



Doc. 300.1.2

Date: 28.5.2024

Higher Education Institution's Response

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia, Cyprus
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

“Προπαρασκευαστικό Πρόγραμμα (Foundation Course) Εκμάθησης της Αγγλικής Γλώσσας” (1 Έτος)

In English:

“Foundation Course for Learning English Language” (1 year)

- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>One area that is in need of improvement concerns the development of learner autonomy, which also involves effective use of language learning strategies.</p> <p>More pronounced and explicit focus on the development of learner autonomy and adept use of language learning strategies in the course; some staff training might be needed in this respect.</p>	<p>At European University Cyprus, autonomous learning is promoted and supported through a variety of activities in which students are encouraged to engage such as group work, project work, engaging with the language in real life scenarios, using online self-assessment exercises in the Blackboard platform. Furthermore, students are encouraged to practice daily in the international community of the University and they are invited to join student clubs and societies many of which are dedicated to having an intercultural experience (e.g. the Intercultural Club).</p> <p>European University Cyprus offers every year numerous training programs within the Professional Development Program (FPD) framework. The overall duration is 35 hours. Attendance is obligatory for newly hired full-time academic staff. By engaging with this programme participants develop skills which allow them to model effective communities of practice for learners and create inclusive learning and study plans. Furthermore, through the course they enhance their ability to evaluate a range of impactful assessment activities and tools and reflect on existing teaching approach in order to develop plans to enhance future practice. As a result, pedagogical skills and methods are enhanced and instructors are able to renew and improve, where necessary, their teaching approach while transferring knowledge and adapting it to their own field of expertise. Please see list</p>	<p>Choose level of compliance:</p>

	<p>of topics for the 2022-2023 Academic Year in Appendix I.</p> <p>The EUC Faculty Professional Development program holds the prestigious Advance Higher Education (HE) Membership Logo. Upon successful completion the academic staff is awarded a certificate of attendance. Please see sample certificate in Appendix II.</p> <p>European University Cyprus is committed in supporting instructors in fostering a more engaging and effective educational experience, ultimately leading to improved language acquisition and the development of critical thinking skills. Through constant training, we aim to enhance the teaching and learning process, benefiting both educators and students alike. Taking the comment made by the ECC into consideration, EUC will offer the <i>“Self-Directed Learning: Strategies for Enhancing Autonomy”</i> training program in September 2024. This program is tailored specifically for English instructors and will focus on the principles of self-directed learning, where instructors learn how to encourage students to take initiative, set learning goals, and manage their learning processes.</p>	
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2. Student – centred learning, teaching and assessment
 (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Further training on students' individual differences might result in more complex approaches to learner autonomy and the use of efficient learning strategies.</p>	<p>As an internationally oriented university, EUC incorporates diverse instructional strategies into the professional development of its academic staff addressing individual student differences. In addition to this robust feedback systems to gather student input on teaching methods and learning experiences, are in place. This allows faculty to adjust their approaches accordingly.</p> <p>With small class sizes, tailored support becomes feasible, creating an intimate learning environment where each student's needs are met. Moreover, instructors are available to offer individual guidance to students during Office Hours while they remain in contact with the European University's Committee for Students with Special Needs (E.Φ.Ε.Ε.Α.), supporting students who have individual learning needs and offering guidance to instructors with matters of learning disabilities and other issues which affect students learning.</p>	<p>Choose level of compliance:</p>



3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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5. Learning resources and student support (ESG 1.6)

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6. Additional for doctoral programmes (ALL ESG)

N/A

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7. Eligibility (Joint programme)

(ALL ESG)

N/A

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC concluded that the program under consideration has the potential to deliver quality education of the expected standards that complies with the standards of the CYQAA. The visit was well organized and the submitted documentation contained great level detail. The EEC was very much impressed by the student-centered teaching, the elaborate quality assurance mechanisms and the expertise and enthusiasm of the teaching staff. The university has wide ranging experience in working with international students and has highly supportive procedures in place to assist their integration in the student community.</p> <p>Lecturers demonstrated a high level of experience and expertise in teaching English for academic purposes and are very well equipped with pedagogical tools to ensure that students complete the foundation year successfully. Learning, teaching, infrastructure and administrative resources are excellent.</p>	<p>We would like to thank the EEC members for their valuable feedback during this process. We look forward to receiving our very first students for the foundation English course.</p>	<p>Choose level of compliance:</p>



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Charis Xinari	Program Coordinator	
Dr. Charis Xinari	Chairperson of the Department	
Prof. Stavros Stavrou Karayanni	Dean, School of Humanities, Social and Education Sciences	

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