Doc. 300.1.2

Higher Education Institution's Response

- **Higher Education Institution:**
  C.D.A College

- **Town: Nicosia, Limassol, Larnaca, Paphos**

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

  In Greek:

  Προπαρασκευαστικό Πρόγραμμα Εκμάθησης της

  Αγγλικής Γλώσσας (1 Χρόνος)

  In English:

   English Foundation Course (1 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)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **1st section Study programme and study programme's design and development** is evaluated as Compliant by the EEC.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
involvement of external stakeholders in the design and review of the programs of study should be emphasized to a greater extent	We appreciate the recommendation of the EEC. It is important to mention that before designing the specific program, we have also asked for the opinion of external stakeholders, such as lecturers in TESOL in private institutes as well as contacting the agents of IELTS, TOEFL, Password Plus, IGCSE etc. in Cyprus who provided us with the syllabi of each external examination as well as samples of exams. This has helped a lot since we were able to draw to conclusions as to how to form the syllabus of the specific program. Furthermore, we have also decided as internal committee, that as soon as the program starts operating, to invite external stakeholders (agents of external examinations or external lecturers with a TESOL background) at the College and have their feedback so as to ensure the quality of the content of the program.	Choose level of compliance:
limited involvement of students and external stakeholders in the design of the foundation program; steps should be taken to ensure such involvement when the program is running and undergoes	As we have already explained to the EEC towards the end of the semester, we ask for the student's feedback through questionaries since their opinion and suggestions are very important to us. In this case we haven't asked for their	Choose level of compliance:

periodic review	involvement because it is a new program and its purpose is very specific. In other words, the program targets students whose mother tongue is not English and have a satisfactory knowledge of the English language. However, before designing the specific program, we have also asked for the opinion of external stakeholders, such as lecturers in TESOL in private institutes as well as contacting the agents of IELTS, TOEFL, Password Plus, IGCSE etc. in Cyprus who provided us with the syllabi of each external examination as well as samples of exams. This has helped a lot since we were able to draw to conclusions as to how to form the syllabus of the specific program. Moreover, all English lecturers who are employed in C.D.A College have experience in teaching English in Private institutes and their feedback, opinion and suggestions helped us in forming the course syllabus of the program. Furthermore, as per the suggestions of the EEC we have decided as soon as the program starts running to conduct small research among the students who would enroll in the program and ask them for their feedback.	
language learning strategies and learner autonomy should be foregrounded in all the courses	As per the suggestions of the EEC we have added more leaning strategies in our course syllabus that allow learners to take more responsibility in their learning. In other words, learning strategies such as planning, self-monitoring, deduction, and substitution will	Choose level of compliance:

	enhance their writing skills whereas strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation would help learners to improve their listening skills. All these are central factors in the promotion and development of learner autonomy it will allows learners to take more responsibility for their learning. Thus, encouraging learners to create materials and being fully involved in the process is a peculiar feature of autonomy in language learning. Thus, learners should be active and responsible for their study, errors, and correction. **See Annex 1**	
the role of grammar should be given more emphasis in the two modules, in particular with respect to using grammar structures in communication	As per the suggestions of the EEC more emphasis would be given to grammar. The modules already have a lot of grammar usage but more emphasis would be given in respect to communication **See Annex 1**	Choose level of compliance:

2. Student – centred learning, teaching and assessment

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **2ⁿᵈ section Student – centred learning, teaching and assessment (ESG 1.3)** is evaluated as Compliant by the EEC.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Both classroom observation form and student's faculty evaluation form could include information about differentiation, students' active role in learning processes as well as technology used in the classroom.	As per the recommendations of the EEC both classroom observation and student's faculty evaluation dorm are modified. **See Annex 2**	Choose level of compliance:
We feel that classroom learning could include more emphasis on teaching students how to use language learning strategies in effective ways.	As per the suggestions of the EEC more emphasis would be given on teaching students how to use language learning strategies effectively.	Choose level of compliance:

