

Doc. 300.1.2

Date: 09/05/2024

## Higher Education Institution's Response

- **Higher Education Institution:**

University of Central Lancashire, Cyprus (UCLan Cyprus)

- **Town:** Larnaca

- **Programme of study  
Name (Duration, ECTS, Cycle)**

**In Greek:**

Προπαρασκευαστικό Πρόγραμμα Εκμάθησης της Αγγλικής  
Γλώσσας

**In English:**

English Foundation Course

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

- **Programme's status:** New

- **Concentrations (if any):**

**In Greek:** N/A

**In English:** N/A



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 2<sup>nd</sup> 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 <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<ul style="list-style-type: none"> <li>more pronounced and explicit focus on the development of learner autonomy and adept use of language learning strategies.</li> </ul>	<p>We agree with the EEC on the importance of the development of learner autonomy and the adept use of language learning. The University will encourage this learning approaches following the below strategies:</p> <ul style="list-style-type: none"> <li><b>Goal Setting:</b> Encourage learners to set Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals for their language learning. By defining clear objectives, learners can track their progress and stay motivated.</li> <li><b>Self-Assessment:</b> Teach learners how to assess their own language proficiency regularly. Provide them with assessment tools, such as rubrics or self-assessment checklists, to reflect on their strengths, weaknesses, and areas for improvement.</li> <li><b>Metacognitive Strategies:</b> Promote metacognitive awareness by teaching learners to monitor and regulate their language learning process. Encourage them to reflect on their language learning strategies, identify what works best for them, and adjust their approach accordingly.</li> <li><b>Resource Management:</b> Introduce learners to digital learning tools and resources that facilitate autonomous language learning, such as language learning apps, online courses, multimedia platforms, and virtual language exchange communities. Provide guidance on how to use these tools effectively and responsibly.</li> <li><b>Task-Based Learning:</b> Implement task-based activities that encourage learners to collaborate, problem-solve, and take initiative in completing authentic language tasks. These tasks should be meaningful, engaging, and relevant to learners' interests and real-life academic and/or professional contexts.</li> <li><b>Peer Teaching:</b> Foster a collaborative learning environment where learners can take turns teaching each other language concepts or sharing language learning tips</li> </ul>	<p>Choose level of compliance:</p>

	<p>and strategies. Peer teaching not only reinforces understanding but also promotes active engagement and mutual support among learners.</p> <ul style="list-style-type: none"> <li>• <b>Independent Study Skills:</b> Teach learners essential study skills and strategies for independent learning, such as time management, organisation and prioritisation, and critical thinking. Empower them to take responsibility for their learning outside the classroom and develop lifelong learning habits.</li> <li>• <b>Promoting Critical Thinking Skills:</b> Empowering learners to question, analyse, and evaluate information independently to enhance their autonomy. By teaching critical thinking skills, learners will be able to make informed decisions, solve problems creatively, and engage with complex concepts effectively. Activities such as debates, case studies, and projects will help them develop these skills in a supportive learning environment.</li> <li>• <b>Providing Constructive Feedback and Support:</b> Offering constructive feedback that focuses on strengths, areas for development, and actionable steps for improvement will empower the students to take ownership of their learning process. By providing guidance, encouragement, and resources tailored to individual needs, learners will be helped to build confidence, self-efficacy, and a sense of agency in their learning journey.</li> <li>• <b>Self-directed Learning Opportunities:</b> Providing students with the freedom to choose their own learning paths, topics of interest, and resources will empower them to take ownership of their learning journey. This will involve offering a range of materials, such as books, online courses, videos and interactive simulations, and allowing them to select what aligns best with their preferences and goals.</li> </ul>	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>1. The use of AI for portfolio assessment could be more sophisticated.</p>	<p>We would like to thank the EEC for their constructive feedback on the use of AI as part of the assessment methodology. The following will be considered:</p> <ul style="list-style-type: none"> <li>• <b>Speech Recognition and Pronunciation Analysis:</b> AI-driven speech recognition technology can accurately transcribe and analyse students' spoken language samples. Additionally, pronunciation analysis tools can provide feedback on students' pronunciation accuracy, intonation, and stress patterns, helping them improve their spoken English skills.</li> <li>• <b>Natural Language Processing (NLP) for Writing Assessment:</b> NLP algorithms can analyse students' written texts to evaluate their language proficiency and provide feedback on grammar, syntax, coherence, and vocabulary usage. These tools can identify common errors and suggest corrections, helping students enhance their writing skills.</li> <li>• <b>Adaptive Learning Platforms:</b> AI-powered adaptive learning platforms can personalise the learning experience for each student based on their language proficiency level, learning style, and individual needs. These platforms can recommend tailored learning materials, activities, and practice exercises to help students strengthen their English language skills.</li> <li>• <b>Feedback Generation:</b> AI algorithms can generate automated feedback based on the assessment of students' language portfolios. This feedback can be customised to address specific areas of improvement identified in students' language proficiency, providing actionable suggestions and recommendations for further practice and development.</li> <li>• <b>Data Analytics for Progress Tracking:</b> AI technology can analyse data collected from students' language portfolios to track their progress over time. Language teachers can use data analytics tools to identify patterns,</li> </ul>	<p>Choose level of compliance:</p>

