

Doc. 300.1.1/2

**Date:** Date.

## External Evaluation Report (E-learning programme of study)

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Humanities,  
Social and Education Sciences
- **Department/ Sector:** Humanities
- **Programme of study- Name (Duration, ECTS, Cycle)**  
  
**In Greek:**  
Αγγλικές Σπουδές (18 Μήνες / 90 ECTS,  
Μεταπτυχιακό) – Εξ Αποστάσεως  
  
**In English:**  
English Studies (18 Months / 90 ECTS, Master - DL
- **Language(s) of instruction:** English
- **Programme's status:** Choose status



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

## A. Introduction

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

The committee was not able to visit the European University of Cyprus due to the Covid19 pandemic. For this reason the evaluation was carried out remotely on Zoom.

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

Throughout the day on 29 March 2021 the committee met with EUC's senior management team, the departmental/faculty management team, teachers on the BA and MA in English Studies, administrators and students.

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

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Bas Aarts	Chair, Professor	University College London
Marjolijn Verspoor	Professor	University of Groningen
Anastasios Tsangalidis	Professor	Aristotle University of Thessaloniki
Iordanis Kavathatzopoulos	Professor	Uppsala University
David Wheatley	Reader	University of Aberdeen
Marios Rialas	Student	University of Cyprus

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

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) *sub-areas*
  - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

### **Strengths**

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

### **Areas of improvement and recommendations**

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

### Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

### 1.1 Policy for quality assurance

#### Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

### 1.2 Design, approval, on-going monitoring and review

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*

- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*

- *learning resources and student support available*
- *career paths of graduates*
  
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

- The procedures for quality assurance are sound.
- The programme is well-designed and coherent, with clear aims and objectives which reflect the four purposes of higher education of the Council of Europe.
- The semester structure is clearly outlined ensuring smooth transitions. Students follow mandatory courses and can choose from a small range of elective courses. The dissertation is an optional component.
- Course content is monitored internally and externally.
- Public information about the programme is clearly presented and available (though see below).
- The programme's information is effectively managed.

### Strengths

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

- The policies for quality assurance concerning the study programme, design and development are well-documented.
- Courses are monitored internally and externally according to international standards.
- Courses are continually evaluated and updated where needed.
- Student feedback is taken seriously and is acted upon at different levels. Staff responds quickly and effectively to students' concerns.
- Good commitment is shown to curriculum innovation (e.g. Ecocriticism, Postcolonial Writing).



### Areas of improvement and recommendations

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

- The information presented on the website was not always consistent with the information in the application, as a result of the proposed programme change. A note might be included signaling that the information is valid only until the new programme is implemented.
- There was no clear information available to the committee about student career pathways.
- One student felt that the feedback questionnaire was too detailed and took a long time to fill in. The committee suggests making it shorter with more general questions. This will ensure that more students will respond and don't suffer from 'questionnaire fatigue'.
- There is a notable lack of poetry on the programme, which might be addressed at any future curriculum review. Perhaps more use could be made of poetry on the Ecocriticism module.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

### Sub-areas

- 2.2 Process of teaching and learning and student-centred teaching methodology**
- 2.3 Practical training**
- 2.4 Student assessment**
- 2.5 Study guides structure, content and interactive activities**

## 2.1 Process of teaching and learning and student-centred teaching methodology

### Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

## 2.2 Practical training

### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

## 2.3 Student assessment

### Standards

- A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.
- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.
- Assessment is appropriate, transparent, objective and supports the development of the learner.
- The criteria for the method of assessment, as well as criteria for marking, are published in advance.
- Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the e-learning process.
- Assessment, where possible, is carried out by more than one examiner.
- A formal procedure for student appeals is in place.
- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- The regulations for assessment take into account mitigating circumstances.

## 2.4 Study guides structure, content and interactive activities

### Standards

- A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:
  - Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner
  - Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)
  - **Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)**
  - Clear instructions for creating posts, discussion, and feedback
  - Self-assessment exercises and self-correction guide
  - Bibliographic references and suggestions for further study
  - Number of assignments/papers and their topics, along with instructions and additional study material
  - Synopsis
- Study guides, material and activities are appropriate for the level of the programme according to the EQF.