3. Teaching staff
(ESG 1.5)

Response of the Higher Education Institution (HEI)

The comments of the EEC concerning the **Teaching staff (ESG 1.5)** were evaluated as compliant except the point 3.3 Synergies of teaching and research which was evaluated as Compliant.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The Faculty Selections Procedure document needs updating because it states that the director interviews job applicants. In the visit, we were informed that this is done by a panel. The institution should also include in their application if a staff member is currently a PhD candidate and current CPD experiences (e.g. the Erasmus training that was mentioned in the visit, but was not listed in the documentation)	As per the observation of the EEC the Faculty selections procedure has already been updated. Also, all academic staff is given the opportunity to update their CV and personal information at the end of each academic year. For example, if a member of the academic staff **See Annex 3**	Choose level of compliance:

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

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **Student admission, progression, recognition and certification (ESG 1.4)** is evaluated as Compliant and no comment or recommendation was made by the EEC

" 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.
None"

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
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5. Learning resources and student support
(ESG 1.6)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **Learning resources and student support**

(ESG 1.6) is evaluated as Compliant and no comment or recommendation was made by the EEC by the EEC.

"Areas of improvement and recommendations
None"

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
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6. Additional for doctoral programmes
   (ALL ESG)

   Not applicable

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

Not applicable

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC concludes that the program under consideration has the potential to deliver quality education of the expected standards that overall complies with the standards of the CYQAA. The visit was well organized and the submitted documentation contained sufficient detail. The EEC was very much impressed by the student-centered teaching, the elaborate quality assurance mechanisms and the expertise and enthusiasm of the teaching staff. The College has wide ranging experience in working with international students and has highly supportive procedures in place to assist their integration in the student community. Lecturers demonstrated a high level of intercultural awareness and the teachers working on the programme are very well equipped with pedagogical tools to ensure that students complete the foundation year successfully.	We really appreciate all the comments and suggestions of the EEC. All comments and suggestion of the Program evaluated would be applied as the program is accredited and start operating.	Choose level of compliance:

C. Higher Education Institution academic representatives

Name	Position	Signature
Dr. Pavlos Panayi	General Director of C.D.A. College, Head of ICT Department & Chairman of IQC	
Dr. Andreas Tofaris	Director of Research Centre «Aristotle» Member of IQC	
Mr. Efstathios Michael	General Director of C.D.A. College Pafos Member of IQC	
Mrs. Athena Koliandri	Director of International Affairs Member of IQC	
Mrs. Katerina Kyriakidou	Director of C.D.A. College Nicosia Member of IQC	

Date: 08/12/2023

COURSE OUTLINE
ENGLISH FOUNDATION
(1 YEAR)

SEMESTER: SEMESTER 1

Course Description

In this module, students will become familiar with the language expectations, which include understanding the main ideas of texts, engaging in discussions on a wide range of topics, and expressing feelings and opinions with clarity. They will gain a clear understanding of the language skills they need to achieve and the expected competencies in listening, speaking, reading, and writing. They will also receive an orientation to Higher Education life and academic culture, including academic integrity, research ethics, and time management. Special emphasis will be placed on grammar, developing effective study skills and learning strategies promoting the development of learner autonomy, note-taking skills, organizing study material and utilizing academic resources available on campus and online.

Learning Outcomes

By the end of the course, students are expected to:

- Attain proficiency in all language skills: listening, speaking, reading, and writing.
- Develop academic vocabulary and language necessary for Higher Education studies.
- Enhance communication skills for academic and social interactions.
- Gain confidence in participating in class discussions, debates and presenting academic topics.
- Improve critical thinking and analytical skills through reading and writing tasks.
- Acquire a sense of autonomy as learners.

Prerequisites: Students are required to have a Certificate of English Language proficiency at least equivalent to level B1 of any specific examination and grade approved by the Council of Ministers.