	<p>trends, and areas of growth or stagnation in students' language proficiency, informing instructional decisions and interventions.</p> <ul style="list-style-type: none"> <li>• <b>Plagiarism Detection:</b> AI-powered plagiarism detection software can identify instances of plagiarism in students' written assignments and portfolios. This helps ensure academic integrity and encourages students to produce original work, while also providing opportunities for teaching about proper citation and referencing practices.</li> <li>• <b>Virtual Language Tutors and Chatbots:</b> AI-driven virtual language tutors and chatbots can provide students with on-demand language support and practice opportunities outside of the classroom. These interactive tools can engage students in conversational practice, language exercises, and real-time feedback, supplementing traditional instruction and enhancing students' language learning experience.</li> </ul>	
<p>2. More comprehensive approaches to fostering the effective use of language learning strategies.</p>	<p>In order to ensure the effective use of language learning strategies presented at point 1, pages 3-4, a series of teaching and learning approaches will be implemented, including:</p> <ul style="list-style-type: none"> <li>• <b>Explicit Instruction:</b> Provide explicit instruction on a variety of language learning strategies, including vocabulary acquisition techniques, reading comprehension strategies, listening comprehension strategies, and effective communication strategies. Model the use of these strategies and provide opportunities for guided practice and feedback.</li> <li>• <b>Integration into Curriculum:</b> Integrate language learning strategies into the curriculum across all language skills and proficiency levels, through workshops or training sessions covering a range of topics (memory techniques, problem-solving strategies, etc). Ensure that learners have ample opportunities to practise and apply these strategies in authentic language learning contexts.</li> <li>• <b>Scaffolded Support:</b> Scaffold learners' use of language learning strategies by providing structured support and guidance as they develop proficiency. Gradually release responsibility to learners as they become more</li> </ul>	<p>Choose level of compliance:</p>

	<p>independent and proficient in using the strategies autonomously.</p> <ul style="list-style-type: none"> <li>• <b>Strategy Awareness Raising:</b> Raise learners' awareness of the importance of language learning strategies and their role in language acquisition. Help learners understand how different strategies can enhance their learning experience and empower them to take ownership of their language learning journey.</li> <li>• <b>Peer Collaboration and Feedback:</b> Encourage peer collaboration and feedback to support the effective use of language learning strategies. Provide opportunities for learners to work together, share strategies, and give each other constructive feedback on their language learning process.</li> <li>• <b>Reflective Practice:</b> Promote reflective practice by encouraging learners to reflect on their language learning experiences, successes, challenges, and insights. Help learners identify which strategies are most effective for them and how they can further improve their language learning skills.</li> <li>• <b>Individualised Support:</b> Provide individualised support and guidance to learners based on their unique learning needs, preferences, and goals. Tailor instruction and feedback to address each learner's strengths, weaknesses, and areas for improvement.</li> <li>• <b>Technology Integration:</b> Integrate technology into language learning to facilitate the effective use of language learning strategies. Provide access to digital tools and resources that support language learning, such as language learning apps, online dictionaries, and multimedia platforms.</li> <li>• <b>Ongoing Assessment and Feedback:</b> Closely assess learners' use of language learning strategies and provide timely feedback to support their development. Monitor learners' progress, identify areas for improvement, and offer personalised guidance and support as needed.</li> </ul>	
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### 3. Teaching staff - None (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	N/A

