



Doc. 300.1.2

Date: 23 April 2021

Higher Education Institution's Response

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

- **Town:** Larnaca

- **Programme of study**

In Greek:

Πτυχίο Αγγλικών Σπουδών

In English:

BA (Hons) English Language Studies [4 years/240
ECTS/ BSc (Hons)]

- **Language(s) of instruction:** English

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

- **Concentrations (if any):**

In Greek: N/A

In English: N/A



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*



UCLAN CYPRUS NOTE

We would like to thank the members of the External Evaluation Committee for their valuable feedback regarding the accreditation of the BA (Hons) English Language Studies programme. We are very pleased that the Committee recognises the level of academic quality and rigour that underpin the programme as a result of the work of the academic team involved in its design and delivery. Our aim and commitment is to improve our students' learning experience and the quality of learning and teaching offered by the School and the University. As such, and as it is illustrated in the following sections, we have taken in due consideration the Committee's constructive feedback and have embraced it in our efforts to develop further the BA (Hons) English Language Studies programme offered at UCLan Cyprus.



1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

EEC Report

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.

UCLan Cyprus Response

We would like to thank the Committee for their kind comments on the strengths of the Programme. Please find below our response to each of their recommendations.

- The Department might consider renaming the course 'BA in English Language and Literature', since this would reflect the content of the course more accurately.



Taking into consideration the Committee's suggestion, the programme's title has been renamed '*BA (Hons) in English Studies*'. This title, which was also suggested by a member of the Committee during the reaccreditation event, reflects more accurately the programme structure, which consists of modules in English Literature and Linguistics.

◆ **The rationale for the choice of subjects taught is not clear, especially some of the compulsory modules.**

As the Committee members acknowledge, the programme offers a balanced number of modules that cover different subjects of Linguistics and Literature. This is, indeed, one of the strengths of the programme. In what follows, we explain the rationale for the choice of modules (and subjects therein) in Linguistics and Literature.

As far as Linguistics modules are concerned, the compulsory Year 1 module 'Studies in Language and Linguistics' is an introduction to the study of language and the different areas of linguistics. The compulsory Year 2 modules (i.e. LG1222 'Sounds and Structures of English', LG1106 'Meaning in Interaction' and LG1103 'Language Variation in Society') provide students with the opportunity to gain more knowledge in certain subject areas of linguistics to which they were introduced in Year 1. Specifically, the subject areas in which students develop a more in-depth understanding are: English syntax and phonology (as part of module LG1222), pragmatics (as part of module LG1106), as well as sociolinguistics (as part of module LG1103). In Year 3, students study LG2403 'English Structure', which is a compulsory module on generative grammar. This module further develops students' analytical skills and critical thinking, as they are taught how to develop formal accounts for certain linguistic phenomena. Taking into consideration the Committee's suggestion, the programme's team have decided to offer as compulsory, a practical TESOL module (EF2950 'Practical TESOL'), which helps students develop practical skills required for effective classroom learning. In terms of elective modules in Year 3, the module 'Child Language Acquisition', which will now be offered as an optional module, requires students to assess how the study of child language contributes to the understanding of language, and also to evaluate alternative theories of language acquisition. Students also have the opportunity to opt for the module 'Inside English Words', and obtain further knowledge in English phonology and morphology. In Year 4, students must conduct a dissertation project on a topic of their choice (as part of the core modules LG3992 'English Language/Linguistics Dissertation' or EN3992 'Literature Dissertation'). They also need to attend the compulsory module LG3224 'World Grammars: Contrastive Linguistics' in the framework of which they are expected to conduct original empirical research and evaluate the significance of this research from a theoretical or typological perspective. Addressing the Committee's comments, we have also decided to offer Year 4 students the opportunity to choose from two linguistics electives: a) a TESOL module, EF3681 'Teaching Young Learners', which extends students' knowledge and skills in the specialist area of Young Learner Teaching within the wider field of TESOL, and b) LG3117 'Clinical Linguistics and Language Pathology', which requires students to find, interpret, and compare research resources from the field of clinical linguistics in order to develop particular specialised knowledge in one or more aspects. This module further develops students' critical writing and research skills.

