

Αρ. Φακ.: 07.14.674.010  
Αρ. Τηλ.: 22 504353  
Αρ. Φαξ: 22 504902

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Πρύτανη Πανεπιστημίου Λευκωσίας

**Θέμα: Αναβολή λήψης απόφασης για το «ΠΡΟΠΑΡΑΣΚΕΥΑΣΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΜΑΘΗΣΗΣ ΤΗΣ ΑΓΓΛΙΚΗΣ ΓΛΩΣΣΑΣ (1 Έτος)»**

Έχω οδηγίες να σας ενημερώσω ότι, το Συμβούλιο του Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης, κατά την 110<sup>η</sup> Σύνοδο του την 9<sup>η</sup> Σεπτεμβρίου 2024, αφού εξέτασε την αίτηση του Ιδρύματός σας, της Έκθεσης της Επιτροπής εξωτερικής Αξιολόγησης (ΕΕΑ) και την απάντηση του Ιδρύματος σας στα σχόλια της ΕΕΑ, αποφάσισε για αναβολή λήψης οποιασδήποτε απόφασης μέχρι να προσκομισθούν τεκμήρια για πλήρη συμμόρφωση με τις υποδείξεις της ΕΕΑ.

Ειδικότερα συστήνεται έμφαση στην τεκμηρίωση των διαδικασιών παρακολούθησης και αποτίμησης/βαθμολόγησης της προόδου των φοιτητών, στην αναθεώρηση των διαγραμμάτων σπουδών ώστε να διαφαίνεται (α) πώς αναπτύσσεται ο προφορικός λόγος, (β) πώς προωθείται η αυτονομία στη μάθηση και (γ) πώς το περιεχόμενο και οι δραστηριότητες του προγράμματος ευθυγραμμίζονται με τους μαθησιακούς στόχους.

Αναλυτικότερα σχόλια αναγράφονται στον πίνακα που ακολουθεί.

(Δρ Λεύκιος Νεοφύτου)  
για Πρόεδρο Συμβουλίου Φορέα Διασφάλισης  
και Πιστοποίησης της Ποιότητας  
της Ανώτερης Εκπαίδευσης

## 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	CYQAA comments
<p>Particularly noteworthy is the inclusion of instructional contents facilitating integration into higher education by acquainting students with academic language expectations as well as academic culture.</p> <p>This said, <b>there are two areas that are in need of potential improvement. One is insufficient focus on speaking skills in academic contexts.</b> Such skills should be either emphasized to a greater extent in the modules or a separate module should be devoted to this area, perhaps together with listening. <b>The other is related to the need for greater emphasis on the development of learner autonomy together with effective use of language learning strategies.</b></p>	<p>The Programme Coordinators and the teaching faculty welcome the two recommendations of the EEC, and offer appropriate changes in compliance with these recommendations:</p> <ol style="list-style-type: none"> <li>1. In relation to the observed lack of extensive focus on speaking skills, appropriate changes were implemented in the syllabi of all four course (see Annex I) by introducing appropriate teaching materials and assessment throughout the semesters.</li> <li>2. To encourage learner autonomy further, more independent study and performance activities are introduced such as independent research, work with library database and electronic media, and presentations and discussions in class.</li> </ol>	<p>Course outlines have been revised to include additional bibliography. No other change has been recorded.</p> <p>The institution should provide revised course outlines with the changes highlighted, explaining each change.</p>
<p>Steps need to be taken to ensure the same measures for ensuring quality with respect to the foundation program run by the University of Nicosia and Intercollege;</p>	<p>We would like to thank the committee for their feedback regarding the quality assurance measures for the English Language Foundation Programme. Both institutions are highly committed to</p>	<p>Minutes or other official documents need to be presented as evidence.</p>

	<p>quality assurance, and to address the recommendation and streamline processes, an inter-institutional committee will be created. This committee will consist of the programme coordinator from each institution, and a representative from each institution's Internal Quality Assurance Committees.</p> <p>This committee will meet yearly to ensure the streamlining of processes and the alignment of quality assurance standards.</p>	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	CYQAA comments
<p>The course content could be better aligned with the learning aims.</p>	<p>We would like to thank the committee for their insightful feedback and recommendations. In accordance with the suggestions provided, we have made several improvements to the course content. The course content across the four courses is now augmented in terms of student participation, taught skills, and course outcomes, thus aligning better with the learning aims of the programme.</p>	<p>No evidence of how this has been done. The institution should provide revised course outlines with the changes highlighted, explaining each change.</p>
<p>More emphasis on speaking skills in the courses would be beneficial to students.</p>	<p>We appreciate the committee's valuable feedback regarding the emphasis on speaking skills. As previously noted, changes have been implemented to place a stronger emphasis on</p>	<p>The institution should provide revised course outlines with the changes highlighted, explaining each change.</p>

