

**Cyprus Agency of Quality Assurance and Accreditation in  
Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution: University of Cyprus**

**Program of Study: Bachelor of Arts Degree in English  
Language and Literature**

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## **INSTRUCTIONS:**

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

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

**EXTERNAL EVALUATION COMMITTEE:**

<b>NAME</b>	<b>TITLE</b>	<b>UNIVERSITY / INSTITUTION</b>
James Procter	Professor	Newcastle University
Gina Wisker	Professor	University of Brighton
Joe Bray	Professor	University of Sheffield
Demetra Christodoulidou	Student	Cyprus University of Technology

## **INTRODUCTION:**

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

**In advance of the site visit the EEC received the application for evaluation. The documentation included full details of the program's general profile, structure and content, teaching personnel, course descriptions, welfare mechanisms, and other relevant information.**

**The site visit included trips to both the old and new campuses where we heard presentations from, and had opportunity for further discussions with, the Dean of Graduate School, the Head of English, and various members of academic teaching staff as outlined in the visit schedule. We also had the opportunity to meet independently with a range of current students on both the BA and the PhD programmes.**

### II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

**The application was clear and comprehensive and the information provided throughout the application was both detailed and very thorough. The document engages fully with the quality assurance procedures at both an institutional and program level.**

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

#### **- Organization of Teaching Work**

The variety of teaching methods is impressive and includes class presentations, seminar discussions, debates as well as lectures. Many of the modules have online materials in the VLE in order to cater for students who are unable to attend or are unavoidably absent, or who wish to review the material. Most teachers put up their powerpoints. It is suggested that this provision be consistent across all modules. All students can then engage with course material such as powerpoints, notes and some extra reading where appropriate. Teaching staff do email students with extra material, but a centralised system would enable all to access it more consistently.

Some modules use the word 'lessons' which could be replaced by the term teaching sessions/seminars/classes to indicate university level work.

**1.1.1** Admission requirements are adhered to. The translation strand, in particular, attracts and engages Turkish as well as Greek Cypriot students.

Academic mentoring is widespread, and of good quality. Students can contact their mentors regularly for support. The 'writing clinic' support provided by the PhD students is also well used **1.1.10**. The move to the new campus should enhance the close links between students and staff and infrastructural support since currently the split site experience is difficult to maintain effectively. The move to the new, state of the art library is to be particularly welcomed.

**1.1.5-7** There is evidence of careful use of statutory mechanisms for support, timely feedback and feed-forward with formative work, and there are very supportive practices to enable students with problematic academic performance.

**1.1.11** Students are very familiar with the practices and issues of plagiarism and the good academic practice associated with it.

There could be further provision for those who are unable to attend full time, because of domestic, employment, and other issues.

**1.1.2** The teaching methods employed are varied and appropriate. There are high numbers of students in the first year which mitigates against more lively dialogue. Some further thought might be given in this context to restructuring the delivery in order to enable lectures which are more interactive, and which are complemented by seminars or workshops with smaller numbers. Currently there is also a (sensitively handled) large-scale provision for individual tutorial support which might be less necessary, should the timetable include seminars for interaction as well as lectures.

Student numbers are appropriate from the second year, with electives supporting the delivery of small group teaching.

### **- Teaching**

**1.2.6** Students have close contact with all their tutors and also access to the VLE. The academic calendar, the curricula, and web pages **1.1.3.1-3** are all readily available. Some attention could be paid to the learning outcomes which in some modules are closer to descriptions of content rather than indicators of what students will be able to do (evaluate, critique, argue, explore etc) at the end of the module. We suggest revisiting the learning outcomes to ensure they are both consistently ILOs and appropriately express the outcomes sought on each module in the appropriate ILO language.

The tightly knit teaching team and its willingness to provide tutorials and email support (sometimes almost round the clock), means students can have questions about their work answered swiftly.

