



Doc. 300.1.2

Date: 04/10/2024

Higher Education Institution's Response

- **Higher Education Institution:**
Frederick University
- **Town:** Nicosia, Limassol (E-learning)
- **Programme** of **study**
Name (Duration, ECTS, Cycle)

In Greek:

Εκπαίδευση Ενηλίκων (3 ακαδημαϊκά εξάμηνα, 90 ECTS, Μάστερ (MEd), Εξ αποστάσεως)

In English:

Adult Education (3 academic semesters, 90 ECTS, Master (MEd), E-learning)

- **Language(s) of instruction:** English and Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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 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)

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<p>These are made for fine tuning.</p> <p>The QAA processes were not publicly available and transparent. There were reviewers who searched the web and engaged with chat a priori and their concerns remained unanswered. It is not clear what data can be accessed, some important ones being barred from viewing outside its immediate close quarters. In this regard, and for future reference, it is recommended that:</p> <ol style="list-style-type: none"> 1. QAA reviewers be provided with access to QAA policy and procedures and institutional strategy in this regard. 	<p>We apologize if the EEC had problems accessing the website. As shown during the onsite visit, the information about our policies and procedures are publicly available in our website here and here.</p>	<p>Choose level of compliance:</p>
<ol style="list-style-type: none"> 2. Information on the external stakeholder involvement is provided in advance of the site visit. 	<p>We acknowledge the need for greater external stakeholder involvement in our QA processes. We will prepare a list of stakeholders and collaborators to be available for reviewers for upcoming site visits.</p>	<p>Choose level of compliance:</p>
<ol style="list-style-type: none"> 3. Reviewers get the chance to listen to and interview stakeholders not only within the university itself but also from a selection of those likely to benefit long term from the programme such as industry, social movements, NGOs, community agencies. 	<p>We greatly appreciate the committee's recommendation to expand the range of stakeholders involved in the review process. Engaging with a diverse group of stakeholders is crucial for the continuous improvement and relevance of our program. In response to this recommendation, we have already discussed developing a comprehensive stakeholder engagement plan that includes representatives from industry, social movements, NGOs, and community agencies. This plan will outline strategies for regular and meaningful engagement with</p>	<p>Choose level of compliance:</p>

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
	these groups. This will ensure that their insights and needs are adequately represented and addressed. Further, we have discussed establishing an external Advisory Committee comprising representatives from various sectors. Contacts have already been initiated with various partners to appoint representatives to the Advisory Committee.	
4. Provision of data regarding 1.4 be supplied to reviewers in advance of the site visit. These can include: key performance indicators; student population profile; student progress and degree of attrition; student programme satisfaction; learning resources and student support; career paths of graduates and involvement in adult education activities at community, municipal, regional, social action, national and international levels	<p>As published on the website and shown during the onsite visit, the programme implements the Quality Assurance procedures that the University follows. As a rule, after the end of each academic year, the Coordinator of the Program completes the Program Self Evaluation (IQC104) report which includes quality indicators related to the program (structure, content, etc.), the students (assessment, progress, etc.), and the graduates (employability, degree grades, duration of studies, etc.). This report also utilizes data and information obtained through the Student Course Evaluation (IQC100) questionnaires, the Faculty Course Evaluation report (IQC101), as well as comments and suggestions made by the focus groups (students, graduates and employers). The Program Self Evaluation also reports on the action taken, related to the Program, with respect to the implementation of the Departments Action Plan agreed between the Department and the Internal Quality Committee.</p> <p>The Program Self Evaluation report is submitted to the Council of the Department and is part of the Department's Self Evaluation Report</p>	Choose level of compliance:

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	<p>(IQC107), which is submitted to the Internal Quality Committee of the University.</p> <p>Furthermore, included in the Annual Quality Report is the establishment of the new Student Progress Report (IQC108) which includes quality indicators related to student's progression (Course Assessment Results (Average failure rate, drop-outs, etc.), CGPA Results).</p> <p>The suggestions of the Department and the Internal Quality Committee are reported in the Action Plan of the Department, which also includes agreed actions and measures that aim towards the upgrade and improvement of the Program. The implementation of this action plan is reported in the relevant reports (quality reports of the following academic year) and is monitored by the Departmental Quality Committee, while it is also checked by the Internal Quality Committee of the University.</p>	
<p>5. Evidence of being a courant with most recent critical literature in various fields tackled by study units, especially the key policy concept of Lifelong Learning. This literature ought to be internationalized and extend beyond the equally valuable Anglo-North American framework.</p>	<p>We recognize the value of a broad and inclusive academic perspective. In response, we are taking certain actions. Particularly, from time to time the course coordinators of the programme discuss the updating of the course literature and encourage the lecturers to suggest new titles. We regularly conduct literature reviews to ensure that our course content reflects the latest developments and critical perspectives in the field of Lifelong Learning and other relevant areas. This also includes a focus on recent publications and emerging research trends. We also encourage students to engage with international literature in their assignments and</p>	<p>Choose level of compliance:</p>