Teaching Methods: Lectures, presentations, articles discussion, independent and private study, preparation of projects and group work.

Course Duration: 13 weeks Total teaching hours: 208 per semester.

Assessment method and weight: 50% coursework and 50% final examination. Coursework can be one or more of the following: mid-term examination, tests, assignments, and projects. **The passing mark is 50%**

ASSESSMENT

Class Participation/Tests: 5%
Assignments: 15%
Mid-term examination: 30%
Final examination: 50%

Assignments: The students will be assigned to carry out small assignments and a small project should be presented at the end of the semester. The faculty member will determine the character of the assignment. The students are requested to deliver their assignments on an individual or group basis and on time. Although collaboration among the students for the preparation of the assignments is encouraged, students should avoid copying. Presentations and discussions over the assignments will follow.

Mid-term examination: The mid-term examination will be of one and a half hours. It will mostly of reading comprehensions, grammar activities, vocabulary exercises and listening exercises.

Final Examination: The final examination will be of two hours. It will be comprehensive, and it will test the students on the material covered during the semester.

Secretarial Studies Grading System

% Grade	Grade	Grade Meaning	Grade Points
90-100	A	Excellent	4.00
80-89	B+	Very Good	3.50
75-79	B	Good	3.00
65-74	C+	Above	2.50
60-64	C	Average	2.00
55-59	D+	Below	1.50
40-54	D	Poor	1.00
Below 40	F	Failure	0.00

Required Textbooks:
- Carter, K. and Tim Carter (2023) *Cambridge IGCSE: English as a Second Language (Exam Preparation and Practice).* UK: Cambridge University Press

Reference Books:

1. Bradbury, T., Mark Fountain and Melissa Thomson (2023) *Cambridge IGCSE: English as a Second Language (Practice Tests With Answers).* UK: Cambridge University Press

2. Green, Alexandra (2020) Activate Your Writing. Oxford: Hamilton House Publishers

3. Hutchison, S. and Chris Gough (2015) *IELTS 2: Exam Essentials Practice Tests.* UK: National Geographic Learning

4. Mitchell, H.Q. and Marileni Malkogianni (2012) *Grammar and Vocabulary Practice (Upper-Intermediate – B2).* UK: MM Publications

ANALYTICAL PROGRAM

Week	Learning Outcomes and Content of the Course	Activities
1	Analyzing an academic text: Pre-reading techniques Learning how to read for the gist /Scanning Reading for specific detail Present Tenses	Course outline Thematic Vocabulary Grammar activities
2	Identifying key words Paraphrasing Dealing with multiple-choice questions/ gap-filling tasks/ matching information questions Past Tenses	Grammar activities Thematic Vocabulary
3	Note-taking skills Learning how to identify key information within a text Learning how to simplify language Future tenses	Grammar activities Thematic Vocabulary
4	Listening: Speakers having a discussion in a social situation / non-academic topic / educational or learning situations Identifying different types of listening tasks Pre-listening techniques	Thematic vocabulary Listening
5	Write an informal email Using informal language Email greetings / signing off Using the active voice Auxiliary verbs to make suggestions (could/ should/ ought to be)	Grammar activities Thematic vocabulary Email writing
6	Using prepositions / prepositional phrases / phrasal verbs Using the correct form of words (nouns / verbs / adjectives) Revision for the mid-term examination	Grammar activities Preparation for mid-term
7	Mid-term examination	**Mid-term examination**
8	Discussion: learning how to express opinions about a topic Pre-discussion: brainstorming / generating ideas Students take turns conducting an interview Role-playing	Brainstorming Groupwork Discussion
9	Write an essay (advantages and disadvantages) Transition words Topic sentences Adding questions to stimulate interest of the reader	Grammar activities Vocabulary Write an essay
10	Identifying information in a diagram / flow-chart and table completion Identifying the information in the text – true / false / not-given Identifying the writer's views / claims	Thematic Vocabulary

11	Write a report Using the passive voice Using formal and precise language Making recommendations	Grammar activities Write a Report
12	Presentations Students present a topic of their choice 10-15 mins Discussion / Feedback	Presentations Discussion
13	Review reading/ writing / listening skills covered throughout the semester Preparation for the final examination	Revision

**The schedule is subject to change based on the day of the lesson. OTHER

INFORMATION:

Class attendance: Classes will be held either in person or online (Distance Learning) and attendance is compulsory.