Some of the modules have creative options, many using a diversity of assignments including writing and autobiographical pieces, as well as in-class presentations. Students are given ample advice and opportunities to practice these forms of learning and ultimately assessment. The conduct of examinations and assessment

complies with the university and government regulations. There are written examinations as part of each module, while other summative and formative forms of assessment are used appropriately. Teaching is evaluated at the end of each semester with a questionnaire and students informed of actions taken. Internal and external examination of courses are conducted regularly as appropriate **1.2.1-5**.

The students are aware of practices for dispute resolution **1.1.12**, Quality of teaching needs further consistency and support, as well as recognition for highly achieving teachers **1.1.4 1.3.2**.

- **Teaching personnel**

The teaching team are highly competent and comprise colleagues whose research and teaching interests clearly inspire the work of their students. Some staff are special teaching staff who focus entirely on teaching and have higher teaching loads, but still engage in some scholarly activities.

There was some discussion about potential issues arising around visiting staff or hourly paid staff who do not take part in any teaching development programmes provided by the CTL and concerns voiced about the quality of teaching experienced by students. We suggest that teaching development programs should include these visiting temporary staff, even on a small scale, and that support, advice and mentoring be given for those who recognise they need it or whose class evaluations indicate that they need it. There needs to be more formal control over, not just the qualifications, but the teaching and learning practices of the visiting and HPL staff **1.3.1-1.3.4** including further scrutiny and support where appropriate **1.3.3-1.3.5**

The success of the current programme and its further development has been recognised by the appointment of three new members of staff who will bring additional strength and expertise to translation studies and linguistics. These appointments are evidence of the University's support for the program **1.3.9**.

## **2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS**

- **Purpose and Objectives and learning outcomes of the Program of Study**

The purpose and objectives of the Program of Study are clearly stated and appropriately ambitious. The learning outcomes are also very apt and well oriented towards skills and employability. There could have been even more emphasis on the way that the program encourages the acquisition of creative skills, as well as those of critical analysis.

## - **Structure and Content of the Program of studies**

The Program is impressively coherent and well structured. There is a good balance of compulsory and elective courses. Interdisciplinarity is fostered by the requirement that all students continue with all three tracks (Anglophone Literature & Cultural Studies, Theoretical & Applied Linguistics, Translation Studies), at least until the end of their 3<sup>rd</sup> year. It was clear from discussion with the students that they welcome maintaining this broad perspective, and are able to draw stimulating connections between courses and tracks, with the guidance of academic staff. The panel commends the wide variety of courses available, with a focus on areas of strength in staff research (notably critical theory and theoretical linguistics). The flexibility of the cluster system, which allows other courses to be substituted depending on staff resources, is also potentially advantageous.

The panel is also particularly impressed by the range of assessment methods offered. These are creatively designed and thoughtfully matched to the particular learning outcomes of each module. Over the course of their studies the students will clearly be encouraged to develop valuable ways of presenting their ideas beyond the traditional essay and exam formats.

## - **Quality Assurance of the Program of studies**

The Quality Assurance procedures, as overseen by the Internal Quality Committee, appear robust and appropriate.

## - **Management of the Program of Study**

It is clear that the Program is well managed, with effective processes for monitoring and design in place. Revisions of the Program are subject to rigorous scrutiny and constructive feedback from student evaluations is clearly incorporated into course revision and improvement. Also particularly commendable is the fact that students are involved in the management of the Program (with two of them sitting on the Department Committee). The students as a whole reported that academic staff are attentive to their views and suggestions and that as a result they feel involved in the running of the Program.

## - **International Dimension of the Program of Study**

The Program is fulfilling its aim of being internationally-oriented, and encouraging a wide overview of Anglophone literary production (both through specific courses such as World Poetry and Women and World Cinema, and through the wide range of reading and critical thought recommended on all courses). As a result of the



international research profiles of its academic staff, the Department is impressively outward-facing, and has developed a wide range of international collaborations which inform both its research and teaching (for example with The Institute for World Literature at Harvard University and The St. Petersburg Institute of Linguistics, Cognition and Culture).

