

VRAA 32-LT-2024

Ref. No: **07.14.674.010**

13 November 2024

Professor Mary Koutselini  
President of the Cyprus Agency of Quality Assurance  
and Accreditation in Higher Education (CYQAA)  
Nicosia

Dear Professor Koutselini,

**Subject: Postponement of decision and submission of clarifications and improvement actions for the programme evaluation:  
Foundation Programme for Learning the English Language (1 Year)**

We hereby indicate the actions we have taken in response to the comments specified in the letter received, dated 18 September, 2024, in relation to the pending decision on the accreditation of the “Foundation Programme for Learning the English Language (1 Year)”.

**Comment 1**

**Course outlines have been revised to include additional bibliography. No other change has been recorded. The institution should provide revised course outlines with the changes highlighted, explaining each change.**

**Response**

**Enhancement and Revision of Course Outlines**

In response to the EE Committee’s feedback, we have conducted a comprehensive enhancement and revision of the course syllabi of the programme. Each course syllabus has been updated to emphasize speaking skills within an academic context and to further promote learner autonomy, as recommended. In addition, the alignment between course content and learning outcomes has been carefully refined to ensure that each syllabus directly supports the programme’s overarching educational goals.

All changes, including specific enhancements to activities, assessment types and learning strategies, are indicated in Annex 1: Course Syllabi. Within this Annex, updates are highlighted for clarity, and each syllabus includes a detailed mapping of course content to the programme’s learning objectives.

The introductory page of Annex 1 outlines the rationale for these changes, ensuring transparency and coherence in our response.

### **Comment 2**

**Minutes or other official documents need to be presented as evidence.**

### **Response**

#### **Establishment of Joint Quality Assurance, Inter-Institutional Committee**

A joint Quality Assurance Committee has been established between the University of Nicosia and Intercollege for the Foundation Programme for Learning the English Language. The committee, composed of representatives and programme coordinators from both institutions, will meet annually to ensure alignment in quality standards, review assessment practices and maintain consistent oversight of the programme. Formal minutes will be kept for each meeting, documenting the commitment to transparency and continuous improvement. Proof of this collaborative structure is provided as ANNEX 2 - Inter-Institutional Committee, with the attached confirmation signed by the designated Quality Assurance representatives and Programme Coordinators from both institutions.

### **Comment 3**

**No evidence of how this has been done. The institution should provide revised course outlines with the changes highlighted, explaining each change.**

### **Response**

Please see response to Comment 1

### **Comment 4**

**The institution should provide revised course outlines with the changes highlighted, explaining each change.**

### **Response**

Please see response to Comment 1

### **Comment 5**

**The institution should provide revised entry criteria and proof of publicizing them to potential candidates and other interested parties.**

### **Response**

#### **Revised Entry Criteria and Faculty Presentation Requirements**

We appreciate the Committee's recommendation regarding entry criteria and the inclusion of teaching presentations for all applicants for teaching posts, regardless of their years of

experience. In the future, we will require all candidates for teaching positions in the Foundation Programme for Learning the English Language to deliver a teaching presentation, ensuring a thorough evaluation of teaching effectiveness of all applicants.

Currently, the programme relies on existing University of Nicosia and Intercollege faculty, who are well qualified and have been thoroughly assessed in line with our institutional standards. As the programme has not yet been accredited, we are unable to publicize the entry criteria to external candidates or other parties at this stage.

### **Comment 6**

**A list of PD course could be provided (title, date, and instructor). Official documentation of the policy for part-time faculty to apply for promotion is not provided.**

### **Response**

#### **Development Opportunities for Part-Time (Adjunct) Faculty**

In response to the Committee's feedback regarding professional development and promotion opportunities for part-time/adjunct faculty, we have attached documentation to address both areas comprehensively. For professional development, we have included a detailed list of available courses under the Pedagogical Support Unit (PSU) and the eLearning Pedagogical Support Unit (EPSU), including course titles, dates, and instructors, as ANNEX - 3 – Training and Development. These programmes provide comprehensive training in teaching and learning theory, research skills, and the use of educational technologies, ensuring that all faculty members have access to essential professional development opportunities. While formal promotion pathways are more explicitly detailed in the internal regulations for Special Teaching Faculty and other full-time academic categories, ANNEX 4 – Chapter 6 Faculty Matters and Policies, the university's commitment to faculty development ensures that all teaching staff are supported to develop their careers through comprehensive training, skills development and meaningful professional and research engagement.

### **Comment 7**

**Assessments' percentages should be weighted and consistent across the courses of the program. This should be clearly indicated in each and every course outline.**

### **Response**

#### **Assessment Percentages and Consistency Across Courses**

In response to the Committee's recommendation to ensure consistent assessment weightings across the programme, we have standardized the assessment percentages for all courses. Each course syllabus now includes a table that clearly outlines the weighted percentages for various assessment components, including assignments, class participation, presentations, midterm and final examinations. The assessment tables are included in ANNEX 1: Course Syllabi.

We remain at your disposal for any additional information required.

**Prof. Klimis Mastoridis**  
Dean  
School of Humanities and Social Sciences  
University of Nicosia

**Mr Chris Constantinou**  
Deputy Executive Director  
Intercollege