Office hours: Students are encouraged and advised to regularly visit their instructor during the office hours and discuss promptly any issue that seems to be important for the student and his/her success.

Humane matters: Inform your faculty member for any un-expectancies that may occur, thus not allowing you to carry out your responsibilities.

Library: You are advised to visit the library of our college regularly and read articles published in academic journals. I recommend you studying regularly among others, articles of your interest, published in international journals.

Web Site: You are advised to visit the College's web site to find class notes, information on assignments or important notes and announcements.

NOTES:

- Class attendance and participation in class discussion is expected and **absences will affect your final grade.**
- The due dates for assignments are non-negotiable and late work will be penalized.
- All assignments are expected to be professional in appearance and type.

COURSE OUTLINE
ENGLISH FOUNDATION
(1 YEAR)

SEMESTER: SEMESTER 2

Course Description

In this module, students will become familiar with the language expectations, which include understanding the main ideas of texts, engaging in discussions on a wide range of topics, and expressing feelings and opinions with clarity. They will gain a clear understanding of the language skills they need to achieve and the expected competencies in listening, speaking, reading, and writing. They will also receive an orientation to Higher Education life and academic culture, including academic integrity, research ethics, and time management. Special emphasis will be placed on grammar, developing effective study skills and learning strategies promoting the development of learner autonomy, note-taking skills, organizing study material and utilizing academic resources available on campus and online.

Learning Outcomes

By the end of the course, students are expected to:

- Attain proficiency in all language skills: listening, speaking, reading, and writing.
- Develop academic vocabulary and language necessary for Higher Education studies.
- Enhance communication skills for academic and social interactions.
- Gain confidence in participating in class discussions, debates and presenting academic topics.
- Improve critical thinking and analytical skills through reading and writing tasks.
- Acquire a sense of autonomy as learners.

Prerequisites: Students are required to have a Certificate of English Language proficiency at least equivalent to level B1 of any specific examination and grade approved by the Council of Ministers.

Teaching Methods: Lectures, presentations, articles discussion, independent and private study, preparation of projects and group work.

Course Duration: Two semesters (This course is delivered into 26 weeks (two semesters). Total teaching hours: 416.

Assessment method and weight: 50% coursework and 50% final examination. Coursework can be one or more of the following: mid-term examination, tests, assignments, and projects. **The passing mark is 50%**

ASSESSMENT

Class Participation/Tests: 5%
Assignments: 15%
Mid-term examination: 30%
Final examination: 50%

Assignments: The students will be assigned to carry out small assignments and a small project should be presented at the end of the semester. The faculty member will determine the character of the assignment. The students are requested to deliver their assignments on an individual or group basis and on time. Although collaboration among the students for the preparation of the assignments is encouraged, students should avoid copying. Presentations and discussions over the assignments will follow.

Mid-term examination: The mid-term examination will be of one and a half hours. It will mostly of reading comprehensions, grammar activities, vocabulary exercises and listening exercises.

Final Examination: The final examination will be of two hours. It will be comprehensive, and it will test the students on the material covered during the semester.