As far as Literature modules are concerned, the programme starts with two compulsory introductory Literature modules in Year 1: EN1222 'The Use of Language in Literature' which aims to introduce students to the linguistic analysis of literary texts, and EN1221 'Introduction to Literature', a module which touches upon a wide range of periods, from medieval to modernism, as well as a wide range of genres, from poetry, to drama and the novel. This gives students the opportunity not only to familiarise with the major literary periods and genres, but also to form an initial, yet vital overview of the history of literature and its relation to social and political contexts. Compulsory Year 2 Literature modules (EN1215 and EN1217) begin to build on the basis set in Year 1. The programme offers a period-orientated module, EN1217 'Introduction to Renaissance



Literature', which expands on the first major period covered in EN1221, as well as an analysis-orientated module, EN1215 'Literary Theory', which expands and develops on materials which are initially introduced in EN1222. It is in Year 3 that the programme introduces its elective modules, which again cover a wide range of areas, periods and genres. On the list of Year 3 literature compulsory and elective modules, there are both period-orientated modules, as well as genre-orientated modules. As far as period-orientated modules are concerned, we offer the compulsory EN2129 'From Romanticism to Decadents: Literary Culture 1789-1900', a module that thoroughly studies a period which is initially introduced in EN1221 in Year 1. On the list of genre-orientated modules, there are two modules. One of them is the more traditional compulsory module EN2012 'The Fairy Tale', which covers texts of this genre from the 19th century onwards. The second module, EN2406 'The Graphic Novel', covers this recently emerging genre by studying contemporary texts of the late 20th and early 21st century. The list is further enhanced by the introduction of an elective module that studies world literature in translation, EN2006 'A World of Difference: Literature in Translation'. This module allows students to get familiar with texts that are outside the traditional English Literature syllabi, while it also opens paths towards and makes connections with literary traditions of the world. Taking into consideration the Committee's comments, we have also removed one of the Year 4 modules, EN3036 'Shakespeare: Text and Performance' from the list of compulsory modules, and added it to the list of electives, alongside the newly introduced elective, EN3005 'The Shock of the New: Modern and Contemporary Literature'. Appendix A includes the new structure of the programme reflecting the EEC recommendations.

- 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.

In line with DIPAE and EQF directive with regards to the student workload (<http://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/102-2017-03-06-ects-2>), the total number of ECTS that students are expected to complete in an academic year is 60, reaching 240 ECTS credits by the end of their Bachelor's degree. The student workload is estimated considering that for each ECTS, the required work corresponds to 25 learning hours. The assignment of ECTS units and the respective workload for each module are available to our students in the respective Blackboard space (Module Descriptor and Module Information Pack) from the beginning of their study, providing detailed information on the breakdown of contact hours and guided independent study hours, which also include preparation for both summative and formative assessment. Please find below an example of the relevant section of the descriptor of one of our 10 ECTS modules.

SCHEDULED LEARNING AND TEACHING ACTIVITY	No of hours
Lecture	15
Seminar/workshop	30
Practice analysis and support	15
TOTAL SCHEDULED LEARNING HOURS	60
Library work, including self- and tutor-directed reading	70
Preparation for, and reflection on assessments	80
Preparation for, and reflection on class learning	40
TOTAL GUIDED INDEPENDENT STUDY HOURS	190
TOTAL STUDENT LEARNING HOURS	250
<i>These must add up to 250 hours per 10 ECTS credits</i>	



- 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.

We would like to reassure the EEC that, according to the modus operandi of our University, all our bachelor's degrees are double-awarded by UCLan UK and UCLan Cyprus. All our bachelor's programmes have structures in full alignment with the EQF and Cy QAA requirements, and are awarded upon successful completion of 240 ECTS. Please be informed that upon the final approval of the programmes by CyQAA, the accredited Programme structures are validated again by the mother University, ensuring compliance with QAA regulations.

- 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).

