

Doc. 300.1.1

Date: Date.19th November 2024

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Frederick University
- **Town: Nicosia**
- **School/Faculty (if applicable):** School of Arts,
Communication and Cultural Studies
- **Department/ Sector:** Frederick Center for Languages
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek: Προπαρασκευαστικό Πρόγραμμα
Εκμάθησης της Αγγλικής Γλώσσας

In English:
English Language Foundation Course
- **Language(s) of instruction: English**

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].

- **Programme’s status:** New

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

A. Introduction

The meeting started with an introduction of the committee members and the representatives of Frederick University. Prof. George Demosthenous, Rector of FUC and Prof. Costas Kyriacou, Vice Rector of Quality Assurance and Academic Excellence were present. Prof. Michael Komodromos Vice Rector of Research, Innovation and Interconnection was not able to attend the visit. This was followed by a brief description of the university given by Prof. Costas Kyriacou. FUC is one of the first private universities in Cyprus. It has two campuses in Nicosia and Limassol. The university has a long history of being a college before becoming a private university. The university structure and organization is similar to other universities in Cyprus and includes six schools with different departments. The university mission focusses combining teaching and research, promoting sustainability and a student-centered approach to education. The university has a strong research profile in applied sciences and knowledge transfer. In Higher Education Impact Rankings, FUC is among 200-300 universities, the only one to achieve this in Cyprus. There are 14 PhD, 35, MA and 26 BA students and a number of distance learning programs. Professor Kormos asked questions about promotions and professional development for staff with teaching-focused role. The Vice Rector gave detailed information about available support for professional development and explained that they are planning to develop a promotion system for teaching-staff with limited research-role. Professor Pawlak asked questions about the availability of the quality assurance policies of the university.

In the following part of the online visit, Ms Maria Hadjitofi Demetriou, Programme Coordinator, Ms Sophie Papatheocharous, Ms Anna Sarri and Ms Irene Angastinioti, Members of the Centre of Language were present. Ms Sophie Papatheocharous gave a detailed and informative presentation about the design principles of the English Language Foundation programme, the curriculum, teaching methods and assessment. Professor Csizér asked some clarification questions about coursebook selection, differentiation and supporting learning autonomy. Professor Pawlak enquired into plans for learning strategy instruction.

Next, we had a discussion with Ms Maria Hadjitofi Demetriou, Ms Anna Sarri, Ms Irene Angastinioti, Ms Sophie Papatheocharous, Mr Demetris Evripidou and Ms Antonia Christodoulou who are academic staff members. In this part of the visit questions about professional development and promotion opportunities were asked and the learning outcomes and methodologies of specific modules were discussed.

The committee then had a short meeting with the campus administration: Ms Andrea Athanasiou, Director of Studies and Student Welfare Service, Mr George Kazantzis, Director of Administration, and Ms Maria Chrysanthou Librarian, with whom admissions procedures and student support were discussed. The panel's questions mostly focused on support available for international students.

The meeting concluded with an exit discussion with Prof. George Demosthenous, Rector of FUC and Prof. Costas Kyriacou, Vice Rector of Quality Assurance and Academic Excellence. The online visit concluded at 1 pm Cyprus time.

External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Judit Kormos	Chair	Lancaster University
Prof. Kata Wein Cszér	Member	Eötvös Loránd University
Prof. Mirosław Pawlak	Member	Adam Mickiewicz University
Agathi Gavrielidou	Student member	University of Cyprus

B. Guidelines on content and structure of the report

- The external evaluation report follows the structure of assessment areas.*
- At the beginning of each assessment area there is a box presenting:*
 - sub-areas*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - some questions that EEC may find useful.*
- The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

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.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
 - *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*

- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

Based on the analysis of the documents submitted by Frederick University and the information obtained during the online meetings with the representatives of the institution, the following findings can be reported:

