Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution: Frederick University**

- **Town: Nicosia**

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

  In Greek:

  Προπαρασκευαστικό Πρόγραμμα Εκμάθησης της Αγγλικής Γλώσσας (1 ακαδημαϊκό έτος)

  In English:

  English Language Foundation Course (1 academic year)

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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
1. The need for more explicit focus on the development of learner autonomy and adept use of language learning strategies in the modules comprising the program; some staff development might be needed in this area.	We agree with the Committee's recommendation for the significance of the development of learner autonomy and adept use of language learning strategies. Therefore, we have implemented the following Strategies: **Goal setting**: Students will be guided to identify their learning styles and weaknesses in various aspects of the use of the language such as grammar, vocabulary and speaking skills and set their learning goals to improve their weaknesses. The administration of a learning style questionnaire and a diagnostic test at the beginning of the programme will enable students to adopt the learning style that most suits them and identify their weaknesses in the use of the language. **Self-directed learning:** Students will choose their own materials and activities like reading articles, watching videos, or practising conversation. Students will be provided with a wide list of diverse resources, including online articles, podcasts, and videos, to choose areas of their interest, explore topics independently and take initiative in their learning. **Reflection:** Students will be encouraged to reflect on their learning experiences, identify challenges, and plan next steps through reflective diaries, journals and group discussions. The process of fostering reflection can be achieved through intentional strategies and structured practices	Choose level of compliance:

such as encouraging open communication through the discussion forum of the eLearning platform, journaling, and creating portfolios. Thus, students will share their reflections, and learn from each other, in a safe space where they will feel comfortable, expressing their thoughts and experiences without fear of judgement.

Peer Teaching and Collaboration: Students will be directed to teach concepts they have mastered to classmates, and provide peer tutoring on one-to-one basis to their classmates, promoting responsibility and deeper learning. In addition, students will be encouraged to collaborate with peers on language-related projects or study groups. They will be allocated collaborative tasks like group presentations that necessitate shared responsibilities and roles among students. By engaging in discussions, activities and sharing resources, students will take charge of their learning, while developing communication skills and a sense of community in their language acquisition journey. The course textbook *Reflect 5 Reading and Writing* provides several tasks for students to engage in discussions and other peer and group activities. These practices foster teamwork and encourage active engagement, promoting independence through mutual accountability.

Self-Assessment Practices: Students will use rubrics and checklists to evaluate their work before submission with the use of assigned Kahoot quizzes, *Reflect 5* platform activities and the university's eLearning platform.

Task-Based Learning: Students will be assigned with real-world tasks

	(e.g. preparing a presentation or writing an email) to encourage practical application of skills. **Time management:** Students will be encouraged to attend seminars on time management and study skills, organised and offered by the university throughout the academic year, for all students of the university. In addition, the inclusion of Study Skills modules in the programme, which include the development of time management skills, enhances students' ability to allocate time for study outside class adequately and balance it with other commitments. **Integration of Technology:** Students will be advised to utilise digital tools such as e-books, online courses, videos, articles, applications and other resources anytime, anywhere, enabling them to study at their own pace and schedule. The use of platforms such as the eLearning platform (Moodle), YouTube and Spotify provide access to extensive material, a wide range of tasks and activities to be used in the language acquisition. **Actions for staff development in related area:** The university provides seminars and workshops on Learner Autonomy to train staff on techniques for fostering independent learning, such as scaffolding and gradual release of responsibility. The university offers Language Strategy Training providing sessions to help instructors teach students strategies for vocabulary, acquisition, structure, and effective reading/listening.	