Following the Committee's recommendation, we have decided to offer a compulsory module in year 3, EF2950 'Practical TESOL', which helps students develop practical skills required for effective classroom teaching. This module also aims to ensure students can: a) make principled choices regarding the selection of learning materials for a specific group of students, b) research and analyse language and skills for teaching purposes, c) produce lesson plans and deliver lessons appropriate for learners' needs, d) use ELT terms and concepts receptively and productively.

Moreover, we have decided to offer a TESOL elective in Year 4: EF3681 'Teaching Young Learners'. Students who are interested in a career within Young Learner Teaching may choose this module and extend their knowledge and skills in the specialist area of Young Learner Teaching within the wider field of TESOL.

- Likewise, there is no translation strand - although there are optional modules in other languages.

We do acknowledge that there are programmes under a number of institutions across Europe and beyond which offer all three strands (literature, linguistics, and translation studies). However, there are as many, which offer their English studies programmes with specialisation on one of the three strands, or a combination of two strands. We have made a deliberate decision at the initial stages of the development of the programme to focus on two strands, which allows us for a deeper and more focused education around linguistics and literature. The programme's learning outcomes reflect this choice.



2. Student – centred learning, teaching and assessment

(ESG 1.3)

EEC Report

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.

UCLan Cyprus Response

We thank the Committee for their comments that reflect the hard work the Programme Team do in order to provide students with an excellent learning experience. With regards to the recommendation of the Committee, as already noted, we have decided to offer a compulsory practical TESOL module (EF2950) in Year 3 and an elective in Year 4 (EF3681). Please find attached (Appendix A) the descriptors of the TESOL modules we would like to offer.

3. Teaching staff (ESG 1.5)

EEC Report

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.

UCLan Cyprus Response

We thank the Committee for recognising the fact that the programme's academics are active researchers producing research outputs with significant scientific and social impact (peer reviewed journal publications, outputs of externally-funded, international and local research projects, knowledge transfer activities etc.). The University will further support the academics' research activities by implementing a sabbatical system from this academic year (2021-22).

With regards to the Committee's recommendation about the number of staff members and the rank of the academics involved in the delivery of the programme, the University has already advertised calls for the submission of applications for a) an Assistant Professor in Linguistics, b) a Lecturer in



English Studies and c) an Associate Lecturer in English Studies (see Appendix A). The appointment of the above staff will further enhance the Programme Team, and concomitantly the programme's delivery. Furthermore, Dr. Daniel Waller, the Head of the School of Humanities, Language and Global Studies at UCLan UK, will contribute to the delivery of the programme in Cyprus, as a recently appointed Visiting Senior Fellow, and provide research mentoring to the young researchers of the Course Team. It must be noted that Dr. Waller is currently collaborating with Dr. Antri Kanikli, Course Leader of the Programme, on the supervision of a PhD student. The University aspires to develop further the faculty team involved in the programme by introducing more programmes related to English, Education and Humanities overall, and by establishing a School of Humanities in the future, in line with its strategic and sustainable growth plan.



4. Student admission, progression, recognition and certification

(ESG 1.4)

EEC Report

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).

UCLan Cyprus Response

We thank the Committee for recognising that the student admission procedure is carefully thought out, and student progression and certification are compliant with the relevant guidelines.

Regarding the accreditation of prior learning (APL), the University has an APL policy in place under which students can obtain credits for **prior certificated learning (APCL)**. The Course/Programme Leader examines whether the learning outcomes of a certain module have already been achieved and recommends the approval or rejection of the relevant application. This process is quite straightforward and the Course Leader has been following it without any problems over the past 7 years. It must be also noted that our students have taken advantage of the Erasmus+ student mobility programme, without facing any problems with transferring the credits they obtained from the Receiving Institution to the Sending Institution.

As we have already shared with the Committee during the re-accreditation event day, the UCLan Cyprus diploma supplement reflects the degree awarded upon completion of 240 ECTS for a 4 years programme of study, using numerical grades based on 100%. The classifications corresponding to a range of grading are aligned with the QAA framework and an explanatory note is available.

5. Learning resources and student support

(ESG 1.6)

EEC Report

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.