1. The foundation program was designed by the Center of Languages, a university unit with considerable experience in foreign language teaching, and will be run by the School of Arts, Communication, and Cultural Studies. Thus, it will be subject to quality assurance policies developed

for the whole university. A thorough review of relevant documentation showed that these policies are coherent and transparent. The system of quality assurance is guided by well-defined standards and indicators which include: (1) international and European quality standards, (2) national quality standards, (3) previous external evaluations and professional bodies, and (4) own expertise. The implementation of the policies for quality assurance is monitored by the Internal Quality Committee which is approved by the University Senate and includes Vice Rector as Chair, a representative of each School, a representative of the administrative staff and two student representatives appointed by the Student Council (from an undergraduate and graduate level). At the department level, the procedures involved in internal quality assurance are managed by the Departmental Quality Committee which is composed of two members of the teaching and research staff of the Department, appointed by the Council of the Department, and one student from a program run by the Department who is appointed by the Student Council. All the programs on offer are monitored by program committees or program coordinators. The information gathered by these bodies, the Advisory Committee as well as other committees (e.g., infrastructure, student performance, industry/liason/graduates) is then passed on to the Departmental Council and the School Council, and subsequently reported to the Internal Quality Committee providing a point of departure for discussions, suggestions and recommendations. The Internal Quality System involves four main broad areas: academic programs and teaching, research and creation of new knowledge, connection with the society and social contribution, and university services and infrastructure. Information necessary for the implementation of policies for quality assurance is gathered through the following reports: student course evaluation, faculty course evaluation, program self-evaluation, faculty activity report, faculty appraisal report and department self-evaluation. Programs are assessed taking into account several indicators such as program structure, program students, student performance and program graduates. As ascertained during the visit, all these policies will also be applicable to the English Foundation Program which will be managed and monitored by the coordinator of the Center of Languages together with the teaching staff. Among other things, crucial decisions will be made about allocating modules to instructors, allocating academic advisors to students, organizing support for student, monitoring student attendance and progress, obtaining student feedback and conducting teacher assessment.

The internal regulations and the information published on the official website indicate that Frederick University follows policies of inclusion (student representatives are members of all key bodies), academic freedom and freedom of expression, academic integrity (clear-cut policies for guarding against plagiarism and dealing with it once it has been detected), as well as equal opportunities, non-discrimination, and non-harassment, as well as ethical conduct. Details about these policies can be found on the university website. General information about quality assurance can also be found on the website while more detailed procedures are available internally through online platforms.

1.1. In line with the instructions issued by the Cyprus Ministry of Education, Sport and Youth, the English Language Foundation Program is intended to prepare international students for admission into institutions of higher education by enhancing their English proficiency in order to allow them to pass any accredited English language examinations at a high B1 level or higher according to the Common European Framework of Reference. A number of specific aims have been formulated for the program which are in accordance with the recommendations of the Ministry. Specifically, the program aims to enrich vocabulary used in general and academic settings, enhance listening skills to understand main ideas and specific details, develop essential skills for academic and social communication, offer practice in advanced speaking skills by facilitating participation in various oral activities, build skills to pass various external exams, develop reading skills by comprehending and analyzing various texts, enhance critical thinking and analytical skills, develop team-work skills in various academic scenarios, refine writing skills to produce coherent and detailed texts, and develop the required skills for academic university studies. A set of coherent specific learning outcomes has also been drawn up for the graduates and include, among others, interpreting written material from both general and academic contexts, identifying and developing the structure of language in various contexts, using English accurately both in speaking and writing, employing skills to present academic and other topics, manifesting enhanced critical thinking and analytic skills, or debating and discussion various issues in a confident manner. The instructional approaches adopted will allow students to actively use information and computer technology, develop cultural awareness and engage in self-directed learning. The course covers one academic year and comprises five modules per semester: Language Usage I and II, Reading I and II, Writing I and II, Listening and Speaking I and II, and Study Skills and Communication I and II. The analysis of the descriptions these courses indicated that the program is consistent with current developments in society, fostering, for example, collaboration, communication, creativity and innovation. Based on meticulous analysis of the contents of the modules, methodology and assessment criteria, it is clear that the program will allow meeting the intended objectives and enable students to achieve envisaged learning outcomes. The program is coherent and allows smooth student progression. As indicated above, similar to other programs run by the university, the foundation program will be subject to regular evaluation, monitoring and review.

1.2. One area that turned out to be in need of improvement concerns the development of learner autonomy and in particular effective use of language learning strategies. This issue is not sufficiently well emphasized in the descriptions of the five modules and caused much confusion during the meeting with the program coordinator and the teaching staff. There was a clear lack of understanding of the concept of language learning strategies. Some training in this area might thus be needed.

1.3. The information about the program will be made public once it has been accredited, as is the case with other programs run by Frederick University.

