SAC elects its Chair and Vice Chair from among the three faculty members.</p> <p>Note: In some instances, members of the SAC may be excused, e.g., if part of the complaint may involve them directly or indirectly and decisions related to the case may be considered subjective.</p>	
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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

3. Teaching staff

(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>It is suggested that the courses assigned to the special teaching personnel should be directly related to their scientific field of study and research interests and the courses they have been assigned that could be avoided with a careful distribution of courses among the teaching staff.</p>	<p>All specialist courses (such as Special Education or Intercultural Education) are assigned to lecturers who are specialists in that particular field. Periodically, generalist courses (such as Research Methods or Theories of Language Acquisition) may be taught by different faculty on rotation depending on faculty availability.</p>	<p>Choose an item.</p>
<p>Also, greater participation of faculty in research projects and more frequent active participation in conferences will benefit and further strengthen faculty at all levels academically.</p>	<p>In an effort to promote research culture in the Department and beyond, we established the Cyprus Linguistics and Humanities Research group in 2021. The group is coordinated by Dr George Georgiou, who is an Assistant Professor in our Department, and is listed in the official research centres/institutes of the University of Nicosia: https://www.unic.ac.cy/centres/centres-established-through-the-university/</p> <p>The group aims to promote research activities, encourage collaboration, and foster faculty members to produce high-quality research papers, which will be published in high-ranking journals. Informal meetings are organized regularly, providing the opportunity for members to develop collaboration bonds, discuss possibilities for research funding, etc.</p> <p>Under the support of this group, several papers have been published or submitted in Scopus-Q1 journals. Many were written collaboratively by faculty in the Department. Examples include:</p> <ul style="list-style-type: none"> ▪ Georgiou, G. P., Giannakou, A., & Alexander, K. (2023). Perception of L2 phonetic contrasts by monolinguals and bidialectals: a comparison of competencies (submitted) ▪ Georgiou, G. P., & Giannakou, A. (2023). Discrimination of L2 vowel contrasts and the role of phonological short-term memory and nonverbal intelligence (submitted) <p>The research outcomes are published in educational portals, such as Paideia News. Examples: https://tinyurl.com/y8zr355z</p>	<p>Choose an item.</p>

	<p>https://tinyurl.com/47npxx9f or on the group's Facebook page: https://www.facebook.com/groups/clhrg</p> <p>Additionally, the department runs a yearly international conference on Advances in Second Foreign Language Acquisition. The first conference took place online on June 18-19, 2022. The scientific committee consisted of several faculty members from the Department of Language and Literature of the University of Nicosia and other academics from foreign universities. More than 170 participants, mostly academics, researchers and students, attended the conference. The conference aimed to bring together researchers conducting research in the area of second/foreign language acquisition to discuss their research findings and exchange ideas regarding the future direction of nonnative language acquisition research.</p> <p>The invited keynote speakers were internationally renowned researchers with outstanding academic work. The keynote speakers were the following: Simone Pfenninger, Associate Professor of Second Language Acquisition and Psycholinguistics at the University of Salzburg, Themistoklis Aravossitas, Lecturer of Greek Studies at the University of Toronto and York University in Canada and Virginia Yip, Professor of Linguistics at The Chinese University of Hong Kong. Relevant announcement about the success of the conference was published in educational portals: https://tinyurl.com/yc5x5ah8</p> <p>Following the previous year's success, in 2023 the conference took place in person at the University of Nicosia in June. The keynote speakers were academics from Cyprus and abroad: Maria Economidou-Kogetsidis, Professor of English and Applied Linguistics, University of Nicosia, Valantis Fyndanis, Assistant Professor of Psycholinguistics/Neurolinguistics, Cyprus University of Technology, and Cristóbal Lozano, Associate Professor of English Applied Linguistics, University of Granada.</p> <p>More information about the conference can be found on https://asefola.weebly.com/</p>	
<p>It is important for the teaching staff to be able to provide their students each semester with up-to-date information on research practices and literature, which can only be acquired through the active participation of faculty in research and</p>	<p>Faculty participate actively in research projects and academic conferences. In addition to the information on faculty engagement in research given in the previous answer and further to the details given on the faculty's individual CVs included with the application materials for accreditation, please also see a list below of the academic events the faculty teaching on the programme are involved with in the last six months and in the near future:</p>	<p>Choose an item.</p>

<p>conferences in universities in Cyprus, Greece and around the world.</p>	<p>Dalpanayioti, T. <i>“Using corpora for cross-linguistic research”</i>, Εργαστήριο Εκμάθησης, Διδασκαλίας και Αξιολόγησης της Ξένης Γλώσσας στη Σχολική Πράξη, February 2, 2023, Aristotle University, Greece.</p> <p>Mackay, P. <i>Fictions of the Political Seminar</i>, March 23, 2023, University of Brighton, UK.</p> <p>Mackay, P. <i>Time of Care Conference</i>, March 28-29, 2023, Birkbeck College, University of London, UK.</p> <p>Dalpanayioti, T. <i>Ημερίδα Η μέθοδος CLIL στην ελληνική δημόσια εκπαίδευση: Καλές διδακτικές πρακτικές</i>, April 2, 2023, Aristotle University, Greece.</p> <p>Papakyriakou, A.; Rousoulioti, T. <i>Multilingual Identities and Literacies of Migrants and Refugees – Content and Language Integrated Learning</i>, April 8, 2023, University of Nicosia, Cyprus.</p> <p>Mackay, P. <i>CRITICAL: NNMHR Congress 2023</i>, April 19-21, 2023, University of Durham, UK.</p> <p>Rousoulioti, T. <i>8th International Conference of ALTE (Association of Language Testers in Europe)</i>, April 26-28, 2023, Madrid, Spain.</p> <p>Georgiou, G. <i>40th Annual Meeting of the Department of Linguistics</i>, May 2023, Aristotle University, Thessaloniki, Greece.</p> <p>Konta, I. <i>43η Ετήσια Συνάντηση του Τομέα Γλωσσολογίας του Τμήματος Φιλολογίας ΑΠΘ</i>, May 4-7, 2023. Aristotle University, Greece.</p> <p>Giannakou, A. <i>Translanguaging in the Age of (Im)mobility Conference</i>, June 12-14, 2023, Dalarna University, Falun, Sweden.</p> <p>Rousoulioti, T. <i>History of Identity Documentation in European Nations Network Conference</i>, 21-22 June, 2023, Maynooth University, Ireland.</p> <p>Giannakou, A.; Georgiou G.; Papakyriakou, A. <i>Advances in Second/Foreign Language Acquisition International Conference</i>, June 2023, University of Nicosia, Cyprus.</p>	
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<p>It is suggested to organize conferences at the university itself, as well as to undertake research projects with or without funding.</p>	<p>In addition to the information given above on the conferences organized at the university by faculty in our department and further to the information on research events provided on the application for accreditation materials since our last accreditation, please see</p>	<p>Choose an item.</p>