UCLan Cyprus Response

The Committee acknowledges that there is an excellent support system in place (e.g. the Academic Advisor etc.), with students being in frequent contact with their tutors via 1-2-1 meetings, as well as emails, to which tutors respond promptly. Tutor support is one of the best features of the programme, according to feedback received from the Module Feedback Questionnaires, which students complete at the end of each semester. Our students gave also very positive feedback on the online delivery of the course due to the pandemic, although they prefer face-to-face delivery for obvious reasons.

With regards to the Committee's recommendation about organising online activities which students may optionally attend, it should be noted that the Programme Team organised many online



Knowledge Transfer activities, including the MIDEK research seminar series this year. Please find below a list of the activities students could join online.

Educational workshops and webinars

- Webinar on *How to design your family-specific language strategy*, by Dr. Antri Kanikli, 5th of December 2020, co-organised with the **Cyprus Youth Board**.

Online conferences

- *Factors affecting multilingual parents' initial language choices*, paper presented by Dr. Antri Kanikli at the Planting Languages online conference, organized by the Foyer Institution, 25th of January 2021.

Research Seminars

- *Re-evaluating Cognitive Psychology in Early Twentieth Century Thought and Literature*, delivered by Dr. Thalia Trigoni (at UCLan Cyprus and via MS Teams). 30th of Sept. 2020.
- *The Perception and Production of L2 Vowels by Greek-Cypriot Learners of English*, delivered by Dimitra Dimitriou, PhD candidate (at UCLan Cyprus and via MS Teams). 7th of Oct. 2020.
- *The Quality of Classroom Talk: focusing on teacher-student and student-student interactions*, delivered by Dr. Maria Vrikki (at UCLan Cyprus and via MS Teams). 4th of Nov. 2020.
- *Listening Comprehension Issues of Cypriot Students in L2 English: Examining pronunciation performance*, delivered by Dr. Vasiliki Zinonos (at UCLan Cyprus and via MS Teams). 11th of Nov. 2020.
- *"You should be hanged at Syntagma Square": threats in online discussions of the Greek crisis*, delivered by Dr. Maria Vasilaki (at UCLan Cyprus and via MS Teams). 18th of Nov. 2020.
- *The grammatical properties of Sanna*, delivered by Dr. Natalia Pavlou (at UCLan Cyprus and via MS Teams). 9th of Dec. 2020.
- *Women in the Haitian Revolution* by Dr. Nicol Willson, UCLan UK (in collaboration with MIDEK via MS Teams). 20th of Jan. 2021.
- *Slavery versus Freedom: The Peculiar Case of Japanese Intervention in Unregulated and Regulated Indentured Labor Regimes -1872*, by Dr. Bill Mihalopoulos, UCLan UK (in collaboration with MIDEK via MS Teams). 3rd of Feb. 2021.
- *Catalans pel món' by Pere Calders in the Context of Catalan Diaspora: an Insight into Irony and Magic Realism as a Tacit Expression of Trauma*, by Dr. Alicia Moreno, UCLan UK (in collaboration with MIDEK via MS Teams). 17th of Feb. 2021.
- *Literary Representations of 21st-Century African and Asian Migration to Europe*, by Dr. Olga Michael, UCY (via MS Teams). 18th of Feb. 2021.



- *Heiner Müller's Medea: Breaking Humanity in Two and Living in the Empty Middle*, by Dr. Andria Michael (via MS Teams). 25th of Feb. 2021.
- *Refugee Publishing. The Case Study of the Greek Political Refugees in East Germany. Imaginings and Aesthetics of Repatriation amidst Cold War Borders*, by Dr. Maria Ikoniadou, UCLan UK (in collaboration with MIDEK via MS Teams). 3rd of Mar. 2021.
- *Epistemological Siblings: English Literature, Quantum Mechanics, and the Crisis of Representation*, by Dr. Charis Charalambous (via MS Teams). 4th of Mar. 2021.

We shall continue to organise activities and events that students may optionally attend in order to further enhance their professional development in their field of study. Such events will be taking place face-2-face primarily (as this is a validated face-2-face programme that is in-the-process of being reaccredited for conventional delivery), but also online, and as the effects of the pandemic necessitate so.