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	research projects. This broadens their understanding but also fosters critical thinking and a more comprehensive view of the field. Please refer to Annex 01 – Course Descriptions for the updated bibliography.	
6. Evidence of this programme reflecting the immediate and larger contextual location of its provider: Hellenic, small island state, Mediterranean and European. There is an emerging literature and body of research in these areas which can inform part of the course focuses which renders this programme distinct from that of others provided in other countries.	We appreciate the committee's observation regarding the need to reflect the unique contextual location of our program, including the Hellenic, small island state, Mediterranean, and European contexts. Recognizing the importance of these perspectives in making our program distinct and relevant, we have decided taking the following steps: Ensure that our curriculum explicitly incorporates themes and issues pertinent to the Hellenic, Mediterranean, small island state, and broader European contexts. This will include case studies, examples, and literature that highlight the unique characteristics and challenges of these regions. We also encourage and support students and faculty to undertake research projects that explore educational issues within these contexts and perspectives.	Choose level of compliance:
7. Evidence as to how course participants are initiated into the important skill of developing and 'packaging' out of the ordinary project proposals at the national, regional and especially international (e.g. EU) levels to secure much needed funding for projects that, as adult educators, they intend to carry out.	In response, we will envisage to implement the following initiatives to ensure our students gain the listed competencies: We do highly encourage students to attend the dedicated presentations by the University's research office focusing on project proposal development and funding strategies. These presentations cover the entire process, from conceptualization and planning to writing and submission, tailored to various funding bodies including national, regional, and	Choose level of compliance:



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	international (e.g., EU) levels. Through practical assignments and master's thesis, students are encouraged to develop project proposals. These assignments are reviewed by faculty and external experts, providing students with detailed feedback and guidance on how to refine their proposals.	

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

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1. More evidence can be provided as to how the students attain co-ownership of the programme and how their specific cultures, social locations and views of the world are engaged. In short, without undermining the course lecturer's authority, not to be confused with authoritarianism, how are the course participants educators and educatees at the same time? This would be in keeping with the best critical traditions in adult education.	We appreciate the committee's insight into the importance of student co-ownership and the engagement of diverse perspectives within our program. We recognize that fostering an environment where students are both educators and educatees aligns with the best critical traditions in adult education. We already address this recommendation and intend to further develop our curriculum to incorporate culturally responsive teaching practices. This includes integrating content that reflects the diverse cultures, social locations, and worldviews of our students. Through diverse case studies, master's thesis option and assignments students are enabled to explore and address issues relevant to their cultural and social contexts. These projects will enable students to apply their learning in meaningful ways that reflect their personal and community identities.	Choose level of compliance:
2. The panel would recommend that a programme of adult education provides greater opportunities for students to engage with the future review, evaluation and design of the programme and courses. The student cohort the panel met are very capable, willing but did not appear to have such opportunity.	We recognize the value of incorporating student input to ensure the program meets their needs and aspirations. In response, we will ensure greater opportunities for student involvement through the establishment of regular annual meetings/forums where students can openly discuss their experiences, provide feedback, and suggest improvements. These forums will be facilitated by program coordinators and attended by faculty members, ensuring that student voices are heard and acted upon. We will launch a pilot program that allows	Choose level of compliance:



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	students to lead course reviews. Selected students will collaborate with faculty to evaluate course materials, assignments, and teaching strategies, providing their perspectives and recommendations for improvement. Alternatively, we are considering establishing a Student Advisory Board, consisting of representatives from each cohort. This board will meet regularly with the program director to discuss ongoing issues, review proposed changes, and ensure continuous improvement based on student input.	