Secretarial Studies Grading System

% Grade	Grade	Grade Meaning	Grade Points
90-100	A	Excellent	4.00
80-89	B+	Very Good	3.50
75-79	B	Good	3.00
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40-54	D	Poor	1.00
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8. Mitchell, H.Q. and Marileni Malkogianni (2012) *Grammar and Vocabulary Practice (Upper-Intermediate – B2).* UK: MM Publications

ANALYTICAL PROGRAM

Week	Learning Outcomes and Content of the Course	Activities
1	Identifying different academic texts: Applying critical thinking skills Analysis and interpretation Note-taking Derivatives (identifying words and different meanings)	Course outline Thematic Vocabulary Grammar activities
2	Listening: Identifying key information Discussion about topics found in the listening tasks Dealing with multiple-choice questions / matching information	Thematic Vocabulary Listening Discussion
3	Write a review Adjectives used to express positive / negative aspects Learning how to write a recommendation	Thematic Vocabulary Write a Review Grammar activities
4	Discussion: Expressing opinions about a given topic Learning how to use clear and concise language Dealing with anxiety when speaking Pronunciation exercises	Discussion Groupwork
5	Speaking interviews: 10-15 minute interviews conducted 1-1 in preparation for Speaking exams Feedback provided for vocabulary / grammar usage	Grammar activities Thematic vocabulary Speaking
6	Parts of Speech / Derivatives / Linking words Revision for the mid-term examination	Grammar activities Preparation for mid-term
7	Mid-term examination	**Mid-term examination**
8	Write an article Transition words Using idioms / rhetorical questions to generate the reader's interest How to write a catchy title Expressing personal opinions	Grammar activities Vocabulary Write an article
9	Listening tasks revision: In-class practice (students will have to carry out 5 listening exercises: multiple choice short extracts / monologues / dialogues and interviews) Identifying and learning from mistakes	Thematic Vocabulary Discussion
10	Reading tasks revision: In-class practice (students will have to carry out 4 reading exercises: multiple-choice/ gap-filling / notetaking/ identifying missing information) Identifying and learning from mistakes	Thematic Vocabulary Discussion

11	Writing tasks revision: In-class practice (students will have to write an informal email followed by an unknown writing task: report/ article/ essay/ review). Model answers	Revision Writing
12	Presentations Students present a topic of their choice 10-15 mins Discussion / Feedback	Presentations Discussion
13	Review reading/ writing / listening skills covered throughout the semester Preparation for the Mock examination	Revision Preparation for Mock

**The schedule is subject to change based on the day of the lesson. OTHER

INFORMATION:

Class attendance: Classes will be held either in person or online (Distance Learning) and attendance is compulsory.

Office hours: Students are encouraged and advised to regularly visit their instructor during the office hours and discuss promptly any issue that seems to be important for the student and his/her success.

Humane matters: Inform your faculty member for any un-expectancies that may occur, thus not allowing you to carry out your responsibilities.

Library: You are advised to visit the library of our College regularly and read articles published in academic journals. I recommend you studying regularly among others, articles of your interest, published in international journals.

Web Site: You are advised to visit the College's web site to find class notes, information on assignments or important notes and announcements.

NOTES:

- Class attendance and participation in class discussion is expected and **absences will affect your final grade.**
- The due dates for assignments are non-negotiable and late work will be penalized.
- All assignments are expected to be professional in appearance and type.

CLASSROOM OBSERVATION FORM

SECTION 1	USED BY THE CLASSROOM OBSERVER

Complete the necessary details and check (✔) the box of your choice in the classroom observation items so that a clear and fair picture regarding the faculty member's teaching is presented. Once the classroom observation is over invite the faculty member to your office and discuss your comments regarding his/her teaching. Complete Section 2 with your suggestions for improving the faculty's member teaching. Make a copy of the completed form and give it to the faculty member.