- **Connection with the labor market and the society**

The three-track structure of the Program prepares the students very well for the labor market, equipping them with a valuable set of interdisciplinary skills. Training in teaching English is, rightly, a particular focus (as stated in the intended learning outcomes), though it is clear that the graduate students have contributed to a variety of other sectors (including both public and private sectors) and that their employability prospects are very good.

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

- **Research Teaching Synergies**

The University of Cyprus is a research-led institution and the Department of English clearly places a strong emphasis on its research culture. The Department provides an excellent sabbatical scheme in this regard, with regular opportunities for leave. The majority of teaching staff are researchers of international standing as evidenced by the extensive staff CVs which demonstrate ample participation in international conferences, publications with major European and US journals, and research monographs. Teaching staff bring their research interests directly into course content, often in innovative and engaging ways. Teaching is therefore demonstrably research-led, and the emphasis throughout the degree programme is on producing autonomous, critical thinkers who can position themselves actively within current and historical debates in the field. The students we met spoke of the enthusiasm and 'passion' of their teachers, and this is clearly a reflection of the fact that teaching staff are bringing cutting-edge research into the classroom.

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

- **Administrative Mechanisms**

The administrative mechanisms are well organised in many respects, particularly in terms of the housing office, the social support office, and the careers office. The administration is welcoming to new students, providing ample information on/induction to the life of the University.

- **Infrastructures / Support**

In this current academic year there are some 7000 students and a total of just 280 student rooms, so students find themselves travelling back and forth from home

each day. This, in addition to the expense of high rental costs in Nicosia, suggests the need for more provision of student accommodation.

The distance between the old and new campus is an ongoing source of friction among both staff and students, and is impacting on overall student satisfaction

While there is an active student union, student voices should be heard throughout the university more widely.

4.2.5: some students complained of only one essential course text available on short term loan. Multiple copies should be stocked

#### - **Financial Resources**

Financial resources appear broadly adequate to the requirements of the programme. The teaching staff we spoke to noted the aspiration to grow staff numbers (beyond the 3 forthcoming appointments). We would particularly like to commend the students' welfare fund, a key area of support within the University.

4.3.3 Staff members reported that their salaries had not recovered since 2012.

## **5. DISTANCE LEARNING PROGRAMS**

N/A

## **6. DOCTORAL PROGRAMS OF STUDY**

N/A

## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

This is an excellent programme in many respects: intellectually coherent, passionately delivered and impressively organized. The following is a summary of our key findings and suggestions:

### Good Practices:

- Relatively small student numbers mean teachers can support students well.
- Students are treated as individuals and critical thinkers within a programme that supports critical independence
- Joined up pastoral care, feed-forward, 'writing clinics' etc., ensure students don't fall between the gaps of a modular system
- Diversity and creativity of assessment methods
- The teaching-research symbiosis
- The international, outward-looking spirit of the programme
- The importance placed on mentoring
- A sabbatical system that is regular and well supported

### Suggestions for improvement:

- Temporary and visiting teachers can offer an uneven teaching experience, and it is suggested by both staff and students that they should receive support and development to enhance their contribution.
- Student welfare: more provision for support of students who have to study over an extended period (part-time students; students travelling a long distance)
- Due to the apparently limited provision of student accommodation on campus, we suggest a considerable increase in capacity.
- Ensuring equal recognition and value is given across research active and teaching staff

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<sup>1</sup> It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

**Doc. Number: 300.1**

## **Quality Standards and Indicators**

### **External Evaluation of a Program of Study**

Institution: University of Cyprus

Program of Study: BA in English Language and Literature

Duration of the Program of Study: 4 years

Evaluation Date: 22 May 2018

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

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

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

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

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

### Members of the External Evaluation Committee

<b>NAME</b>	<b>TITLE</b>	<b>UNIVERSITY / INSTITUTION</b>
James Procter	Professor	Newcastle University
Gina Wisker	Professor	University of Brighton
Joe Bray	Professor	University of Sheffield
Demetra Christodoulidou	Student	Cyprus University of Technology