	<p>information below on the two most relevant events that the department has organized in order to support research in this field:</p> <p>April 2023: Συνέδριο Πολυγλωσσικές Ταυτότητες και Γραμματισμοί Προσφύγων και Μεταναστών – Η Συνδυασμένη Εκμάθηση Γλώσσας και Περιεχομένου/ Conference in Multilingual Identities and Literacies of Refugees and Migrants (https://milremi.weebly.com/)</p> <p>June 2023: Advances in Second/Foreign Language Acquisition (ASeFoLA 2023) Conference (https://asefola.weebly.com/)</p>	
<p>Finally, it was observed that the visiting staff number exceeds the number of permanent staff and therefore, an increase in the number of permanent staff is strongly suggested.</p>	<p>The university would like to emphasize that the Committee’s suggestion to hire new full time faculty was presented in their report as a recommendation and not as a requirement.</p> <p>Irrespective of that, we would like to note that for the E-Learning programme, the university employs four full time faculty who teach their maximum allocated teaching hours on this programme. The three are specialists in second language acquisition with a focus on Greek education (Dr Georgiou), Greek as a heritage language (Dr Giannakou) and intercultural studies (Dr Papakyriakou). The fourth faculty, Prof. Mackay, specializes in culture, literature and transnationalism. Additionally, the university uses collaborators from the Centre for the Greek Language, who are specialists in teaching Greek as a second language to large international audiences. As an E-Learning programme, the MA in TGSOL does not rely solely on full-time employees. Using the model pioneered by open universities, such as the Open University of Cyprus which has very few full-time faculty members (30 as per the OUC website https://www.ouc.ac.cy/index.php/el/the-university-4/personnel/academic-personnel/searching) and offers a large number of programmes (31-36 as per the OUC website - https://www.ouc.ac.cy/index.php/el/studies), we utilize specialist collaborators from around the world.</p> <p>We would also like to note that if there is enrolment of students on the face-to-face programme for the next academic year (2023-2024), then we will proceed with hiring new faculty members to support the face-to-face programme and will thus inform you accordingly.</p>	<p>Choose an item.</p>

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
<p>On-line library services are provided according to international practice in order to support the students' needs. As the Master Thesis is elective, no specific information was given to the EEC members on the dissertation standards or guidelines (nor is it publicly available to the students). Moreover, no statistical data on the students who choose to undertake a thesis were provided. During our discussion with the Head and the Dean, it was argued that, since most students are employed teachers, they cannot afford the workload of writing a thesis, which is a highly demanding task. However, such a choice might affect their engagement in research practices, especially when the institutional strategy prioritizes research. In addition, during our discussion with the students, they emphasized the difficulty of having final exams in all the courses at the same time during the semester.</p>	<p>The information on the dissertation standards and guidelines is included in the Thesis Handbook (pp. 5-16), which can be found in Appendix 1.</p> <p>Furthermore, in order to encourage students to take up the thesis option, thus enhancing their engagement with research practices, we added a section to the Thesis Handbook entitled "Οφέλη και πλεονεκτήματα εκπόνησης διπλωματικής εργασίας" ("Benefits and Advantages of the Thesis Option").</p> <p>Summarily, the section states that there are many benefits from taking the thesis option, including the opportunity to: examine a topic of your choice in depth under the guidance of an expert; to collaborate with others in your field; to develop transferrable skills in research and management; and to gain experience in participating in academic activities (e.g. through presenting your work at conferences).</p> <p>See the extract from the Thesis Handbook below (p. 4). The Thesis Handbook can be found in Appendix 1:</p> <p>"Υπάρχουν πολλά οφέλη που προκύπτουν από τη διαδικασία και ολοκλήρωση μιας μεταπτυχιακής διπλωματικής εργασίας στο πλαίσιο του μαθήματος TGSOL-590. Πρώτα απ' όλα, προσφέρεται η δυνατότητα και η ελευθερία στους/στις φοιτητές/τριες να διερευνήσουν σε βάθος δικές τους ιδέες και να διαμορφώσουν ένα θέμα της επιλογής τους έχοντας την επιστημονική καθοδήγηση ενός/μιας έμπειρου/ης πανεπιστημιακού/ής καθηγητή/τριας. Το επιστημονικό προσωπικό του προγράμματος TGSOL του Πανεπιστημίου Λευκωσίας διαθέτει εκπαιδευτική κατάρτιση υψηλού επιπέδου και πολυετή πείρα συνεχούς ερευνητικής ενασχόλησης με θέματα που άπτονται του εν λόγω προγράμματος σπουδών. Ως εκ τούτου, οι φοιτητές/τριες που θα επιλέξουν την εκπόνηση διπλωματικής διατριβής θα έχουν την ευκαιρία να συνεργαστούν με ακαδημαϊκούς αναγνωρισμένου κύρους, που διαθέτουν εξαιρετική διδακτική, συγγραφική και οργανωτική ικανότητα, δείχνουν ιδιαίτερο ενδιαφέρον για την έρευνα και γνωρίζουν τις νέες εξελίξεις στο χώρο της επιστήμης και της κοινωνίας.</p>	<p>Choose an item.</p>