*You may also consider the following questions:*

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### **Findings**

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

- The process of teaching and learning is quite flexible and student-centred. A set of core courses is mixed with some elective courses and students are directed in their learning process within their individual programme of studies.

- We found that the number of courses in the different key areas (literature, language, including academic writing, linguistics, and applied linguistics) are well-balanced.
- The programme is compatible with e-learning delivery. Students do not have the opportunity to take part in actual teaching practice, e.g. visit schools, interact with students, etc.
- Assessment criteria are spelled out concretely in each part of the course and there are procedures ensuring reliability.
- There is a very good technical infrastructure which is updated regularly, allowing smooth communication and cooperation, as well as access to necessary materials and literature.

### Strengths

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

- Most staff in the Department have had previous experience in delivering DL/online courses and programmes. As a result, they have a good understanding of the pedagogical possibilities and risks of e-learning delivery.
- Very detailed study guides for all the courses are provided, so that students know exactly what they can expect from a course.
- Many course topics are innovative and interdisciplinary, especially in areas of current interest.

### Areas of improvement and recommendations

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

- Strengthening more asynchronous learning activities and students' cooperation and communication through the introduction of more peer-reviewing of students' individual work.
- The Department may wish to consider anonymising examination material to ensure the blind application of grading criteria.
- We noted that there is no requirement for a thesis. The Department should consider making a thesis obligatory. An obligatory research thesis or dissertation is the norm in most universities across the world, even if it is not an absolute requirement at EQF7. This may be especially important for students wishing to pursue further studies at the PhD level. As the programme stands, it is not clear how the learning outcomes of an optional thesis can be replaced by a number of electives. Also, students who follow the thesis route without achieving very high marks may feel disadvantaged in comparison to students who have not had their work subjected to similar levels of scrutiny. We therefore suggest that a levelling of some kind take place, whether up or down to avoid inconsistencies.
- Some courses seem to be overambitious in terms of the number of topics to be taught, the depth of the issues discussed, and the bibliography required.
- The introduction of a creative writing strand to the programme would be not only worthwhile in itself, but an excellent marketing opportunity for the department. Creative writing recruits and the programme could be introduced in stages, for example, via an MA in English and Creative Writing to test the market before developing a full-blown MA in Creative Writing.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	Compliant

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

#### 3.1 Teaching staff recruitment and development

##### Standards

- Institutions ensure the competence of their teaching staff.
- Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.
- Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.
- Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.
- Innovation in teaching methods and the use of new technologies is encouraged.
- Conditions of employment that recognise the importance of teaching are followed.



- *Recognised visiting teaching staff participates in teaching the study programme.*

### 3.2 Teaching staff number and status

#### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

### 3.3 Synergies of teaching and research

#### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

We are satisfied that the teaching staff meets the requirements set out above, to the best of our knowledge. Our remit was to evaluate two programmes of study, so we did not focus on all of the issues in the table.

### Strengths

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

- The Department employs permanent members of staff mostly with PhDs, complemented by a cohort of (part-time) non-permanent special teaching staff.
- Staff has clear individual areas of expertise, which is reflected in the course offering.
- Staff is provided with very good courses and training focusing on the specificities of e-learning. As a result, the team was able to transform a traditional English programme to a DL environment and run it successfully.
- Teaching is tied to the research interests of members of staff, so students are being taught by recognised experts in the field.
- Staff are awarded teaching reduction (on the basis of their publication record, participation in conferences, etc.) to promote research activities.

### Areas of improvement and recommendations

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

- The Department is concerned about the number of non-permanent staff teaching linguistics courses. The Faculty might consider appointing more permanent staff.
- The pedagogical aspects of technology are most important and it must always be the main focus in courses and training offered. Now that training courses and support offered to the teaching staff have accomplished technological know-how, training may focus more on how learning interacts with technology.
- Staff can take sabbatical leave, every seven years. The exact details of the sabbatical scheme were not very clear. This scheme could be improved to a more frequent leave arrangement.