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
1. In the application form, the Intended learning outcomes section contains a number of language issues that could have been corrected before submission.	The submitted intended learning outcomes section has been revised and edited, as recommended by the EEC. The revised **intended learning Outcomes** are shown below: Upon completion of the foundation programme, students are expected to: 1. use the English language both orally and in writing with accuracy; 2. identify and develop the structure of the language in various contexts; 3. use structural patterns within academic and professional communication; 4. interpret written material of both general and academic contexts; 5. analyse and interpret texts through the understanding of abstract ideas and arguments of various texts; 6. compose clear and coherent written word of various forms; 7. show ability to analyse complex topics and develop well-reasoned arguments through various writing genres; 8. demonstrate enhanced critical thinking and analytical skills; 9. cultivate speaking techniques for communication in various settings; 10. demonstrate listening comprehension skills by understanding complex spoken English, by taking detailed and organised notes;	Choose level of compliance:

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	11. articulate clearly with excellent pronunciation and natural intonation; 12. analyse information provided in graphs, charts and diagrams; 13. paraphrase and summarise specific forms of written communication; 14. debate and discuss various issues confidently; 15. employ skills to present academic and other such topics.	
16. The SWOT analysis could be further developed if needed.	We appreciate the Committee's recommendation regarding the SWOT analysis. Please refer to Annex 1 for the updated SWOT analysis.	Choose level of compliance:

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
1. Professional development courses are not included in working hours and these should be especially if participation is compulsory. The team might consider joining Erasmus programs in higher education that are relevant to the foundation programme and ESP.	We apologize if it was not clarified during the online meeting. P^2DF Professional development courses are included in working hours. According to the relevant rule of P^2DF Centre, each permanent staff member is expected to attend, in addition to the mandatory trainings, at least two Tier 1 and two Tier 2 trainings within one academic year. The professional development of the staff has been strongly recommended and practised throughout the Centre's operation. All staff members have been attending seminars organised by either the university or external bodies. The spectrum of seminars' thematic areas includes seminars in teaching pedagogies, multimedia language learning, quality standards and efficiency in assessment, SDGs integration in university curricula, sexual harassment, health and safety etc. As far as the staff's participation in the Erasmus+ programme is concerned, staff are encouraged to participate in Erasmus+ training programmes relevant to the foundation programme and ESP. So far, Ms. Irene Angastinioti, has participated in three Erasmus+ programmes, out of which two were training programmes. Please refer to Annex 2 Table 1 for the staff's participation in P^2DF courses and Table 2 for the staff's participation in Erasmus+ programmes.	Choose level of compliance:

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
1. The programme documentation mentions that the institution will award 60 credits upon completion of the programme. This is not possible as this course is not credit-bearing according to the external regulations. The institution cannot use their own internal test for admission as described in the application form because only officially recognized external exams are accepted for admission.	We agree with the Committee's comment. The Credits award has been removed from all modules of the programme. Therefore, the updated title of the programme is "English Language Foundation Course (1 academic year)". Additionally, the inclusion of an internal placement test as an entry requirement option is excluded from the Students' Admission Requirements.	Choose level of compliance:

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	Choose level of compliance:

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6. Additional for doctoral programmes
   (ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
1. The EEC concluded that the program under consideration has the potential to deliver quality education that complies with the standards of the CYQAA. The visit was well organized and the submitted documentation contained relevant information. The application could have included more detail on quality assurance mechanisms, professional development and resources and could have been somewhat more carefully compiled. The institutional representatives answered the panel's questions thoroughly. The EEC was very much impressed by the expertise, enthusiasm and commitment of the teaching staff for the Foundation Programme. **The teaching methods applied are contemporary** and student-centered. The university has **relevant supportive procedures** in place to assist international students' integration in the student community. Learning, teaching, infrastructure, student support and administrative resources **are excellent**. The panel would recommend including time spent on professional development be part of the workload for teaching staff, especially if completion of such programs is compulsory. Career progression for staff whose duties are mainly teaching-related should also be supported through the planned revision of the promotion	We would like to sincerely thank the External Evaluation Committee for their dedicated work and invaluable comments, proved both within their evaluation report and during the frank discussions held through the online visit. All suggestions made by the EEC have been adopted and implemented as seen by the answers throughout sessions 1-3.
We also thank the Committee regarding the quality assurance mechanisms, professional development, and resources. The provision of an enhanced explanation of these key areas can be found below:

University Quality Assurance System:
The Internal Quality Committee of the University has developed and applies consistently the Quality Assurance Policy of the University. The Internal Quality Policy concerns the following four broad areas: (a) its programs of study and teaching, (b) the research output and the creation of new knowledge, (c) the management of the University and the administrative services and (d) the connection with society and the social contribution.
The internal quality system includes the processes and methodologies which (a) define, monitor, analyse and evaluate the quality indicators, (b) identify weaknesses and opportunities for further improvement and (c) apply remedial measures.
The internal quality process is achieved through annual reporting from all parties involved in the operation of the University. The | Choose level of compliance: |
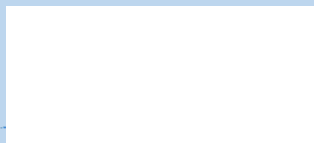
system. We wish Frederick University success in launching the Foundation Programme.	internal quality processes concerning the academic staff, the student performance and the programs of study are achieved through student questionnaires and self-evaluation reports. The Internal Quality Committee monitors the implementation of the internal quality process and reports to the Senate every two years. **Internal Quality System for the "English Foundation Program"** The internal quality system for the specific program begins with a reporting process achieved through a number of report templates and questionnaires. These templates include the following: a) Student Course Evaluation (IQC100): This is an online questionnaire completed by the students at the end of each semester. This questionnaire consists of two parts, the first part consists of questions concerning the specific course such as the course student workload, course facilities etc, while the second part consists of questions concerning the instructor of the program, such as teaching methods employed, teaching material, assessment etc. The first part of the questionnaire is used by the Program Coordinator during the program revision. The second of the questionnaire is used by the instructor for analysis and self-improvement, as well as the Program Coordinator and the Department Chair during the Faculty Appraisal process. b) Faculty Course Evaluation (IQC101). This report is completed by the instructor of each course and submitted to the Program Coordinator at the end of each semester. This	

report provides information on the teaching methods used, the teaching material, the assessment methods and the students' evaluation and results.

c) Program Self Evaluation (IQC104): This report is compiled annually by the Program Coordinator and submitted to the Chair of the Department to be used as part of the Departmental Report. This report emphasizes on students' data such as number of students, origin and gender of students etc, on students' assessment and performance, on the curriculum and on the infrastructure and facilities of the program.

d) Faculty Activity Report (IQC105): This report is submitted annually by each faculty member to the Chair of the Department. It provides information on the teaching activities, research activities, administrative duties, staff development activities, staff mobility and service to society.

e) Faculty Appraisal Report (IQC106): Faculty appraisal is carried out by the Chair of the Department and the Program Coordinator and concerns all teaching staff of the program. It is based on the results of the Student Course Evaluation questionnaires (IQC100) and the information provided in the Faculty Activity Report (IQC105). An action plan is decided between the appraisers and the appraisee, with its implementation monitored by the Program Coordinator and examined during the next faculty appraisal cycle.

Finally, regarding staffs' career progression and promotion, the University has in place a certain promotion procedure in which the candidate shall submit an application to the Chair of the Department together with the necessary supporting documents. The Chair, after examining that the request complies with the provisions of the Internal Regulations for Teaching and Research Staff (article 33 of the Internal Regulations for Teaching and Research Staff), refers the request through the Dean to the Senate for the appointment of a Special Committee. The procedure followed for the promotion of the faculty member is the same as in the case for the election of a new faculty member to the post announced (Electoral Body, Senate, Council).

The promotion procedure is detailed in the University's Internal Regulations for Teaching and Research Staff (articles 27-34).

Furthermore, the Departments activate the evaluation process for Lecturers immediately after the completion of three years. In the case of Assistant Professors this is done after the completion of four years. Faculty members at the rank of Associate Professor may apply for promotion after completing four years at this rank. The University's internal regulation defines the framework for the promotion evaluation which follows international practices and bases promotion criteria on effectiveness of teaching, quality of research work and output, contribution to the university and contribution to the society at large. Specific criteria are set for the various ranks on the areas of evaluation.

The University ensures that the high academic criteria and requirements as outlined in the Internal

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	Regulations for Teaching and Research Staff are met. There is no limitation on the number of faculty members at each rank in the Departments. For Special Teaching Staff, career progression and eligibility for promotion require obtaining a Doctoral Degree from the University. This qualification is essential for applying to the University's ranking academic positions, and staff are encouraged to obtain a PhD degree to further enhance their academic and professional development.	

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Prof. George Demosthenous	**Rector**	
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