	<p>Εξασφαλίζεται, επιπλέον, ότι η επίβλεψη της διπλωματικής εργασίας από τους/τις επιβλέποντες/ουσες καθηγητές/τριες διέπεται από τις αξίες που πρεσβεύει συνολικά το Τμήμα και το Πανεπιστήμιο, όπως ήθος, ειλικρινές ενδιαφέρον, υπευθυνότητα, συνέπεια, δέσμευση, ακεραιότητα, αντικειμενικότητα, αμεροληψία, επαγγελματισμό, παιδαγωγικές γνώσεις, σεβασμό και πνεύμα ομαδικής συνεργασίας. Οι επιβλέποντες/ουσες καθηγητές/τριες θα είναι έτοιμοι/ες να παρέχουν υποστήριξη σε περίπτωση που αντιμετωπιστούν εμπόδια.</p> <p>Με την εκπόνηση διπλωματικής εργασίας δίνεται μια καλή ευκαιρία στους/στις φοιτητές/τριες να συνδέσουν τα ερευνητικά τους ενδιαφέροντα και τις προσωπικές τους ανάγκες εξέλιξης με δεξιότητες και γνώσεις που έχουν αναπτύξει κατά τη διάρκεια του μεταπτυχιακού προγράμματος, μετουσιώνοντάς τες σε συγγραφικό προϊόν των ίδιων, μέσα σε ένα ασφαλές και υποστηρικτικό περιβάλλον. Η όλη πορεία εκπόνησης μιας διπλωματικής εργασίας μπορεί να είναι απαιτητική, χρονοβόρα και συχνά επίπονη. Ωστόσο, οι φοιτητές/τριες μαθαίνουν επιπρόσθετα να αναπτύσσουν σημαντικές δεξιότητες οργάνωσης, διαχείρισης χρόνου και προγραμματισμού, κριτικής σκέψης και επικοινωνίας, οι οποίες είναι ζωτικής σημασίας σε οποιαδήποτε σταδιοδρομία ακολουθήσουν στο μέλλον, ενισχύοντας παράλληλα μελλοντικές προοπτικές επαγγελματικής απασχόλησης.</p> <p>Η εκπόνηση της διπλωματικής εργασίας αποτελεί μια ιδιαίτερα δημιουργική διαδικασία, που ανταμείβει ηθικά τον/την ερευνητή/τρια, αφήνοντας ένα αίσθημα ικανοποίησης για το ολοκληρωμένο έργο του/της. Με τη συγγραφή της εργασίας, οι φοιτητές/τριες οικοδομούν οι ίδιοι τη γνωσιολογική τους συγκρότηση, κατακτούν τη δεξιότητα αυτομόρφωσης και ανεξαρτητοποιούν την προσωπική τους ανέλιξη, μέσα σε ένα πλαίσιο κατάλληλης στήριξης και καθοδήγησης. Με την ολοκλήρωση της εργασίας, δημιουργείται νέα γνώση, η οποία συμβάλλει στο συγκεκριμένο γνωστικό και ερευνητικό πεδίο. Ενθαρρύνεται επομένως ιδιαίτερα η συμμετοχή σε επιστημονικά συνέδρια στην Ελλάδα/Κύπρο και στο εξωτερικό με εισηγήσεις πάνω στην έρευνα που διεξήχθη, καθώς και η δημοσίευση επιστημονικών άρθρων σε έγκριτα επιστημονικά περιοδικά, σε συνεργασία με τον/την επιβλέποντα/ουσα καθηγητή/τρια. Αναμφίβολα, η εκπόνηση διπλωματικής εργασίας αποτελεί την πιο αξιόλογη και δημιουργική ακαδημαϊκή πρόκληση του μεταπτυχιακού προγράμματος TGSOL.”</p>	
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	<p>On the point about the final exams: note that the university makes every effort not to schedule exams for the same groups on the same day, and that the exam schedule is circulated to the students and uploaded on the programme’s platforms well in advance of the exams.</p>	
<p>The cooperation with the Centre of Greek Language in Greece ensures coherent recognition across and beyond the country. The EEC members did not receive explicit reference to the system of recognition, i.e. whether the program applies the general regulations of the University for recognition of credits from the students’ prior education at other institutions. In the application it is mentioned that the University of Nicosia has been ranked in first place in terms of mobility numbers amongst the private universities in Cyprus during the last three academic years. However, information on Erasmus+ mobilities for the program’s students is missing.</p>	<p>References to the system of recognition of credits from the students’ prior education at other institutions can be found in Chapter 2 of the university’s Internal Regulations, which were included with our application materials. Please see the relevant extract below:</p> <p>2.5.3. Transfer Credits Transfer credits are credits earned at other accredited programmes/Higher Education Institutions which are transferable to the University. All transferred courses/credits are evaluated individually, based on the University standards and the student’s grades. Transfer credits may correspond to specific University courses or may apply as credits in specific categories (computer, math, humanities or social science electives). In all cases, they appear on the student’s transcript with the suffix “TR” but no grades are counted in the student’s CPA. Regardless of the credits transferred, students have to complete a one half of the number of the Bachelor’s Degree ECTS (120 ECTS for a 240 -ECTS Bachelor Degree, 150 ECTS for a 300-ECTS Bachelor Degree) and two thirds of the number of the Master’s Degree ECTS.</p> <p>2.5.4. Evaluation Process for Credits Transferred from other Accredited Programmes/Higher Education Institutions Credits earned at other accredited programmes/Higher Education Institutions (conventional, Distance Learning and Open Universities) are transferable to the University. A transcript is required. Course descriptions, syllabi and textbooks used may be required to determine the subject covered. Courses are normally evaluated individually. In some cases, validation may be required in the form of oral or written examination, transfer credits may be provisional, and students may be placed on probation. The Registrar carries out this evaluation in consultation with Department Heads and School Deans.</p> <p>A currently enrolled student may petition to enroll in a course or courses at another accredited Higher Education Institution and have the credits transferred to the University. The petition must be submitted prior to enrolment. The University may sign articulation agreements for the mutual transfer of credits</p>	<p>Choose an item.</p>

	<p>with other accredited Higher Education Institutions.</p> <p>2.5.5. Credit from National Testing and Professional Examining Bodies The University accepts credits from the following national testing programmes.</p> <ul style="list-style-type: none"> • American College Testing – Proficiency Examination Programme (PEP) • College Board – Advanced Placement (AP) Programme • Educational Testing Service – College Level Examination Programme (CLEP) • General Certificate of Education (GCE) – Advanced (“A”) Level and selected (“O”) level (for foreign language requirements) and IGCSE. <p>Credit may also be earned from the examinations of the London Chamber of Commerce & Industry (LCCI), the Alliance Francaise, the Goethe Institute, the Royal Society of Music, the Cyprus Chamber of Commerce and Industry and other professional bodies such as the ACCA, CAT, AAT, CIB, CIM, CAM, ABE. This list is not exhaustive and other similar examinations may be accepted for transfer. As per the current regulations of the Cyprus NARIC (KYSATS) a maximum of 10% of the number of ECTS of the programme can be transferred from this category. As per the Greek NARIC (DOATAP) no ECTS can be transferred from this category in order for an award title to be recognized by DOATAP.</p> <p>2.5.6. Credit by Exchange (Erasmus+) The University awards credits to students who study abroad or do a practicum under the ERASMUS+ programme. The study period is an integral part of the student’s programme of study and full academic recognition is given as decided in the Learning Agreement.</p> <p>2.5.7. Credit for Prior Learning Pending approval by the Cyprus Agency for Quality Assurance and Accreditation for Higher Education, it could be possible to earn credit from life or work experience, business or industrial training programmes and other achievements. A portfolio must be submitted documenting the learning done outside of formal university courses. Credits could be given for the learning or achievements that have come from experience, not the experience itself. Students must demonstrate a balance between theory and practice.</p>	
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	<p>On the committee’s other point about data regarding the Erasmus mobilities. Please see below information on the Department’s Erasmus agreements.</p> <p>The Department of Languages and Literature has Erasmus agreements with the following universities:</p> <p>University of Verona University of Limerick Latvian Academy of Culture Vilnius Business College Katolicki Uniwersytet Lubelski Jana Pawla II Adams Mickiewicz Poznan Lazarski University Higher Vocational State School in Wloclawek Lomza State University of Applied Sciences University of Novi Sad Universitat Jaume I St. Cyril and St. Methodius University of Veliko Turnov University of Novi Sad, Faculty of Philosophy Université de Liège Kauno kolegija/ Kaunas University of Applied Sciences Kaunas University of Technology Metropolitan University Prague.</p> <p>On the number of mobilities for the Department of Languages and Literature specifically, please see the data below provided by the university’s Erasmus office:</p> <p>No of student mobilities for traineeship: 2018-2019 = 1 2019-2020 = 2 2020-2021 = 2 2021-2022 = 0 2022-2023 = 1</p> <p>Total = 6</p>	
<p>A relevant strength was noted around the very low drop-out rate (less than 10%). In addition, student feedback was actively sought at course end through online anonymous surveys (Lime Survey) and on an on-going basis throughout course delivery. However, the effectiveness of this information in terms of specific measures for improvement and actions plans</p>	<p>We believe that the fact that the programme has such a low dropout rate is proof of the effectiveness of the university’s continuous and active evaluation of student feedback.</p> <p>The university has also taken steps to enhance the effectiveness of student feedback by informing student representatives of the student evaluation results.</p> <p>Specifically, the Vice Rector for Faculty and Research informs the Senate and Student Representatives that the results of the Student Evaluations for the semester have</p>	

