

Doc. 300.1.2

Date: 18/12/2023

Higher Education Institution's Response

- **Higher Education Institution:**
American College Consortium
- **Town:** Various locations in Cyprus
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Προπαρασκευαστικό Πρόγραμμα Εκμάθησης της Αγγλικής Γλώσσας (1 Χρόνος)

In English:

Foundation Program for Learning English Language (1 Year)

- **Language(s) of instruction:** English
- **Programme's status:** New
- **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)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>greater transparency with respect to procedures for quality assurance in some institutions is needed – while it is understandable that whole manuals are not publicly shared, some general principles should be included on the website and members of relevant committees should be listed</p>	<p>Comprehensive information in regards to quality assurance has been uploaded on the websites of Atlantis College (https://www.atlanticcollege.com/wp-content/uploads/2023/12/Quality-assurance-policy.pdf) and College of Tourism and Hotel Management (https://www.cothm.ac.cy/quality-assurance), according to the comments of the EEC.</p>	<p>Choose level of compliance:</p>
<p>no formal 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 periodic review</p>	<p>When the program will run regular student input will be solicited through structured questionnaires, ensuring their perspectives are considered in program enhancements. Additionally, students will actively participate in the Internal Quality Assurance Committees, ensuring that students provide their feedback in regards to the running of the program. Moreover, during periodic reviews, external stakeholders will be invited to provide valuable insights, ensuring a holistic evaluation. This multifaceted approach aims to enrich the program's design and foster a sense of inclusivity and responsiveness to diverse perspectives.</p>	<p>Choose level of compliance:</p>
<p>learning outcomes for the program need to be reconsidered and redesigned so that they stress actual use of English in different situations (controlled and spontaneous) and adept use of language learning strategies but also that they are transparent for teaching staff and students. The learning outcomes provided in the course description document need to be aligned with the outcomes described in the application and in the ministry guidelines.</p>	<p>The learning outcomes of the program have been revised and redesigned and are now aligned with the outcomes described in the Ministry of Education guidelines. Further, the revised learning outcomes provide transparency for faculty and students and stress actual use of English in different situations and adept use of language learning strategies. The revised learning outcomes are found in Annex 1 – Revised Program Content and Learning Outcomes.</p>	<p>Choose level of compliance:</p>

<p>the program needs to be redesigned to ensure attainment of the B2 level and allow sufficient preparation for entry into undergraduate study programs (e.g., inclusion of academic topics, focus on grammar structures and vocabulary that are needed for academic work)</p>	<p>The program has been redesigned (see Annex 2 - Revised Program Content and Learning Outcomes, Annex 2 - Table 1 - Structure of the Program of Study, Annex 3 - Table 2 - Course Distribution per Semester and Annex 4 - Course Description) to ensure attainment of the B1 CERF level, aligned with the latest policy of the Council of Ministers (see Annex 5). It should be noted that the revised decision of the Council of Ministers lists CERF B1 as the minimum entry requirement into programs of study and not B2. The redesigned program allows sufficient preparation in terms of inclusion of academic topics, focus on grammar structures and vocabulary that are needed for academic work.</p>	<p>Choose level of compliance:</p>
<p>language learning strategies, learner autonomy, teamwork and digital competences should be clearly highlighted in the two modules (e.g., English Language I and II)</p>	<p>The revised program (see Annexes 1 to 4) successfully incorporates and highlights language learning strategies, learner autonomy, teamwork, and digital competences as requested.</p>	<p>Choose level of compliance:</p>
<p>emphasis should be shifted from preparation for one specific exam to the attainment of the B2 level so that the students are able to successfully perform on different exams that are recommended by the authorities</p>	<p>The redesigned program (see Annexes 1 to 4) focuses on developing the students' English language skills in listening, speaking, reading, and writing, as well as building their academic language and communication skills, with the overall purpose to allow students to successfully perform on different English language examinations that are recommended by the authorities.</p>	
<p>there is a need to develop mechanisms allowing coordination and review of how the programs are run in the institutions comprising the Consortium; it would be advisable to appoint one general coordinator of the foundation program for the entire Consortium; regular meetings of the teaching staff from different institutions should be organized; a set of procedures should be developed for ensuring that the learning</p>	<p>Program coordinators of all the Colleges of the consortium will convene at least twice per semester (half way through and before the end of the semester). During their first meeting of each academic year, one of the program coordinators will be appointed as the Head Program Coordinator of all the College of the consortium. The Head Coordinator will oversee program consistency within the Consortium. The Head will serve as the Head Program Coordinator until</p>	