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

Sub-area	<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
----------	--



3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

##### Sub-areas

##### 4.1 Student admission, processes and criteria

##### 4.2 Student progression

##### 4.3 Student recognition

##### 4.4 Student certification

#### 4.1 Student admission, processes and criteria

##### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

#### 4.2 Student progression

##### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

#### 4.3 Student recognition

##### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*

- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

#### **4.4 Student certification**

##### Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The committee is satisfied that the procedures for admission, progression, recognition and certification meet the standards.

##### Strengths

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

- Admission requirements are clearly specified.

- The admission regulations allow for a number of different means of certification of English language proficiency. These are easily accessible to applicants from distinct backgrounds.
- The Diploma Supplement issued follows the relevant guidelines and provides sufficient descriptions of the content of the course of study and of the individual student's accomplishments.

### Areas of improvement and recommendations

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

We do not have any suggestions here.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

## **5. Learning resources and student support (ESG 1.6)**

### Sub-areas

- 5.1 **Teaching and Learning resources**
- 5.2 **Physical resources**
- 5.3 **Human support resources**
- 5.4 **Student support**

### **5.1 Teaching and Learning resources**

## Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

## 5.2 Physical resources

### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.3 Human support resources

### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

In each course, many resources and materials are made available for students, including videos. Instructors provide students with additional material that offers them guidance and understanding of the courses. The University's library is well-organized and aids in ensuring access to required reading and other online materials useful for their academic progress. Students were very satisfied with their instructors' guidance and support. Students felt that instructors are very accessible and available personally, as necessary, and sometimes on the recommendation of programme coordinator. The courses are successfully held online after the transfer to DL mode and students praised the virtual mode with its flexibility.

### Strengths

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

- Excellent teacher involvement.
- Good support and training for teachers and students.
- Well-organized course outlines and resources available in the virtual learning environment (Blackboard).
- Good library facilities.

### Areas of improvement and recommendations

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

- Educational technology is changing very fast; therefore a plan for recurring revisions of the use of technology as well as of the curricula and teaching is necessary.
- If materials are not available from the library, teachers should ensure that students can obtain the required texts for particular courses in time (before the course starts) and at a reasonable cost.

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

Sub-area		<i><b>Non-compliant/ Partially Compliant/Compliant</b></i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

**Conclusions and final remarks**

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

The MA in English Studies in the Department of Humanities is an intellectually stimulating programme with components covering many aspects of literature, culture and language.

As was also noted above, in view of the international standards and expectations at the MA level, we feel that a thesis is academically necessary. This puts students who wish to progress to PhD level and beyond at a disadvantage. While we have every understanding for the practical reasons why the thesis is optional, academically there is no justification for not implementing an obligatory thesis component.

There is some concern that a fairly large proportion of the provision for language/linguistics courses is offered by non-permanent staff.

From our conversations with staff, administrators, and students we conclude that the Department's MA programme is successful. Staff feel that they are well-supported in their teaching by the university.

There are very good courses and training focusing on the specificities of e-learning for both students and teachers. Still, the pedagogical and not the technical aspects of technology are the most important, and they must always be the main focus in courses and training offered. The MA programme is compatible with e-learning pedagogy, but it is important to continue focusing on asynchronous learning activities and on students' cooperating and communicating through the introduction of more peer-reviewing of individual coursework.

Support for students on the course is excellent in every respect. Students reported that teachers responded quickly to any issues they faced.

The committee was not given the chance to look at students' work so we were not able to form a view of the quality of their work.

From what we could gather from online videos, EUC's physical resources are of a very high quality.

## D. Signatures of the EEC

Name	Signature
Professor Bas Aarts	
Professor Marjolijn Verspoor	
Professor Anastasios Tsangalidis	
Professor Iordanis Kavathatzopoulos	
Professor David Wheatley	
Mr Marios Rialas	

**Date:** 1/04/2021