<p>taken by the university was not shown.</p>	<p>been released through the Faculty Portal. Additionally, the VRRFR reports that the evaluation questionnaires have been analysed, and the results have been communicated to the lecturers, Heads of Departments and School Deans. Based on these results, faculty, Departments, and Schools take corrective action and further communicate these to the Student Representatives at the School and/or Department level.</p>	
<p>More sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning are encouraged to be used to monitor and predict student performance and dropout in order to be able to provide timely corrective measures. This is strongly recommended in case of university's expansion plans through increasing the academic portfolio and the number of online students.</p>	<p>The university uses Learning Analytics to generate reports on student engagement on the platforms, including response levels to specific tasks. The university has also authorized access for the programme coordinator to TGSOL PowerBI for monitoring/follow-up/QA purposes. Moreover, faculty teaching on the programme (including part-time lecturers) are offered training on a regular basis in Learning Design of E-Learning courses through the university's Technology Enhanced Learning Centre, which is headed by Dr Chris Alexander, a member of faculty in our Department. Information for all training sessions is publicly available here: https://telblog.unic.ac.cy/training/.</p>	<p>Choose an item.</p>
<p>Taking into consideration the ambition to attract a diverse and international student group, the Department should invest efforts to ensure that there is consistency in the evaluation of students from different countries and from different backgrounds and educational systems. For instance, according to the admission requirements "Candidates from other disciplines may be considered, if they have teaching experience in teaching Greek to speakers of other languages". It is not clear from what other disciplines students are considered and, most importantly, in what ways (e.g. academic counselling) they keep up with the pace of students with a BA in philological or education subjects.</p>	<p>Following the recommendation to be more specific which candidates from other disciplines may be admitted into the programme, the following information has been added to the Admission criteria in the Programme Handbook (p.7):</p> <p>“Πτυχίο από αναγνωρισμένο ίδρυμα τριτοβάθμιας εκπαίδευσης σε συναφή κλάδο, όπως Φιλολογικά, Διδασκαλία Ξένης Γλώσσας και Παιδαγωγικά, και επίσημο αποδεικτικό σπουδών στο οποίο να εμφανίζονται όλα τα μαθήματα προπτυχιακού επιπέδου με τις αντίστοιχες επιδόσεις.”</p> <p>The Programme Handbook will be uploaded on our website immediately after accreditation.</p>	<p>Choose an item.</p>
<p>Issues related to student progression, recognition, and</p>	<p>Information about student progression, recognition and certification is included in the Programme Handbook in the sections entitled “Καθοδήγηση Μεταπτυχιακών</p>	<p>Choose an item.</p>

<p>certification should be made more explicitly available in the program’s website.</p>	<p>Φοιτητών” and “Ακαδημαϊκά Θέσµια” (pp. 8-10). The Handbook can be found in Appendix 3, and will be uploaded on the programme’s website immediately after accreditation.</p>	
<p>A systematic data collection on student-related issues (diversity and employability) can help improve the program.</p>	<p>The university engages in systematic data collection on student-related issues, such as diversity and employability. The process is described in more detail below:</p> <p>Approximately 1 year to 18 months after graduation, as dictated by the instructions of the ranking institutions (QS World University Rankings and the QS Europe Rankings), an alumni survey is conducted: this pertains to the complete set of graduates who have graduated from all programmes of the University (undergraduate as well as postgraduate).</p> <p>The alumni survey, labelled every time by the year of graduation, is carried out both as a call survey as well as an online survey. A fixed set of questions is required, to which graduates are requested to respond and update/share their details, corresponding updates on UNIC database, in line with what follows:</p> <ul style="list-style-type: none"> • Personal details • Employment status • Professional information • Employer • Corporate title and rank • Details on employer • Salary range • Career success story <p>After completion of the survey, the data is analysed to derive corresponding statistics and information on the career paths of graduates as well as on the progress of professional success after graduation.</p> <p>For more information, please see the “Employability 2017-2020 MA TGSOL” report in Appendix 6, which includes the latest available data on graduates and the labour market provided by the university’s Careers Office.</p> <p>Periodically and on an ad-hoc basis, successful graduates are contacted in order to collect their success stories. These stories are published in the annual UNIC guides, on the website and landing pages of the corresponding programmes of studies.</p> <p>The success stories for the Department of Languages and Literature are available here:</p>	

	https://www.unic.ac.cy/school-of-humanities-and-social-sciences/department-of-languages-and-literature/	
<p>Issues related to the students' admission, progression, recognition, and certification should be documented in the Students' Handbook. However, the program's Student Handbook is missing. Instead, in the application a link to the general Student Handbook (for all Schools/Departments at the University of Nicosia and for both undergraduate and postgraduate courses, https://www.unic.ac.cy/useful-resources/student-handbook/) is given.</p>	<p>The Programme Handbook includes this information on pp. 7-10. The Handbook can be found in Appendix 3, and will be uploaded on the programme's website immediately after accreditation.</p>	<p>Choose an item.</p>
<p>Interviews with the applicants might shed more light in their motivation and competences.</p>	<p>The Department receives information on the applicants' motivation and competences through the statement of intent the applicants have to write as part of their application for admission into the programme. In addition, as it was stated in our application materials, the admission process includes the option of an interview. Please see the Admissions Criteria section from the Programme Handbook (p. 8), which we also copy below. The full Programme Handbook can be found in Appendix 3.</p> <p>“Για εισδοχή στο πρόγραμμα, ο/η υποψήφιος/υποψήφια πρέπει να υποβάλει τα παρακάτω δικαιολογητικά:</p> <ul style="list-style-type: none"> • Συμπληρωμένη αίτηση εισδοχής. • Βιογραφικό σημείωμα. • Πτυχίο από αναγνωρισμένο ίδρυμα τριτοβάθμιας εκπαίδευσης σε συναφή κλάδο και επίσημο αποδεικτικό σπουδών στο οποίο να εμφανίζονται όλα τα μαθήματα προπτυχιακού επιπέδου με τις αντίστοιχες επιδόσεις. • Σύντομη έκθεση (μέχρι δύο σελίδες) προσωπικών στόχων και ερευνητικών ενδιαφερόντων. Στην επιστολή να αναφέρονται οι επιμέρους ικανότητες και δυνατότητές σας, οι προσδοκίες σας από το Πρόγραμμα, καθώς και ο τρόπος με τον οποίο αναμένετε η απόκτηση του πτυχίου να βοηθήσει στην προσωπική ανέλιξη και στην ανάπτυξη της καριέρας σας. <p>Η διαδικασία εισδοχής εφόσον κριθεί αναγκαίο μπορεί να περιλαμβάνει συνέντευξη κατά τη διάρκεια της οποίας ο/η υποψήφιος/υποψήφια προβαίνει σε ολιγόλεπτη παρουσίαση ενός θέματος δικής τους επιλογής.”</p>	<p>Choose an item.</p>



The Master Thesis guidelines and standards should be made explicitly available to the students.	The thesis guidelines and standards can be found in the Thesis Handbook (pp. 5-16), which is forwarded to all students. The Thesis Handbook can be found Appendix 1.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

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
Based on the sample of the study guide provided, the EEC recommend to include more information to effectively guide online students through the course, such as a detailed learning methodology and outcomes, self-assessment exercises, and recommended study time, which is very convenient for online students with limited time to plan their study.	Following this recommendation, study guides have been updated to include: more information on learning methodology and outcomes, self-assessment exercises and recommended study time. We attach the study guides for the e-learning programme in Appendix 4. In addition, we have updated the list of interactive activities for each course on the e-learning programme, which we include in Appendix 5.	Choose an item.
In addition, the EEC suggest that some considerations should be taken into account to the provision of entire volumes as basic materials and identify the relevant parts of these volumes for the study in order to adapt these materials to part-time students who need to learn effectively and in a timely fashion.	Following this suggestion, lecturers have been instructed to include bundles of notes as study aids on the courses' platforms. The notes are designed to help all students, and in particular those with full time jobs who are studying part-time, to catch up with the courses' materials quickly and efficiently. Additionally, the study guides for each course, which are lengthy and detailed, offer study notes and questions geared towards helping students to prepare for assessments effectively. See updated study guides for the e-learning programme in Appendix 4.	Choose an item.
The EEC suggests that the recorded teleconferences and video lectures to be usable and accessible for students by making them short, include the teacher in all the videos to provide non-verbal communication, and add subtitles for accessibility. The EEC would like to draw the attention on this point in order to update the study guides following these recommendations.	In response to this recommendation, in addition to the use of the camera by the lecturer at all times, lecturers have also been instructed to turn on the automated closed captions option during the teleconference, following the instructions available here: https://help.webex.com/en-us/article/lzi8h2/Show-or-hide-automated-closed-captions-during-a-Webex-meeting .	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.