1.4. Information about effective management of the program is not yet collected because the it is not running. However, careful analysis of the policies and procedures for quality assurance indicates that such information will be regularly collected and analyzed by the institution, as is the case with the programs that are currently in progress.

Strengths

- comprehensive, coherent and transparent policies for quality assurance,
- involvement of internal and external stakeholders, including students, in ongoing program monitoring and review;
- detailed and carefully thought-out objectives of the program as well as learning outcomes.

Areas of improvement and recommendations

- 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 developmeny might be needed in this area.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology

2.3 Practical training

2.4 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*

- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*

- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

In the application, detailed information is provided about the various courses in the foundation program. These course descriptions are professional and outline how each course will contribute to students' academic success, effective communication, and personal development. The courses primarily employ integrated communicative approaches combined with content-based teaching, progressing clearly across the two semesters.

Course books and materials are carefully selected to ensure that all skills—both language and academic—are developed in an integrated manner. Furthermore, online learning activities are incorporated into the courses, offering additional opportunities for the integrated development of core skills. For example, students improve their writing through activities linked to listening or reading.

Great emphasis is placed on providing differentiated instruction to students, which is ensured in several ways. First, differentiation occurs in processes, pacing, instructions, and content. Second, students with learning differences are supported by teachers collaborating with the counseling service to address diverse student needs. Finally, students' individual strengths and weaknesses are considered when planning lessons, and necessary adaptations to teaching are made as needed.

The learning outcomes are detailed, and based on teacher interviews, it is evident that teachers are prepared to support students in a personalized way to help them reach these goals. The teaching methodologies outlined in the courses effectively contribute to students' development of English skills, their use of effective learning strategies, and their critical thinking abilities. Courses are designed to incorporate technology, motivating students to actively engage with learning materials and encouraging collaborative learning.

With regard to students' individual differences, self-confidence and engagement are emphasized as key student characteristics. Based on the interview, promoting language learning and study autonomy is also an important focus. Language learning autonomy is fostered by offering students self-assessment opportunities and collaborative settings where they can take responsibility for their learning (e.g., group work). Although the program's courses are compulsory, efforts are made to enhance student motivation by offering engaging and relevant teaching content.

Assessment processes are described adequately; courses utilize multiple methods for assessing students' progress on a continuous basis. Students are provided with various assessment options, encompassing both formative and summative approaches. Even more importantly, self-assessment methods are integrated into the coursework, enabling students to reflect on their learning and build autonomy in language learning and beyond.

Strengths

Professional planning of the courses.

Detailed learning outcomes.

Various ways of differentiating and individualizing teaching.

Areas of improvement and recommendations

In the application form, the Intended learning outcomes section contains a number of language issues that could have been corrected before submission.

The SWOT analysis could be further developed if needed.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Not applicable
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

Teaching staff recruitment procedures are described in relevant detail in the submitted documentation. The documentation outlines the timeline of the promotion process and explains when academic staff is eligible for promotion. Attendance of workshops and conferences and participation in Erasmus projects is mentioned in the programme documentation but it is not apparent in the CVs. Research and professional

training experiences are described in quite general terms without specific details in the programme documentation.

Maria Demetriou Hadjitofi, who is the programme co-ordinator, holds an MEd in Guidance and Counselling (USA) and a BA In English Language and Literature (Greece). She also has a Certificate In Teaching English As A Foreign Language from the British Council issued in 1983. She has been the Coordinator of the Centre of Foreign Languages at Frederick University since 2008. She was employed as an instructor of English language at Frederick Institute of Technology in 1985. She has wide-ranging teaching experience but no higher level qualifications in TESOL and the submitted documentation does not show evidence of further professional development activities since the 1980s. Ms. Sophie Papatheocharous holds an MA in Education from Open University, UK and a BA in Linguistics (Australia). Irene Angastinioti completed an MA in English and Language Education at the University of Reading in 2001 and a BA in English Language and Literature in Greece. Mrs Papatheocharous and Angastinioti have been working at Frederick University since 2007. Dimitris Evripidou studied Linguistics at undergraduate and gained an MA degree English Language Studies at the University of Lancaster (2002). He previously worked at the University of Cyprus as a lecturer and has been employed at Frederick University since 2020. He has a track record of publications and has been the vice president of the Cyprus English Teachers' Association. Tonia Christodoulou has a BA in English Language and Literature (Greece) and an MA in Contemporary Studies (Newcastle, UK). She has been working at Frederick University for 4 years. Anna Sarris gained an MA degree in Applied Linguistics for Language Teaching at the University of Southampton (UK).