	<p>the students' speaking skills. This has been achieved through the incorporation of specific public speaking and discussion activities in all courses, thus complementing the rest of the language skills (listening, reading, and writing). These adjustments aim to provide a more balanced and effective language learning experience.</p>	
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	CYQAA comments
<p>It is not clear why teaching <b>presentations</b> are not required from candidates with over 5 years of teaching experience. Experience in teaching alone does not guarantee the quality of teaching and might create bias towards applicants with longer experience but potentially less effective teaching skills.</p>	<p>We would like to thank the EEC committee for their feedback. Teaching presentations will now be required from all candidate faculty members applying to the programme, regardless of their years of teaching experience. This measure ensures that all candidates demonstrate their teaching effectiveness and allows for a comprehensive assessment of their teaching skills.</p>	<p>The institution should provide revised entry criteria and proof of publicizing them to potential candidates and other interested parties.</p>
<p><b>Part-time faculty</b> do not benefit from promotion or professional development opportunities which should be considered in the future.</p>	<p>Both institutions recognize the importance of professional development for all</p>	<p>A list of PD course could be provided (title, date, and instructor).  Official documentation of the</p>

	<p>faculty members, including part-time staff. Part-time faculty are encouraged and allowed to participate in various training and development programmes. These include programmes under the Pedagogical Support Unit (PSU) and the eLearning Pedagogical Support Unit (EPSU). Both units offer comprehensive training on teaching and learning theory, research skills development, and technical training on the use of learning management systems and other educational technologies.</p> <p>In addition, workshops and training sessions are also available, to ensure faculty members are well-equipped with the latest pedagogical methods and technologies.</p> <p>In terms of promotion opportunities, there is a clear policy that includes opportunities for part-time faculty to apply for promotion.</p>	<p>policy for part-time faculty to apply for promotion is not provided.</p>
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	<p>The promotion process is transparent and based on documented achievements in research, teaching, and service. This policy ensures that part-time faculty members have pathways to advance their careers within the institution.</p> <p>Additionally, both institutions are committed to continuous improvement and regularly review and update their professional development and promotion policies to better support all faculty members. This ongoing investment ensures that part-time faculty have access to the necessary resources and opportunities for their professional growth and advancement.</p>	
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#### 4. Student admission, progression, recognition and certification

(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	CYQAA comments
<p>The documentation could have included more detail on how students' progress will be assessed and monitored within the programme.</p>	<p>We thank the committee for their comment. Students' progress will be meticulously assessed and monitored throughout the English Language Foundation Programme. As outlined in the annexed course syllabi (Annex 2), faculty members will use a variety of assessment methods to evaluate students' performance and progress.</p> <p>These methods include:</p> <ol style="list-style-type: none"> <li>1. <b>Assignments:</b> Regular assignments will be given to assess students' understanding and application of the course material.</li> <li>2. <b>Final Examination:</b> A comprehensive final examination will be conducted to evaluate the overall proficiency and knowledge acquired by the students.</li> <li>3. <b>Attendance:</b> Regular attendance is mandatory and will be monitored as it is crucial for continuous learning and participation.</li> </ol>	<p>Assessments' percentages should be weighted and consistent across the courses of the program. This should be clearly indicated in each and every course outline.</p>

	<p><b>4. Class Participation:</b> Active participation in class discussions and activities will be encouraged and assessed to gauge students' engagement and comprehension.</p> <p>In addition to the above methods, faculty members can also assess students through:</p> <p><b>Quizzes and Tests:</b> Periodic quizzes and tests will help in assessing students' grasp of the material on a regular basis.</p> <p><b>Presentations:</b> Students will be required to prepare and present topics, which will help in developing their speaking and presentation skills.</p> <p><b>Peer Reviews:</b> Students will participate in peer review sessions where they evaluate each other's work, promoting critical thinking and collaborative learning.</p> <ul style="list-style-type: none"> <li>• <b>Projects:</b> Group and individual projects will be assigned to foster teamwork and in-depth understanding of specific topics.</li> </ul> <p>These diverse assessment methods ensure a comprehensive evaluation of students' progress, addressing different learning styles and skills.</p> <p>Furthermore, an inter-institutional committee will oversee the consistency and quality of the Foundation</p>	
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	<p>Programme across both institutions. As mentioned earlier, this committee will consist of the programme coordinator from each institution, representatives from the University Internal Quality Assurance Committee, and the School Quality Assurance Committees of both institutions. This committee will meet yearly to coordinate and align quality standards, ensuring that all processes are streamlined and effectively implemented across both institutions.</p>	
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