6. Additional for doctoral programmes

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

7. Eligibility (Joint programme)

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only																
To revise the weekly estimation of study time and provide students with clearer study guides on the expected workload as well as the relevant study materials of each module to adapt these materials to part-time students who need to learn effectively and in a timely fashion.	Following this recommendation, lecturers include estimated study time in their study guides. See updated study guides for the e-learning programme in Appendix 4.	Choose an item.																
To ensure that forms of interaction and collaboration through online synchronous teleconferences and realtime collaboration among students are sustainable in the future years, if the programme is expanded internationally and/or attended by many students across different time zones; and to reinforcing the collaborative learning activities and formative continuous assessment through written assignments during the course, to prevent having to rely on onsite examination at distant locations.	<p>As most of our current students are from European time zones (please see detailed data below), our current teaching practices, which include both synchronous and asynchronous activities, help our students make good progress.</p> <table border="1" data-bbox="419 1234 767 1765"> <thead> <tr> <th>Country</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Greece</td> <td>146</td> </tr> <tr> <td>Cyprus</td> <td>5</td> </tr> <tr> <td>United States</td> <td>4</td> </tr> <tr> <td>Germany</td> <td>2</td> </tr> <tr> <td>Hungary</td> <td>1</td> </tr> <tr> <td>Spain</td> <td>1</td> </tr> <tr> <td>Grand Total</td> <td>159</td> </tr> </tbody> </table> <p>In addition, students receive regular updates through the announcements forum, which alert them to synchronous activities with information on how to access the activities in an asynchronous way as well. For example, students are alerted in the announcements forum to the uploading of recordings of teleconferences on the platform.</p> <p>During the examination period, students who are in different time zones are offered make up exams.</p>	Country	Total	Greece	146	Cyprus	5	United States	4	Germany	2	Hungary	1	Spain	1	Grand Total	159	Choose an item.
Country	Total																	
Greece	146																	
Cyprus	5																	
United States	4																	
Germany	2																	
Hungary	1																	
Spain	1																	
Grand Total	159																	

	<p>Additionally, in order to strengthen interactive learning in asynchronous time, we have revised the interactive activities for each course. Please see the list of interactive activities for the e-learning programme in Appendix 5.</p>	
<p>to reinforcing the collaborative learning activities and formative continuous assessment through written assignments during the course, to prevent having to rely on onsite examination at distant locations</p>	<p>The faculty include weekly collaborative learning activities, which contribute towards the formative continuous assessment of students. Please see the collaborative learning activities for each course, included in Appendix 5.</p>	
<p>To consider introducing more sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning.</p>	<p>The university uses Learning Analytics to generate reports on student engagement on the platforms, including response levels to specific tasks. The university has also authorized access for the programme coordinator to TGSOL PowerBI for monitoring/follow-up/QA purposes. Moreover, faculty teaching on the programme (including part-time lecturers) are offered training on a regular basis in Learning Design of E-Learning courses through the university's Technology Enhanced Learning Centre, which is headed by Dr Chris Alexander, a member of faculty in our Department. Information for all training sessions is publicly available here: https://telblog.unic.ac.cy/training/</p> <p>Published advice is also available on the TELC newsletter: https://telblog.unic.ac.cy/telc-newsletter-spring-2023/</p>	<p>Choose an item.</p>
<p>To collect data about the added value of the program in terms of the students' access to the labor market.</p>	<p>The Careers Office of the university collects data on alumni in the following way:</p> <p>Approximately 1 year to 18 months after graduation, as dictated by the instructions of the ranking institutions (QS World University Rankings and the QS Europe Rankings), an alumni survey is conducted: this pertains to the complete set of graduates who have graduated from all programmes of the University (undergraduate as well as postgraduate).</p> <p>The alumni survey, labelled every time by the year of graduation, is carried out both as a call survey as well as an online survey. A fixed set of questions is required, to which graduates are requested to respond and update/share their details, corresponding updates on UNIC database, in line with what follows:</p> <ul style="list-style-type: none"> • Personal details • Employment status • Professional information • Employer • Corporate title and rank • Details on employer • Salary range • Career success story <p>After completion of the survey, the data is analysed to derive corresponding statistics and information on the career paths of graduates as well as on the progress of professional success after graduation.</p>	<p>Choose an item.</p>

	<p>See “Employability 2017-2020 MA TGSOL” in Appendix 6, which includes the latest available data on graduates and the labour market provided by the university’s Careers Office.</p> <p><u>Periodic collection of alumni success stories in order to illustrate the added value of the programme</u></p> <p>On an ad-hoc basis, successful graduates, in close cooperation with the Schools and as recommended by the Schools/Departments, are contacted in order to collect their success stories. These stories can consequently be shared on the annual UNIC guides, on the website, landing pages of the corresponding programmes of studies.</p> <p>The success stories for the Department of Languages and Literature are available here:</p> <p>https://www.unic.ac.cy/school-of-humanities-and-social-sciences/department-of-languages-and-literature/</p>	
<p>Increase the number of full-time faculty members.</p>	<p>The university would like to emphasize that the Committee’s suggestion to hire new full time faculty was presented in their report as a recommendation and not as a requirement.</p> <p>Irrespective of that, we would like to note that for the E-Learning programme, the university employs four full time faculty who teach their maximum allocated teaching hours on this programme. The three are specialists in second language acquisition with a focus on Greek education (Dr Georgiou), Greek as a heritage language (Dr Giannakou) and intercultural studies (Dr Papakyriakou). The fourth faculty, Prof. Mackay, specializes in culture, literature and transnationalism. Additionally, the university uses collaborators from the Centre for the Greek Language, who are specialists in teaching Greek as a second language to large international audiences. As an E-Learning programme, the MA in TGSOL does not rely solely on full-time employees. Using the model pioneered by open universities, such as the Open University of Cyprus which has very few full-time faculty members (30 as per the OUC website https://www.ouc.ac.cy/index.php/el/the-university-4/personnel/academic-personnel/searching) and offers a large number of programmes (31-36 as per the OUC website - https://www.ouc.ac.cy/index.php/el/studies), we utilize specialist collaborators from around the world.</p> <p>We would also like to note that if there is enrolment of students on the face-to-face programme for the next academic year (2023-2024), then we will proceed with hiring new faculty members to support the face-to-face programme and will thus inform you accordingly.</p>	<p>Choose an item.</p>
<p>Encourage students to prefer an MA thesis instead of other elective courses.</p>	<p>Following the Committee’s recommendation to encourage students to take up the thesis option, we added a section to the Thesis Handbook entitled “Οφέλη και πλεονεκτήματα εκπόνησης διπλωματικής εργασίας” (“Benefits and Advantages of the Thesis Option”).</p>	<p>Choose an item.</p>