Strengths

All members of staff are employed on a permanent contract that gives them job security and access to professional development opportunities. The university is in the process of developing promotion criteria for teaching-staff recognizes that there are different paths to promotion. Focus group discussions provide an outstanding opportunity for gaining feedback on teaching methodology and quality. Teaching staff are highly qualified which was apparent in the professional knowledge and expertise with which they planned and presented the curriculum and teaching methods of the English Language Foundation Programme. The university offers professional development opportunities through a center and teachers are obliged to attend one course per semester and there are optional courses as well. Workload reduction and financial support for further studies is available.

Areas of improvement and recommendations

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.

Please select what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant/ Partially Compliant/Compliant
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3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Not applicable

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*

- *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
- *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

Admission requirements are externally regulated. However, the university mentions using placement tests at B1 level, which is not permitted by the external regulations. Students are assessed regularly through written and oral tests and in class interactive activities and their progress is carefully monitored. Student attendance and performance are also closely monitored.

Strengths

Frederick University has outstanding procedures to monitor students' progress and support services ensure that students with difficulties receive relevant and efficient help. Among these, the generous

number of office hours of staff members (6 hour per week), the assigned academic advisor and the peer tutoring system stand out. The system of Academic Probation where students at risk of low performance are supported is excellent, and the electronic monitoring of attendance is also effective to screen students who might have problems with attendance. The presentation given by teaching staff outlined detailed and effective procedures for monitoring and supporting students' progress.

Areas of improvement and recommendations

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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Not applicable
4.4	Student certification	Not applicable

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

5.1 Teaching and Learning resources

Standards

- Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose.
- Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.

5.2 Physical resources

Standards

- Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose and students are informed about the services available to them.

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

5.1 Teaching and Learning Resources

Findings:

The teaching and learning resources at Frederick University are aligned with modern educational practices and cater to the diverse needs of international students. The institution provides individualized teaching strategies, especially for hearing and visually impaired students. Students benefit from access to quality textbooks like the *Reflect 5* series, which support self-study and are tailored for international students. There is a notable emphasis on formative assessments, allowing students to select their preferred evaluation methods.

Strengths:

- Use of individualized teaching approaches for students with special needs.
- Availability of resources designed for self-regulatory and independent learning.
- The focus on cultural sensitivity, as teachers are informed about students' cultural contexts after introductory activities.

5.2 Physical Resources

Findings:

Frederick University boasts adequate physical resources to support its programs. Classrooms are well-equipped and underutilized during peak hours, suggesting potential for increased student intake. Virtual labs and ICT tools are extensively used, and the library infrastructure is modern and supports both physical and electronic access.

Strengths:

- Adequate number of classrooms with flexibility for expanding student programs.
- Extensive use of ICT tools, including Moodle and Turnitin, for teaching and assessment.
- Modern library facilities are equipped with multimedia rooms and a rich collection of resources.

5.3 Human Support Resources

Findings:

The university offers robust human support resources, including a dedicated International Admissions Team, academic advisors, a social worker, and an educational psychologist. Faculty members are well-qualified and involved in continuous professional development, supported by internal quality assurance mechanisms.

Strengths:

- Comprehensive academic advising system with mandatory consultation weeks.
- Availability of mental health support through a full-time social worker and part-time psychologist.
- Faculty engagement in research and Erasmus+ training programs, enriching their teaching practices.

None

5.4 Student Support

Findings:

Student support mechanisms are holistic, covering academic, personal, and career development needs. The university provides induction programs, academic skill-building workshops, and financial assistance schemes. Career services are robust, offering career fairs and one-on-one counseling.

None

Strengths:

- Comprehensive orientation and adjustment programs tailored for new students.
- Peer tutoring and a well-structured Student Advocate system ensure academic and administrative support.
- Effective career guidance services, including internships and networking opportunities with industries.

Areas for Improvement:

None.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements
- 6.2 Proposal and dissertation
- 6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

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.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

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.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

C. Conclusions and final remarks

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 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 system. We wish Frederick University success in launching the Foundation Programme.



D. Signatures of the EEC

Name	Signature
Judit Kormos	
Kata Csizér Wein	
Miroslaw Pawlak	
Agathi Gavrielidou Click to enter Name	

Date: 19th November 2024