Faculty Member's Name (surname in CAPITAL letters)		Rank:		Semester (e.g. Fall 2007)
Week of Semester	Time	Date		No. of Students present
Course Code	Course Title			

Class Teaching Subject

Classroom Observation Items	Performance			
Performance indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations, 4: Excellent)	25	50	75	100

The Faculty Member:

		25	50	75	100
1	Demonstrates command of subject				
2	Seems prepared for the class				
3	Clearly states subject, aims and objectives of the lesson – provides an overview of what is planned for the class period.				
4	Presents content in a clear, systematic and organized method, relating parts to the whole subject topic.				
5	Uses effective teaching methods and strategies				
6	**Effective usage of audiovisual methods & technology, handouts and other material**				
7	Uses effective teaching techniques				
8	Promotes communication and interaction among students				
9	Ties all material taught at the end of the lesson				
10	Keeps interest and attention of students				
11	Effective usage of body language				
12	**All students are treated equally (positive – friendly response to students answers and questions, encouragement, praise, addressing students by name)**				
13	Keeps control of class				
14	Time management – uses class time effectively				
15	**Maintains a respectful and learning conducive atmosphere in the class**				
Grand Total:					

STUDENT'S FACULTY EVALUATION FORM

Please check (√) the box of your choice in all the questions below.

Instructor:	**Semester** (e.g. Spring 2008)
Program of Studies (e.g. B.A Business Administration)	
Course Code & Title (e.g. MAR101 Introduction to Marketing)	

	Evaluation Items	Percentage Performance (%)				
		0	25	50	75	100
1	The tutor seems prepared for each class & covers the material stated on the course outline					
2	The tutor shows **Effective usage of audiovisual methods & technology, handouts and other material**					
3	The tutor demonstrates polite and encouraging attitude towards students. All students are treated equally.					
4	The tutor explains very well the material and is willing to answer all questions					
5	The tutor demonstrated an enthusiasm for teaching this subject					
6	The tutor keeps control in the class & **maintains a respectful and learning conducive atmosphere in the class**					
7	The tutor makes available answers or explanations to homework and coursework examinations					
8	The grading system for this class was clearly explained					
9	The tutor is available to see students and help them with their course					
10	I would be glad to take classes taught by this tutor again, and I would recommend him/her to other students					

Comments:

ANNEX 3

3. FACULTY

Faculty Selection Procedure

The following steps are taken for the recruitment of a faculty member:
1. The Committee of Academic Affairs & Faculty Selection identify the need for additional faculty recruitment
2. The Committee of Academic Affairs & Faculty Selection will examine the issue by studying relevant curriculum vitae of various applicants who have previously applied for the vacant position in question. If found necessary an advertisement is placed.
3. The Committee of Academic Affairs & Faculty Selection invites those applicants who fulfill the vacant position in question based on the information described in their curriculum vitae
4. The Committee of Academic Affairs & Faculty Selection will have a first interview with all selected applicants. The first interview aims to meet the applicant.
5. The Committee of Academic Affairs & Faculty Selection arranges with successful applicants to attend a second meeting. The Committee of Academic Affairs & Faculty Selection explains to the applicants that during the second meeting they might need to prepare a presentation on an agreed subject.
6. During the second meeting applicants make a presentation on the subject agreed. The Committee for Faculty Selection attends the presentation.   Following the end of the presentation the Committee of Academic Affairs & Faculty Selection interviews the applicant. The purpose of the second interview is to examine in detail the interviewee's suitability for the position in question
7. After all applicants have attended the second meeting the The Committee of Academic Affairs & Faculty Selection meets in order to rank all applicants, considered to be appropriate, in terms of their suitability for the position in question. In addition the Committee identifies any candidates inappropriate for the position. Such candidates are not included in the ranking of appropriate candidates and are, under no circumstances, make an offer
8. The Committee of Academic Affairs & Faculty Selection decides for the appropriate applicant and makes him/her and offer and
9. Provided that the candidate accepts the Committee's offer, employment commences on the agreed date. In case the candidate does not accept the offer the Committee should make an offer to the next most suitable candidate. In case no successful candidate accepts the Committee's offer then The Committee of Academic Affairs & Faculty Selection places an advertisement and invites more applicants to send their curriculum vitae and the procedure starts again.