<p>outcomes are achieved in different institutions.</p>	<p>the next academic year when the new Head will be appointed.</p> <p>Program coordinators meetings will promote collaborative efforts in refining teaching and student assessment processes by reviewing how the programs are run in the institutions comprising the Consortium. This will ensure a consistent and reliable approach to teaching and evaluation, thereby enhancing the quality of the English foundation program.</p>	
---	--	--

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The topics suggested in the course description could be adjusted to better reflect the interests of incoming students.</p>	<p>The revised program (see Annexes 1 to 4) better reflect students' interest by enhancing their language proficiency and providing the groundwork for students to perform successfully on different English language examinations.</p>	<p>Choose level of compliance:</p>
<p>Close collaboration among tutors regarding student assessment could enhance the quality of the assessment processes during the semester.</p>	<p>Program coordinators of all the Colleges of the consortium will convene at least twice per semester (half way through and before the end of the semester). The meetings will facilitate the alignment of assessment practices and the sharing of insights regarding teaching and assessment. This structured engagement ensures consistent teaching and assessment, enhancing the overall quality of the English foundation program.</p>	<p>Choose level of compliance:</p>
<p>Avoiding heavy reliance on IELTS requirements might be achieved by considering academic materials not covered by the exam.</p>	<p>The revised program (see Annexes 1 to 4) prioritizes establishing the foundation for students to excel in various English language examinations beyond just IELTS. This goal is accomplished by incorporating academic materials that extend beyond the scope of the IELTS exam.</p>	<p>Choose level of compliance:</p>

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>CTL Eurocollege: the colleagues at CTL college do not have extensive teaching experience. They would need further CPD and mentoring from colleagues at other colleges.</p>	<p>We would like to highlight that both members of CTL Eurocollege Faculty, demonstrate a lot of enthusiasm and willingness of collaboration and cooperation with the Institution for updates of course syllabi related to their field of specialization. The teaching material and course assessments submitted so far, for approval by the CTL Internal Examination Committee, are high quality and grounded on Student Centered Learning (SCL) pedagogical approaches, proving high standard of professionalism.</p> <p>Ms. Irida Mitidou, as correctly mentioned in the EEC report, has an extensive teaching experience (15 years) along with the certification as Cambridge Assessment specialist which are considered as strong benefits for the particular programme.</p> <p>Taking into consideration the valuable comments from EEC, Ms Illy Dimitrova of CTL Eurocollege will be placed under a mentoring programme supervised by the Consortium Coordination Committee which is comprised of Program Coordinators with extensive teaching experience.</p>	<p>Choose level of compliance:</p>
<p>Global College's promotion criteria are relatively vague and quite general.</p>	<p>The promotion criteria of Global College were revised to include wider information of the process. The revised criteria are found in Annex 6 – Global College Promotion Criteria.</p>	<p>Choose level of compliance:</p>
<p>KES College: the lecturer does not have extensive teaching experience. She would need further CPD and mentoring from colleagues at other</p>	<p>KES College welcomes this recommendation made by the committee and assures the EEC that</p>	<p>Choose level of compliance:</p>



<p>colleges, particularly because she is the sole lecturer for the programme.</p>	<p>all its lecturers are afforded a variety of CPD opportunities.</p> <p>With respect to Mrs Semeli Louca, KES College would like to further clarify that she has been teaching since 2015, as was also confirmed during the meeting. Her full CV is attached to further evidence the above (see Annex 10).</p>	
---	--	--