3. Teaching staff (ESG 1.5)

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1. Funding and opportunities be provided for graduates and even promising students from the programme to be mentored to publish any pieces deemed outstanding, with something new to say, internationally. As an example, this was done by students in and graduates from the Erasmus Mundus International Master in Adult Education for Social Change. Tutors and lecturing staff served as mentors in this project.	To address this, we will consider establishing a comprehensive mentorship program, provisions for funding research and publication, and organize workshops and seminars on the publication process. Additionally, we can create opportunities for collaboration with international programs, host an annual research symposium, and offer ongoing support for early-career researchers. Our effort will be to create initiatives to foster a supportive environment that encourages academic excellence and enhances the global impact of our students' work.	Choose level of compliance:
2. The panel would recommend the teaching team use the QA processes to drive investment and consider what additional resources would improve the programme and student experience. The panel would like to have seen more evidence of evaluation translating into action and outcomes.	We appreciate the panel's recommendation to leverage our Quality Assurance (QA) processes to drive investment and enhance the program and student experience. We recognize the importance of translating evaluation into actionable improvements and demonstrating the outcomes of these efforts. To address this: We will hold regular review meetings involving faculty, administrative staff, and student representatives to discuss evaluation findings and progress on action plans. These meetings will ensure continuous monitoring and accountability for implementing improvements. We will enhance transparency by regularly communicating evaluation results and subsequent actions to all stakeholders, including students. This will build trust and demonstrate our commitment to continuous improvement. We will increase student involvement in the QA process by inviting them to participate in evaluations and review discussions. Their insights will be crucial in identifying areas for improvement and ensuring that changes meet their needs.	Choose level of compliance:

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3. Training of new teachers starting to teach a few days before the course starts should be reimagined to have a better performance in online teaching	We recognize the importance of comprehensive and timely training to ensure high-quality instruction. The University Distance Learning Unit offers online courses and training, but besides this some of the initiatives we are considering implementing is to pair new teachers with experienced mentors who can provide ongoing guidance and support. Additionally, we will establish a peer support network where new and current instructors can share best practices and troubleshoot challenges together. We will more systematically offer professional development opportunities throughout the academic year. These will include workshops, webinars, and discussion forums focused on emerging trends and best practices in online education.	Choose level of compliance:

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

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1. The panel would recommend making a deeper reflection on the reasons why students could dropout to look for the appropriate actions to fix it, beyond the ones regarding the final Dissertation. Maybe a more flexible structure to avoid dropout could be coming from the difficulty to manage their time and dedication.	To address student dropout and enhance retention, we will conduct a comprehensive dropout analysis to identify underlying causes, implement more flexible program structures, and strengthen academic advising with personalized support. We will offer time management workshops and provide early-stage support throughout the dissertation process. Additionally, we will monitor student progress for early intervention, establish a feedback loop for continuous improvement, and review assessment methods to offer more flexible options. These measures aim to create a supportive and adaptable learning environment, reducing dropout rates and promoting student success.	Choose level of compliance:
2. Data on student progression and attrition needs to be made available.	To address this, we will enhance our data collection and reporting systems to ensure comprehensive and transparent tracking of student progression and attrition rates.	Choose level of compliance:
3. Also, there is the need for more involvement of the students to committees and focus groups.	See response above in section 2. (Student – centered learning, teaching and assessment)	Choose level of compliance:

5. Learning resources and student support (ESG 1.6)

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1. Latest resources in adult education such as book series must be accessed to ensure that the Consortium has the latest e-book digital versions.	We strive to constantly update our consortium's library with the most current e-book digital versions and relevant book series.	Choose level of compliance:
2. The panel would recommend that the teaching team more carefully considers evaluation data to ensure resources for changing circumstances, future risks and trends.	We acknowledge the importance of using evaluation data to anticipate and address changing circumstances, future risks, and trends. Moving forward, we will implement a more systematic approach to analyzing evaluation data, which will inform our resource planning and allocation. This proactive strategy will help us adapt to evolving educational needs and ensure that our program remains responsive and resilient.	Choose level of compliance:



6. Additional for doctoral programmes (ALL ESG)

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N/A	N/A	Choose level of compliance:



7. Eligibility (Joint programme)

(ALL ESG)

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N/A	N/A	Choose level of compliance:

B. Conclusions and final remarks

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<p>All told, this is a positive evaluation. The bulk of recommendations made throughout but especially in the first section are there to fine tune the programme. It is a very worthwhile programme which can have a distinctive flavour reflecting the particular situation of Cyprus as a European, Hellenic, near Middle Eastern, Mediterranean and small island state. Therein lies its strength. This of course not to the exclusion of other larger contextual factors that render this programme full of potential for being a truly international one in the field of adult continuing education.</p>	<p>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 visit. All suggestions made by the EEC have been adopted and implemented as seen by the answers throughout sessions 1-5.</p> <p>We are particularly pleased that the External Evaluation Committee is supportive of the accreditation of the new programme with the improvements suggested implemented, and we are committed in providing an innovative programme with a top quality of education to all prospective students.</p>	<p>Choose level of compliance:</p>



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. George Demosthenous	Rector	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
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