	<p>Summarily, the section states that there are many benefits from taking the thesis option, including the opportunity to: examine a topic of your choice in depth under the guidance of an expert; to collaborate with others in your field; to develop transferrable skills in research and management; and to gain experience in participating in academic activities (e.g. through presenting your work at conferences).</p> <p>See the extract from the Thesis Handbook below (p. 4). The Thesis Handbook can be found in Appendix 1:</p> <p>“Υπάρχουν πολλά οφέλη που προκύπτουν από τη διαδικασία και ολοκλήρωση μιας μεταπτυχιακής διπλωματικής εργασίας στο πλαίσιο του μαθήματος TGSOL-590D. Πρώτα απ’ όλα, προσφέρεται η δυνατότητα και η ελευθερία στους/στις φοιτητές/τριες να διερευνήσουν σε βάθος δικές τους ιδέες και να διαμορφώσουν ένα θέμα της επιλογής τους έχοντας την επιστημονική καθοδήγηση ενός/μιας έμπειρου/ης πανεπιστημιακού/ής καθηγητή/τριας. Το επιστημονικό προσωπικό του προγράμματος TGSOL του Πανεπιστημίου Λευκωσίας διαθέτει εκπαιδευτική κατάρτιση υψηλού επιπέδου και πολυετή πείρα συνεχούς ερευνητικής ενασχόλησης με θέματα που άπτονται του εν λόγω προγράμματος σπουδών. Ως εκ τούτου, οι φοιτητές/τριες που θα επιλέξουν την εκπόνηση διπλωματικής διατριβής θα έχουν την ευκαιρία να συνεργαστούν με ακαδημαϊκούς αναγνωρισμένου κύρους, που διαθέτουν εξαιρετική διδακτική, συγγραφική και οργανωτική ικανότητα, δείχνουν ιδιαίτερο ενδιαφέρον για την έρευνα και γνωρίζουν τις νέες εξελίξεις στο χώρο της επιστήμης και της κοινωνίας.</p> <p>Εξασφαλίζεται, επιπλέον, ότι η επίβλεψη της διπλωματικής εργασίας από τους/τις επιβλέποντες/ουσες καθηγητές/τριες διέπεται από τις αξίες που πρεσβεύει συνολικά το Τμήμα και το Πανεπιστήμιο, όπως ήθος, ειλικρινές ενδιαφέρον, υπευθυνότητα, συνέπεια, δέσμευση, ακεραιότητα, αντικειμενικότητα, αμεροληψία, επαγγελματισμό, παιδαγωγικές γνώσεις, σεβασμό και πνεύμα ομαδικής συνεργασίας. Οι επιβλέποντες/ουσες καθηγητές/τριες θα είναι έτοιμοι/ες να παρέχουν υποστήριξη σε περίπτωση που αντιμετωπιστούν εμπόδια.</p> <p>Με την εκπόνηση διπλωματικής εργασίας δίνεται μια καλή ευκαιρία στους/στις φοιτητές/τριες να συνδέσουν τα ερευνητικά τους ενδιαφέροντα και τις προσωπικές τους ανάγκες εξέλιξης με δεξιότητες και γνώσεις που έχουν αναπτύξει κατά τη διάρκεια του μεταπτυχιακού προγράμματος, μετουσιώνοντάς τες σε συγγραφικό προϊόν των ίδιων, μέσα σε ένα ασφαλές και υποστηρικτικό περιβάλλον. Η όλη πορεία εκπόνησης μιας διπλωματικής εργασίας μπορεί να είναι απαιτητική, χρονοβόρα και συχνά επίπονη. Ωστόσο, οι φοιτητές/τριες μαθαίνουν επιπρόσθετα να αναπτύσσουν σημαντικές δεξιότητες οργάνωσης, διαχείρισης χρόνου και προγραμματισμού, κριτικής σκέψης και επικοινωνίας, οι οποίες είναι ζωτικής σημασίας σε οποιαδήποτε σταδιοδρομία ακολουθήσουν στο μέλλον, ενισχύοντας παράλληλα μελλοντικές προοπτικές επαγγελματικής απασχόλησης.</p> <p>Η εκπόνηση της διπλωματικής εργασίας αποτελεί μια ιδιαίτερα δημιουργική διαδικασία, που ανταμείβει ηθικά τον/την ερευνητή/τρια, αφήνοντας ένα</p>	
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	<p>αίσθημα ικανοποίησης για το ολοκληρωμένο έργο του/της. Με τη συγγραφή της εργασίας, οι φοιτητές/τριες οικοδομούν οι ίδιοι τη γνωσιολογική τους συγκρότηση, κατακτούν τη δεξιότητα αυτομόρφωσης και ανεξαρτητοποιούν την προσωπική τους ανέλιξη, μέσα σε ένα πλαίσιο κατάλληλης στήριξης και καθοδήγησης. Με την ολοκλήρωση της εργασίας, δημιουργείται νέα γνώση, η οποία συμβάλλει στο συγκεκριμένο γνωστικό και ερευνητικό πεδίο. Ενθαρρύνεται επομένως ιδιαίτερα η συμμετοχή σε επιστημονικά συνέδρια στην Ελλάδα/Κύπρο και στο εξωτερικό με εισηγήσεις πάνω στην έρευνα που διεξήχθη, καθώς και η δημοσίευση επιστημονικών άρθρων σε έγκριτα επιστημονικά περιοδικά, σε συνεργασία με τον/την επιβλέποντα/ουσα καθηγητή/τρια. Αναμφίβολα, η εκπόνηση διπλωματικής εργασίας αποτελεί την πιο αξιόλογη και δημιουργική ακαδημαϊκή πρόκληση του μεταπτυχιακού προγράμματος TGSOL.”</p>	
<p>Consider the implementation of practical training in the future.</p>	<p>Thank you for raising this issue and for indicating the difficulties associated with the practicum in E-Learning programmes. Following this suggestion for the face to face programme, we will revisit at departmental and school level.</p>	<p>Choose an item.</p>
<p>To encourage students to participate more actively in the program’s evaluation process.</p>	<p>Students are asked to voluntarily assess the courses and faculty teaching in their enrolled programme every semester. The Student Evaluations are completed anonymously through the Student Portal and the results are available to the Faculty through the Faculty Portal. Additionally, the Dean and the Head of the Department also have access to the aggregate results of the assessments.</p> <p>The process involves the following steps:</p> <ol style="list-style-type: none"> 1. At the start of week 9 in each semester, the Vice Rector for Faculty and Research (VRFR) announces the student evaluation dates for that semester, including the activation date, deactivation date, and date of result release to all faculty members. Faculty members are urged to communicate this information to their students during class to encourage them to complete the Student Evaluation surveys through the Student Portal. 2. The evaluations are activated once 75% of the semester has been completed. However, for some programmes, different conditions may apply. For example, some joint degree programmes run on an academic year basis rather than a semester basis, and the summer semester may be extended for E-Learning programmes. 3. After the evaluations are activated, the office of the VRFR coordinates with the Vice President of Student Services, the Director of Academic Advising, the Director of Student Affairs, the Head of the Distance Learning Administrative Unit, and IT staff members in an attempt to increase the students' response rate. This involves several actions, including: <ol style="list-style-type: none"> a) Preparation of messages to be sent to students via SMS, emails, and personal messages through the Student Portal. b) Telephone communication with students by academic advisors. c) Activation of a banner in the Student Portal during the period the evaluations are available. 	<p>Choose an item.</p>

4. Throughout the period when student evaluations are active, the office of the VRFR regularly updates all relevant stakeholders on the number of evaluations completed. This allows for appropriate follow-up measures to be taken as necessary.