#### 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
<p>The institution should consider revising their admission policy with regard to disabilities.</p>	<p>Ensuring equitable access to education without discrimination is a central mission of UCLan Cyprus. The university upholds and values the diversity of every individual, acknowledging their right to education. As a university, we strive to accommodate any challenges our students may face, prioritising their support to help them realise their full potential during their studies at UCLan Cyprus. Depending on individual circumstances, students may be granted provisions during their studies and examinations. All students have access to the necessary guidance and information in the respective Intranet space.</p>  	<p>Choose level of compliance:</p>

	<p>To more accurately reflect our commitment to fostering an environment of equality, diversity, and inclusion in student access to higher education, the University has revisited and updated its admission regulations as follows:</p> <p><a href="#">UCLan Cyprus Academic Regulations, Section E1</a></p> <p>The selection of students for admission is based on the ability to benefit as demonstrated through prior educational achievement, motivation, and commitment.</p> <p>E1.2 Responsibility for the selection of students lies with the Admissions and Recruitment team, operating within the general entry requirements of the course.</p> <p>E1.3 The University will admit applicants based on a reasonable expectation that the applicant can fulfil the learning outcomes of the course and reach the required standard for the Next level of English Language proficiency (B2-B2+).</p> <p>E1.4 The University is committed to admit students with learning difficulties and/or disabilities by ensuring that all feasible adjustments are made, while their admission is based on the academic judgment that the student can be reasonably expected to fulfil the learning outcomes of the course.</p> <p>E1.5 The admission of individual applicants is at the discretion of the University having regard to the safety and welfare of the University community.</p>	
<p>No credits (not even notional ones) should be included in the application form.</p>	<p>The course structure per semester in the format of Table 2 has been amended in line with EEC recommendations. Please find attached updated Table 2 in appendix I.</p>	<p>Choose level of compliance:</p>
<p>Make sure that relevant admissions criteria are listed in all relevant parts of the application form.</p>	<p>The admission criteria for this programme are provided below.</p> <p><a href="#">Students applying for this course must have at least a</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Recognised High School Leaving Certificate,</a></li> </ul> <p>AND a</p> <ul style="list-style-type: none"> <li>• <a href="#">Certificate of English Language proficiency at level B1, according to the Common European Framework of Reference for Languages (CEFR).</a></li> </ul> <p>Only English Language certifications approved by the Cyprus Council of Ministers will be recognised.</p>	<p>Choose level of compliance:</p>



**5. Learning resources and student support - None**  
(ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	N/A

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) – N/A (ALL ESG)

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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 overall 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 UCLAN branch in Cyprus has wide ranging experience in working with international students and has highly supportive procedures in place to assist their integration in the student community. 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 for the positive evaluation of the programme and the constructive feedback.</p> <p>We are pleased that the EEC is confident about the quality of education that will be delivered for this programme, our learning environment, and administrative resources as well as the high level of experience and expertise in teaching English for academic purposes of our academic team.</p>	<p>Choose level of compliance:</p>



### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Andria Michael</b>	Academic Programme Coordinator	
<b>Lyda Eleftheriou</b>	Language Academy Coordinator	
<b>Cosmina Theodoulou</b>	Director of Academic Quality and Compliance	

**Date:** 10/05/2024



