

Doc. 300.1.1

Date: 23 April 2021

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
University of Central Lancashire Cyprus
- **Town:** Larnaca
- **School/Faculty (if applicable):** School of Business and Management
- **Department/ Sector:**
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Πτυχίο Αγγλικών Σπουδών

In English:

BA (Hons) English Language Studies

- **Language(s) of instruction:** English
- **Programme's status:** 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 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 UCLAN 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 21 April 2021 the committee met with UCLAN Cyprus's senior management team, the departmental/faculty management team, teachers on the BA in English Language Studies, administrators and students.

The committee was not able to visit the learning, teaching, and accommodation facilities. However, a video-based 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 University College London
Marjolijn Verspoor	Professor	University of Groningen
Anastasios Tsangalidis	Professor	Aristotle University of Thessaloniki
Maria Vrioni	Student	Open University 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*
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- *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.

A set of core courses is mixed with a small number of elective courses and students are expected to proceed as autonomous learners within their individual programme of studies and to concentrate on their field of interest.

Strengths

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

- The programme balances courses relating to different areas of linguistics and literature.
- The large number of compulsory modules, including a dissertation (in either Linguistics or Literature) ensures uniformity of learning outcomes for most of the students involved.
- The course allows for some individual specialisation, as the students are expected to customise the list of their elective courses (up to 40 ECTS units).
- An obligatory thesis is commendable, especially in the context of a 4-year BA course of studies.
- Close cooperation with UCLAN UK benefits the programme, in terms of both its organization and visibility.
- Compliance with the UK evaluation framework ensures that quality standards are met.

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 might consider renaming the course 'BA in English Language and Literature', since this would reflect the content of the course more accurately.
- The rationale for the choice of subjects taught is not clear, especially some of the compulsory modules.
- The calculation of workload and the assignment of ECTS units to each module needs to be made more transparent, especially when the programme appears to assign a much greater number of units than is the norm in comparable programmes of study across Europe.
- The correspondence with EQF requirements is, likewise, not always transparent. Indeed, the attempt to balance UK and European standards and requirements complicates the matter further.

- There is no compulsory or optional module relating to any practical aspects of Teaching English to Speakers of Other Languages. Since this could be an area that is beneficial for the students' professional development, the Department may wish to consider introducing some related modules (and perhaps employ staff members with similar expertise).
- Likewise, there is no translation strand - although there are optional modules in other languages.

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

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

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of 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 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

- *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 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.*

You may also consider the following questions:

- *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 committee found the process of teaching and learning to be student-centred, well thought out and appropriate to the content of individual courses.
- Students appeared to be involved in research (in the form of their compulsory dissertations). (In this context a research internship was also mentioned.)

Strengths

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

- Each student is assigned an Academic Advisor. This support system works well and is appreciated by students.
- Students are taught in small groups which greatly benefits the amount of attention they receive individually.
- Staff respond quickly to email messages and offer speedy feedback.
- The assessment procedures of the course are consistent, appropriate and transparent. Relevant regulations and guidelines are available to both students and staff.

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.

- There are no practical components in the programme which would benefit students' careers.

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

Sub-area	<p style="text-align: center;"><i>Non-compliant/ Partially Compliant/Compliant</i></p>
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2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	n/a
2.3	Student assessment	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.*
- *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:

- *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.

- To ensure that objectives and planned learning outcomes of the study programme can be obtained and sustained, this relatively young programme has a limited number of staff members in the relevant subdisciplines, with the rank of lecturer and associate lecturer.
- It was not clear how many of the staff are permanent.

Strengths

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



- Several grants, (international) projects and publications show that staff members are involved in research.
- The Department operates a system of annual appraisal, which is essential and which staff appreciated and found very useful.
- Staff workloads are carefully monitored through the 40-40-20 system of apportioning time to research, teaching and administration.
- Staff have degrees from universities across the world.
- Staff have clear individual areas of expertise, which is reflected in the course offering.
- Staff are involved in Knowledge Exchange 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 committee was pleased to hear that a sabbatical system is in development and we would urge the University to implement it as soon as possible in order to enable the programme's staff to enhance their research profiles.

The number of staff members can certainly be increased, to expand in expertise and the variety of the modules offered.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially 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 found that the student admission process appears to be carefully thought out and appropriately publicised.

Strengths

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

- Admission requirements are clearly specified.
- Students can receive help with advancing their English language skills as necessary.
- 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 (although sections 2.2 and 4.2 could be phrased in a way that offers more detailed information).