6. Additional for doctoral programmes N/A (ALL ESG)

EEC Report

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



7. Eligibility (Joint programme)
(ALL ESG)

NOT APPLICABLE



B. Conclusions and final remarks

EEC Report

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.

UCLAN CYPRUS RESPONSE

We thank the members of the Committee for recognising that UCLan Cyprus's resources are excellent, the programme is carefully designed and the Programme Team are committed to providing students with an excellent learning experience, which is reflected on the highly positive feedback we receive from students about the programme.



We have addressed all the comments and recommendations of the Committee in the relevant sections of the report. In what follows, we show how we address the above comments.

As already noted, taking into consideration the Committee's suggestion, we have decided to rename the programme into 'BA (Hons) in English Studies', which reflects the fact that the programme offers modules in English Literature and Linguistics.

The University has already advertised calls for the submission of applications for a) an Assistant Professor in Linguistics, b) a Lecturer in English Studies and c) an Associate Lecturer in English Studies. The appointment of the above staff will further enhance the Programme Team, and concomitantly, the Programme delivery. Moreover, Dr. Daniel Waller, the Head of School of Humanities, Language and Global Studies UCLan UK, has recently been appointed as Visiting Senior Fellow. Dr. Waller will contribute to the delivery of the Course and provide research mentoring to the young researchers of the Programme Team.

With regards to providing a sample of students' assessment, please note that for each academic year the Programme Team have in place a designated space (share folder/ an MS Teams folder) for each module, where module descriptors, moderation samples, verified exam papers and assignment briefs are saved. This folder is shared with the Internal Moderator of the module and the External Examiner for the purposes of conducting the verification and moderation of assessment, in line with the UK Quality Assurance regulations.

Offering a double-awarded degree is indeed a very significant advantage of the programme and we thank the Committee for acknowledging that although this might be challenging, this is done well by the Programme Team and the University. With regards to the number of ECTS assigned to the modules, the student workload has been duly estimated for all modules of the Programme, as already noted in section 1 of this response, considering 25 learning hours per 1 ECTS. This is in full compliance with EQF and CyQAA guidelines. Furthermore, we would like to inform the EEC that BA English Language Studies students have successfully participated in the Erasmus + mobility programme, and studied for a specified period, at other reputable European partner institutions. Moreover, as part of the admission process, students who demonstrate accredited prior learning at other recognised higher education institutions, benefit from recognition of their respective ECTS credits in line with UCLan Cyprus APL policy and CyQAA directives in place.

Regarding the Committee's comment about the programme's Learning Outcomes, it must be noted that these reflect the fact that the programme is not a 'BA (Hons) in TESOL', but a 'BA (Hons) in English Studies' that offers a balanced number of modules in English Literature and Linguistics. Taking into consideration the Committee's suggestion, though, we have decided to offer a Practical TESOL module (EF2950). The Programme is further enriched by providing two extra elective



modules in Year 4: Modern and Contemporary Literature (EN3005) and Teaching Young Learners (EF3681).

Finally, the rationale for the choice of the subjects taught has been explained in detail in section 1. Year 1 compulsory modules offer an introduction to the study of language and literature. Year 2 compulsory linguistics modules provide students with the opportunity to gain more knowledge in certain subject areas of linguistics to which they were introduced in Year 1 (please refer to the relevant section for further details on the subject areas taught). Year 2 compulsory literature modules also build on the basis set in Year 1 and include a period-orientated and an analysis-orientated module (EN1215 and EN1217). Year 3 and Year 4 linguistic modules ensure students have the chance to specialise in different areas of linguistics (generative grammar, language acquisition, English phonology, English morphology, TESOL, contrastive linguistics and clinical linguistics) and help them further develop critical thinking and analytical skills. The same holds for Year 3 and Year 4 literature modules, which are also more advanced, and require students to demonstrate critical skills and evaluate different approaches to English literature. The selection of the literature modules ensures that a wide range of areas, periods and genres are covered.

Once again, we would like to thank the Committee for their comments and constructive feedback that helped us reflect on our practice and further improve the programme.