**Date and Time of the On-Site Visit: 21 May 2018**

**Duration of the On-Site Visit: 09.00-17.00hrs**

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

	1.1.4.3	infrastructure					X
	1.1.4.4	student welfare					X
	1.1.4.5	academic mentoring					X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X
1.1.8	Control mechanisms for student performance are effective.						X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.						X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						X

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

Please see comments above

Note, additionally:

- α) the expected number of Cypriot and International Students in the program of study.
- β) the countries of origin of the majority of students.
- γ) the maximum planned number of students per class-section.

Information not made available to EEC

<b>1.2</b>	<b>Teaching</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Please see comments above</p>						
<b>1.3</b>	<b>Teaching Personnel</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X



1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.					X
1.3.3	The specializations of Visiting Professors adequately support the program of study.					X
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.			N/A		
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					X
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					X
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
Justify the answer you have provided and note the additional comments you may						

have on each standard / indicator.

Please see comments above

<b>2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS</b>						
<b>2.1</b>	<b>Purpose and Objectives and learning outcomes of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>See comments above</p>						
<b>2.2</b>	<b>Structure and Content of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method				X	

	of assessing student performance.					
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Please see comments above</p>						
<b>2.3</b>	<b>Quality Assurance of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.3.1	The arrangements regarding the program's quality assurance define					X

	clear competencies and procedures.					
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					X
2.3.2.1	the members of the academic personnel					X
2.3.2.2	the members of the administrative personnel					X
2.3.2.3	the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X

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

See comments above

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					

	2.4.5.1	The provisions regarding unit credits							X
	2.4.5.2	The expected learning outcomes							X
	2.4.5.3	The methodology							X
	2.4.5.4	Course descriptions							x
	2.4.5.5	The program's structure							x
	2.4.5.6	The admission requirements							x
	2.4.5.7	The format and the procedures for student assessment							x
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.								x
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.								x
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.								x

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

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

N/A

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

2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.						X
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Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Please see comments above.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The program is commensurate with those at similar institutions in the UK

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

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

Please see above

### 3. RESEARCH WORK AND SYNERGIES WITH TEACHING

3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X

3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.						X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.						X
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.						X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.						X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.						X
3.1.9	Student training in the research process is sufficient.						X

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

See comments above.

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

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X

Justify the answer you have provided and note the additional comments you may



<p>have on each standard / indicator.</p> <p>Please see above</p>						
<b>4.2</b>	<b>Infrastructure / Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.1	There are suitable books and reputable journals supporting the program.					X
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.			X		
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					X
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					X
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Please see comments on housing and transition between campuses above.</p> <p>Please see comments</p>						
<b>4.3</b>	<b>Financial Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					X
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			X		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

**The following criterion applies additionally for distance learning programs of study.**

**N/A**

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to					

	enable it to efficiently support the educational process.						
5.4	Student performance monitoring mechanisms are satisfactory.						
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.						
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.						
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.						
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.						
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.						
5.10	The supporting infrastructures are easily accessible.						
5.11	Students are informed and trained with regards to the available educational infrastructure.						
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.						
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.						
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.						
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.						
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.						
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.							

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

**The following criterion applies additionally for doctoral programs of study.N/A**

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies’ supervisors have the necessary academic qualifications and experience for the supervision					

	of the specific dissertations.						
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.						
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.						
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.						

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

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

### FINAL REMARKS – SUGGESTIONS

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

We found in the department a congenial, energetic community of teachers and students and we wish them every success in the future.

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

<b>Name:</b>
James Procter
Joe Bray
Gina Wisker
Demetra Christodoulidou

Date: 22 May 2018