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.

- Recognition of prior learning might prove problematic in view of the extremely high number of ECTS units allocated to distinct modules.
- Balancing the system of ECTS grading with UK classifications can prove to be a challenge (e.g. when numerical grades are described in terms of “Description” and “Classification”, combining elements from both systems in the Diploma Supplement explanatory notes).

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4 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

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *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 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.

- The committee found that the University offers resources and material for students that they can work on.
- The University's library offers online solutions to the students and ensures them access to online material that is useful for their academic progress.
- The courses are successfully held online due to the COVID-19 pandemic. Students expressed satisfaction about the delivery of the online courses, but would have preferred face-to-face teaching.

Strengths

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

- As noted earlier, each student is assigned an Academic Advisor.
- Students shared that they are very satisfied with their instructors' guidance and support. They are also very pleased with the small classes. Instructors are in frequent contact with the students personally.
- IT systems, including the library, are linked to UCLAN UK. They have recently been upgraded.
- When materials are not available electronically, they can be purchased.

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.

- Students noted that studying online is far from optimal. Fostering a sense of community for students who are currently studying online during the pandemic is admittedly hard, but perhaps some improvements are possible, e.g. creating opportunities for optional online get-togethers, tea parties, etc.

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements
- 6.2 Proposal and dissertation
- 6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.
- The following requirements of the doctoral degree programme are analysed and published:
 - the stages of completion
 - the minimum and maximum time of completing the programme
 - the examinations
 - the procedures for supporting and accepting the student's proposal
 - the criteria for obtaining the Ph.D. degree

6.2 Proposal and dissertation

Standards

- Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:
 - the chapters that are contained
 - the system used for the presentation of each chapter, sub-chapters and bibliography
 - the minimum word limit
 - the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation
- There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.
- The process of submitting the dissertation to the university library is set.

6.3 Supervision and committees

Standards

- The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.

- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

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.

n/a

Strengths

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

n/a

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.

n/a

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	n/a
6.2	Proposal and dissertation	n/a
6.3	Supervision and committees	n/a

D. 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 committee saw a relatively small programme with a limited number of courses and electives and a small student body. However, the programme was well thought out, aligned with the programme at UCLAN UK with dedicated staff members and very satisfied students. The small size is a distinct advantage for the student experience. We assume that as the programme grows in terms of students it will do so in terms of tenured staff.

As noted, the Department may wish to consider changing the name of the programme to ‘BA in English Language and Literature’, since the course covers both domains.

The committee did not have the opportunity to look at students’ work: assessments, projects, examination papers, essays, etc., so it was impossible to take a view of the academic level of the students’ work or of the quality of the feedback given to students. Even though it may not strictly be part of the requirements on this occasion, the Department might consider making some student work available for future evaluations.

The enormous advantage of the programme is that it offers degrees from two universities. Students especially commented on the fact that they wanted a British degree. This advantage does bring a few problems in terms of translating the British system to the European one, but in most cases this is done well.

However, the committee has some concerns about the number of ECTS assigned to the individual course modules. It is not transparently shown in all cases how workload has been calculated (e.g. when UCLAN assigns 10 ECTS units to courses that seem to correspond to similar courses at other universities where they are assigned 5 - 7.5 units each). The committee suggests that the content of each 10-credit course and workload is made more explicit in terms of subtopics and requirements, to ensure that it does not look as



if a 10-ECTS course at UCLAN is the equivalent of a 5-ECTS course elsewhere. This would then help with questions of equivalence, transfer of credits and recognition of work done across different programmes and institutions.

Learning Outcomes should also be made more transparent: for example, the programme does not aim at providing a professional qualification in teaching English. The exact amount and level of Learning Outcomes needs to be explicitly stated to allow comparability with other 4-year long BA in English programmes available in other European universities. At the same time, it is not always clear how the particular compulsory modules contribute to the overall coherence of a BA in English Language Studies.

UCLAN Cyprus's resources (campus, accommodation, library, etc.) are excellent and provide an attractive working and living environment for students on these programmes.

The committee very much enjoyed its visit to the Department of Languages and Literature and would like to express its gratitude to administrators and staff for their hard work in compiling the documentation.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Bas Aarts	
Professor Marjolijn Verspoor	
Professor Anastasios Tsangalidis	
Ms Maria Vrioni	

Date: 23 April 2021