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
None	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

5. Learning resources and student support
 (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
InterNapa and Global College: There was no clear evidence of the colleges' policy regarding students with disabilities.	See Annex 7 for the Disability Policy of InterNapa College. See Annex 8 for the Health & Disability Policy of Global College.	Choose level of compliance:
Ledra College: There was no evidence of the college's policy regarding scholarships.	See Annex 9 for the Scholarship Policies of Ledra College.	Choose level of compliance:

6. Additional for doctoral programmes
 (ALL ESG)

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:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme) (ALL ESG)

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:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>However, a considerable weakness of the application lies in the design of the curriculum of the foundation programme. As outlined in Section 1 of the evaluation, the learning outcomes for the program need to be revised to ensure that students meet the B2 level learning outcomes specified by the Ministry and to prepare students sufficiently for entry into undergraduate study programs. The learning outcomes provided in the course description document need to be aligned with the outcomes described in the application and with the ministry guidelines. Failing to take these steps will create problems with completion rates and level of support required in the undergraduate programs the students will attend after the completion of the course, and will have repercussions for the institutions as a whole.</p>	<p>The redesigned program (see Annexes 1 to 4) focuses on developing the students' English language skills in listening, speaking, reading, and writing, as well as building their academic language and communication skills, establishing the foundation for students to excel in various English language examinations beyond just IELTS. The learning outcomes of the program have been revised and redesigned and are now aligned with the outcomes described in the Ministry of Education guidelines, incorporating learner autonomy, teamwork, and digital competences.</p>	<p>Choose level of compliance:</p>
<p>The ministry guidelines do not specify one single exam as a choice for demonstrating language proficiency but provide a list. This also needs to be taken into account because the IELTS exam is by now relatively outdated (it is currently being revised), there are cheaper and shorter tests on the market that can be taken in students' own homes and that provide immediate results for components that do not require a human rating.</p>	<p>The redesigned program (see Annexes 1 to 4) places a high priority on laying the foundation for students to succeed in a range of English language assessments, going beyond the confines of the IELTS examination. This objective is achieved by integrating academic resources that surpass the content covered in the IELTS exam.</p>	<p>Choose level of compliance:</p>
<p>There is also the issue of collaboration and co-operation of the colleges concerning the adaptation, monitoring and assessment of learning outcomes across various implementations of the foundation programme. As the</p>	<p>Program coordinators of all the Colleges of the consortium will convene at least twice per semester (half way through and before the end of the semester). During their first meeting of each academic year, one of the program coordinators will</p>	<p>Choose level of compliance:</p>

<p>programme is accredited as one combined unit, it will be essential that some official mechanisms in this regard are implemented and the contracts of the lecturers include the time for such collaborative activities. It would be helpful to appoint one general coordinator of the foundation program, regular meetings of the teaching staff from different institutions should be organized; a set of procedures should be developed for ensuring that the learning outcomes are achieved in different institutions.</p>	<p>be appointed as the Head Program Coordinator of all the College of the consortium. The Head Coordinator will oversee program consistency within the Consortium. The Head will serve as the Head Program Coordinator until the next academic year when the new Head will be appointed.</p> <p>Program coordinators meetings will promote collaborative efforts in refining teaching and student assessment processes by reviewing how the programs are run in the institutions comprising the Consortium. This will ensure a consistent and reliable approach to teaching and evaluation, thereby enhancing the quality of the English foundation program.</p>	
---	--	--

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Marios Americanos	American College	
Michael Aresti	Atlantis College	
Yiannis Saveriades	CASA College	
Andreas Kizourides	CBS College	
Elias Philippou	City Unity College	
Savvas Adamides	College of Tourism and Hotel Management	
Andreas Papathomas	CTL Eurocollege	
George kriticos	Global College	
George Takkas	InterNapa College	
Petros Th. Stylianou	KES College	
Antonis Tillirides	Ledra College	



Theodoros Antoniou	Mesoyios College	
Philippos Constantinou	Philips College	

Date: 18/12/2023