5. The evaluations are deactivated one day before the start of the examination period.

6. The results of the student evaluations are released through the Faculty Portal 21 days after the end of the examination period. The VRFR informs the faculty when the results are available and provides instructions on how to access them.

7. The VRFR informs the Senate and Student Representatives that the results of the Student Evaluations for the semester have been released through the Faculty Portal. Additionally, the VRFR reports that the evaluation questionnaires have been analysed, and the results have been communicated to the lecturers, Heads of Departments, and School Deans. Based on these results, faculty, Departments, and Schools take corrective action and further communicate these to the Student Representatives at the School and/or Department level.

In order to ensure maximum student participation in the evaluation process, the following announcement is uploaded on the student Announcements portal. The announcement contains clear instructions on how to do the evaluation and why it is significant.

Υπενθύμιση - Έρευνα Ανατροφοδότησης Φοιτητών

Αγαπητοί/ές φοιτητές/τριες,

Θα θέλαμε να σας ενημερώσουμε ότι η έρευνα ανατροφοδότησης για τα μαθήματά σας θα είναι διαθέσιμη στο φοιτητικό σας λογισμικό, "UNIC Portal", από το Σάββατο, 26.11.2022. Η εν λόγω έρευνα αφορά τα μαθήματα που παρακολουθείτε το τρέχον εξάμηνο και σας ζητά να αξιολογήσετε τα ακόλουθα:

(α) Μάθημα και Περιεχόμενο, (β) Διδάσκων/ουσα, (γ) Τεχνολογίες και Πλατφόρμα, (δ) Βιβλιοθήκη, και (ε) Τμήμα εξ Αποστάσεως Εκπαίδευσης.

Για τη συμπλήρωση της έρευνας ανατροφοδότησης για κάθε μάθημά σας, παρακαλούμε όπως ακολουθήσετε τα πιο κάτω βήματα:

1. Συνδεθείτε στο φοιτητικό σας λογισμικό "UNIC Portal" (<https://portal.unic.ac.cy/signin>).
2. Κάντε κλικ στην επιλογή «Μαθήματα», που είναι διαθέσιμη στην κύρια σελίδα του "UNIC Portal" (<https://portal.unic.ac.cy/courses?academic-period-id=601>):
3. Από το αναπτυσσόμενο μενού στα δεξιά της σελίδας, επιλέξτε το εξάμηνο "Fall 2022" (Εικόνα 1).
4. Κάντε κλικ στο πεδίο «Προβολή προφίλ μαθήματος» (Εικόνα 1).

	<p>5. Κάντε κλικ στο πεδίο «Αξιολόγηση», δίπλα από το πεδίο «Books» και ακολουθώντας συμπληρώστε τη σχετική έρευνα ανατροφοδότησης (Εικόνα 2).</p> <p>6. Μετά την ολοκλήρωση της έρευνας ανατροφοδότησης, μεταβείτε στο τέλος της σελίδας και κάντε κλικ στο πεδίο «Υποβολή» για την υποβολή των απαντήσεών σας.</p> <p>7. Ακολουθήστε τα βήματα 4-6 για κάθε ένα από τα μαθήματα για τα οποία δεν έχετε συμπληρώσει τη σχετική έρευνα ανατροφοδότησης.</p> <p>Ο χρόνος συμπλήρωσης του ερωτηματολογίου εκτιμάται στα 5-10 λεπτά και η συμμετοχή σας είναι ανώνυμη. Το ερωτηματολόγιο περιλαμβάνει ερωτήσεις κλειστού και ανοιχτού τύπου. Στις ερωτήσεις κλειστού τύπου καλείστε να απαντήσετε σημειώνοντας τον βαθμό στον οποίο ισχύει η κάθε ερώτηση – «Συμφωνώ Απόλυτα», «Συμφωνώ», «Ουδέτερο», «Διαφωνώ», «Διαφωνώ Απόλυτα». Επιλέξτε «Δε γνωρίζω» (και όχι «Ουδέτερο») σε περίπτωση που δεν είχατε εμπειρία με κάτι ή σε περίπτωση που δε χρησιμοποιήσατε συγκεκριμένες υπηρεσίες. Εάν επιθυμείτε να παραθέσετε κάποια επεξήγηση για κάποια από τις απαντήσεις σας στις κλειστού τύπου ερωτήσεις ή οτιδήποτε άλλο σχετικά με την εκάστοτε ενότητα ερωτήσεων, μπορείτε να το κάνετε μέσω της ερώτησης ανοιχτού τύπου που βρίσκεται στο τέλος κάθε ενότητας του ερωτηματολογίου.</p> <p>Στα μαθήματα που δεν έχετε συμπληρώσει την αξιολόγηση, θα υπάρχει η επισήμανση «Εκκρεμεί η Αξιολόγηση».</p> <p>Η έρευνα ανατροφοδότησης για το κάθε μάθημά σας θα είναι διαθέσιμη μέχρι την Κυριακή 8 Ιανουαρίου 2023.</p> <p>Σας ευχαριστούμε εκ των προτέρων για τη συμμετοχή σας στην έρευνα. Τα σχόλια και οι εισηγήσεις σας θα αξιοποιηθούν με σκοπό τη βελτίωση της μαθησιακής σας εμπειρίας.</p>	
<p>To offer public access to the completed theses at the program’s website</p>	<p>As per the university regulations, access to the completed theses that have been graded with A or A- is given on the university library’s website. According to the policy for submission of theses to the UNIC Institutional Repository, the Master Theses (those started as of Fall 2019 onwards) that have been graded with A or A- will be uploaded to the repository (Metadata and Full Text) provided that the student has agreed and signed the “Consent Form Regarding the Online Submission of Content.” For all the other Master Theses only the Metadata will be included. These theses are forwarded to the library by the respective Department/School. The eligible theses for all Schools are publicly available on the Institutional Repository here https://repository.unic.ac.cy/.</p>	<p>Choose an item.</p>
<p>To enrich the program’s website with more information on the learning and assessment process (e.g. alternative ways of assessment,</p>	<p>Information on the programme’s learning and assessment processes, marking criteria, teaching methodologies, the thesis supervision and grading criteria, student progression, recognition and certification is provided in the Programme Handbook under the sections “Καθοδήγηση Μεταπτυχιακών Φοιτητών” and “Ακαδημαϊκά Θέσμια” in the Programme Handbook (pp. 8-10). The Programme Handbook, which we include in Appendix 3, will be uploaded to the programme’s webpage immediately after accreditation.</p>	<p>Choose an item.</p>

<p>marking criteria, differentiated teaching, the methodology of thesis supervision and evaluation criteria, complaints regulation, student progression, recognition, and certification etc.), if student-centred learning and teaching is to be clearly supported.</p>	<p>Additionally, the complaints and petitions regulations are published on the student and faculty portals, under the internal regulations. We include the relevant extract below:</p> <p>2.17.1. Grade Petitions Students wishing to dispute their semester grades have up to one month after the announcement of grades to demand a re-evaluation or second marking of their paper by completing a Grade Petition Form.</p> <p>Students can also take a complaint to the SAC (Senate Appeals Committee). The description of the process is publicly available in the Internal Regulations document. See the relevant extract below:</p> <p>7.11.11. Senate Appeals Committee (SAC)</p> <p>(a) Responsibilities The SAC deals with appeals submitted by students in response to SDC or Department Council decisions.</p> <p>(b) Composition The SAC has the following composition:</p> <ol style="list-style-type: none"> 5. Three faculty members who hold the rank of Professor or Associate Professor. (Whenever possible, one faculty is from the Department of Law). The term of service is two years. 6. Two student representatives (one graduate and one undergraduate) appointed in consultation with the Student Union. Term of service is one year. 7. The Head of the Student Affairs Department. 8. The Vice President for Student Services (who also acts as secretary). <p>The SAC elects its Chair and Vice Chair from among the three faculty members.</p> <p>Note: In some instances, members of the SAC may be excused, e.g., if part of the complaint may involve them directly or indirectly and decisions related to the case may be considered subjective.</p>	
<p>To assign courses to academic staff based on their specialization/scientific field/ research interests.</p>	<p>All specialist courses (such as Special Education or Intercultural Education) are assigned to lecturers who are specialists in that particular field. Periodically, generalist courses (such as Research Methods or Theories of Language Acquisition) may be taught by different faculty on rotation depending on faculty availability. Click or tap here to enter text.</p>	<p>Choose an item.</p>
<p>To ensure more participation of the faculty in research projects (with their students) and more frequent participation in conferences.</p>	<p>In an effort to promote research culture in the Department and beyond, we established the Cyprus Linguistics and Humanities Research group in 2021. The group is coordinated by Dr George Georgiou, who is an Assistant Professor in the Department, and is listed in the official research centres/institutes of the University of Nicosia: https://www.unic.ac.cy/centres/centres-established-through-the-university/</p> <p>The group aims to promote research activities, encourage collaboration, and foster faculty members to produce high-quality research papers, which will be</p>	<p>Choose an item.</p>

published in high-ranking journals. Informal meetings are organized regularly, providing the opportunity for the faculty members to develop collaboration bonds, discuss possibilities for research funding, etc.

Under the support of this group, several papers have been published or submitted in Scopus-Q1 journals. Many were written collaboratively by faculty in the Department. Examples include:

- Georgiou, G. P., Giannakou, A., & Alexander, K. (2023). Perception of L2 phonetic contrasts by monolinguals and bidialectals: a comparison of competencies (submitted)
- Georgiou, G. P., & Giannakou, A. (2023). Discrimination of L2 vowel contrasts and the role of phonological short-term memory and nonverbal intelligence (submitted)

The research outcomes are published in educational portals, such as Paideia news.

Examples:

<https://tinyurl.com/y8zr355z>

<https://tinyurl.com/47npxx9f>

or on the group's Facebook page:

<https://www.facebook.com/groups/clhrg>

Additionally, the department runs a yearly **international conference on Advances in Second Foreign Language Acquisition**. The first conference took place online on June 18-19, 2022. The scientific committee consisted of several faculty members from our Department and other academics from universities abroad. More than 170 participants, mostly academics, researchers and students, attended the conference. The conference aimed to bring together researchers conducting research in the area of second/foreign language acquisition to discuss their research findings and exchange ideas regarding the future direction of nonnative language acquisition research.

The invited keynote speakers were internationally renowned researchers with outstanding academic work. The keynote speakers were the following: Simone Pfenninger, Associate Professor of Second Language Acquisition and Psycholinguistics at the University of Salzburg, Themistoklis Aravossitas, Lecturer of Greek Studies at the University of Toronto and York University in Canada and Virginia Yip, Professor of Linguistics at The Chinese University of Hong Kong. The relevant announcement about the success of the conference was published in educational portals: <https://tinyurl.com/yc5x5ah8>.

Following the previous year's success, the conference in 2023 took place in person at the University of Nicosia in June. The keynote speakers were internationally recognizable academics from Cyprus and abroad, such as Maria Economidou-Kogetsidis (Professor of English and Applied Linguistics, University of Nicosia), Valantis Fyndanis (Assistant Professor of Psycholinguistics/Neurolinguistics, Cyprus University of Technology) and Cristóbal Lozano (Associate Professor of English Applied Linguistics, University of Granada).

	More information about the conference can be found on https://asefola.weebly.com/	
To update the course outlines that are publicly available.	The updated syllabi, which we include in Appendix 2, will be uploaded on the programme's webpage immediately after accreditation.	Choose an item.
To organize conferences at the university itself as well as to undertake research projects.	<p>Faculty teaching on the programme have organized the following academic events in the near future:</p> <p>April 2023: Συνέδριο Πολυγλωσσικές Ταυτότητες και Γραμματισμοί Προσφύγων και Μεταναστών – Η Συνδυασμένη Εκμάθηση Γλώσσας και Περιεχομένου / Conference in Multilingual Identities and Literacies of Refugees and Migrants (https://milremi.weebly.com/)</p> <p>June 2023: Advances in second/foreign language acquisition (ASeFoLA 2023) Conference (https://asefola.weebly.com/)</p>	Choose an item.
To increase the number of full-time/permanent staff.	<p>The university would like to emphasize that the Committee's suggestion to hire new full time faculty was presented in their report as a recommendation and not as a requirement.</p> <p>Irrespective of that, we would like to note that for the E-Learning programme, the university employs four full time faculty who teach their maximum allocated teaching hours on this programme. The three are specialists in second language acquisition with a focus on Greek education (Dr Georgiou), Greek as a heritage language (Dr Giannakou) and intercultural studies (Dr Papakyriakou). The fourth faculty, Prof. Mackay, specializes in culture, literature and transnationalism. Additionally, the university uses collaborators from the Centre for the Greek Language, who are specialists in teaching Greek as a second language to large international audiences. As an E-Learning programme, the MA in TGSOL does not rely solely on full-time employees. Using the model pioneered by open universities, such as the Open University of Cyprus which has very few full-time faculty members (30 as per the OUC website https://www.ouc.ac.cy/index.php/el/the-university-4/personnel/academic-personnel/searching) and offers a large number of programmes (31-36 as per the OUC website - https://www.ouc.ac.cy/index.php/el/studies), we utilize specialist collaborators from around the world.</p> <p>We would also like to note that if there is enrolment of students on the face-to-face programme for the next academic year (2023-2024), then we will proceed with hiring new faculty members to support the face-to-face programme and will thus inform you accordingly.</p>	Choose an item.
To invest efforts to ensure that there is consistency in the evaluation of students from different countries and from	Although students on this programme come from similar educational backgrounds and systems as the vast majority of them are from Greece and Cyprus (see relevant data on p. 27 of this document), faculty use a plethora of assessment methods in order to ensure a good level of differentiation to accommodate different learning styles and needs. The tools we use currently include:	Choose an item.

<p>different backgrounds and educational systems.</p>	<ul style="list-style-type: none"> • Quiz • Wikis • Workshops • Forum activities • Chat • Survey • Peer-to-peer assessment <p>For more information on the interactive activities used in each course, please see the list of interactive activities for the e-learning programme for all courses in Appendix 5.</p>	
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose an item.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose an item.</p>



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Klimis Mastoridis	Dean of School of Humanities and Social Sciences	
Prof. Polina Mackay	Programme Coordinator	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 28/07/2023

