

Doc. 300.1.1

**Date:** Date.

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

- **Higher Education Institution:**  
ALEXANDER COLLEGE LARNAKA
- **Town:** Larnaca, Paphos
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:**
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

ΠΡΟΠΑΡΑΣΚΕΥΑΣΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΜΑΘΗΣΗΣ  
ΤΗΣ ΑΓΓΛΙΚΗΣ ΓΛΩΣΣΑΣ (1 Έτος)

**In English:**

ENGLISH LANGUAGE FOUNDATION (1 Year / 60 ECTS)

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



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](#)].

**In Greek:** Concentrations

**In English:** Concentrations

## A. Introduction

The visit took place on 27th November 2023 via Zoom from 10 AM Cyprus time until 1 PM Cyprus time. In advance, a 62 page application for accreditation document for the Larnaca campus and a 61 page for the Paphos campus was shared in addition to links to the virtual tours of the two campuses which included equipment, workshops, IT facilities and classrooms. The institution also shared a document describing the profile of Alexander College.

The visit started with a brief introduction of the members of the External Evaluation Committee and the representatives of the college: Andy Loppas, Principal of the College, Nicodemos Loizou, President of the Internal Quality Assurance Committee, Costas Christodoulides, Member of the Internal Quality Assurance Committee / Director of the Research Centre, and Fadi Halabi, Evangelos Evangelou, Adonis Frangeskou and Anthony Chabarekh Members of the Internal Quality Assurance Committee. The Principal of the College gave a detailed overview of the college including its history and development of the institution, and the current number of students. He presented the partnerships with international universities, among which the collaboration with Canterbury Christ Church University in the UK stands out as particularly strong. The college takes part in EU collaborative initiatives such as Erasmus projects and attracts international students from a variety of backgrounds including a large group of students from South Asia (India, Bangladesh, Pakistan). The educational mission of the college places emphasis on personal growth, professional development, multicultural and inclusive environment and values its experienced staff. The undergraduate programs cover fields such as business, art, design, law, and journalism, and at postgraduate level courses are offered on business administration and tourism. The research centre of the college was established in 2016 and received Golden and Bronze award for research excellence. The college collaborates with students in some research initiatives and takes pride in its societal engagement (supporting students with special needs).

The principal also explained that a similar foundation programme existed in the past, but this is now reworked to address the need for developing the language proficiency of applicants who do not meet the English language requirements for admission. The first intake of students is planned to be 50 students in the Larnaca campus and 25 in Paphos. The college identified a need for the programme through market research that also involved agents operating in South Asia.

In this first part of the visit the committee asked detailed questions about internal quality monitoring processes, which were responded to by the head and members of the internal quality assurance in a satisfactory manner. The principal also provided information on the infrastructure, and the questions of the evaluation committee relating to library resources and access to online journals and books were answered. The committee also asked some clarification questions on recruitment procedures.

In the next session the programme's leader Ms. Elena Vlasίου, Costas Christodoulides, Koulla Savva, teaching staff, discussed the content of the program, the standards, admission criteria, feedback

processes, learning outcomes and assessment methods with the committee. The committee asked specific questions about student-centered teaching, enhancing learner autonomy and the use of digital technology.

After a break we discussed with four members of teaching staff their background, CV's and professional practices and their individual contribution to the courses. The committee asked specific questions relating to the relevant courses, the assessment methods and teaching tasks. The teachers were also requested to elaborate on the terms of their employment contract, opportunities for professional development and promotion.

We then met the administrative staff, responsible for interacting with the students, supporting the programs of the college, who explained how they support and interact with the students.

At the exit discussion with the leadership of the college and the Internal Quality Assurance committee, we shared our first impressions and conclusions on the program based on the discussions and presentations as well as on the paperwork, which will be clarified within the report. We also thanked the college representatives for organizing the virtual visit efficiently and providing us with all the relevant information in a timely manner.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Prof. Judit Kormos</b>	Chair	Lancaster University
<b>Prof. Kata Wein Csizér</b>	Member	Eötvös Loránd University
<b>Prof. Mirosław Pawlak</b>	Member	Adam Mickiewicz University
<b>Panagiota Retsa</b>	Student member	University of Cyprus
	Position	University
Name	Position	University

## C. 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:*
  - (a) *sub-areas*
  - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) *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 documentation submitted by the College as well as the meetings held during the online meetings with the representatives of the institution, the following observations were made:

1.1. Transparent policy for quality assurance is in place in the institution and it will also be applicable to the projected program. Upon approval of Law 136 (I) 2015, Alexander College established the Internal Quality Committee, which is responsible for the implementation and supervision of formal procedures involved in the approval, monitoring and period as well as necessary review of programs and degrees on offer. Together with the Academic Council this body is responsible for evaluating the contents of the programs and for introducing necessary modifications. According to internal provisions, all the study programs are subject to review every four years. The structures, processes and regulations involved in the review are clearly described. The review draws on different sources of both quantitative and qualitative data (e.g., recruitment data, assessment strategies, resources and coursebooks used). Importantly, the review involves not only the College authorities at different levels (e.g., course leaders, department heads), but also teaching staff, service staff, and external stakeholders. European standards and local experience are considered as well. Most importantly, students are involved as well in quality assurance. It is mandatory to include them in period program review but they are also requested to provide end-of semester, autonomous feedback by filling out surveys focusing on a specific module, module leader and college resources. Since the surveys are administered in a pen-and-paper version in class (without the course teacher being present), the return rate typically exceeds 90%. Student bodies such as student unions are also involved in the review process. Clear-cut policies are in place to guard against academic fraud and to prevent all instances of intolerance or discrimination. Policies of quality insurance are publicly available on the College website, but their description is very general (a possible area for improvement).

1.2. The program has been designed taking into account input from students as well as other stakeholders but it also draws on experiences gleaned when running a similar program in the past. The learning outcomes are explicitly stated for the program – preparing students to take official exams at the B2 level to facilitate admission into programs of study offered by different institutions

of higher education in Cyprus. With this in mind, the program focuses on developing the students' English language skills in listening, speaking, reading, and writing, as well as building academic language and communication. In addition, it aims to develop requisite mastery of vocabulary, grammar and pronunciation as well as interactional competence, cultural awareness and the ability to apply language learning strategies. The program consists of six courses: Introduction to the language expectations of the program and academic environment, Listening and speaking skills development, Reading skills development, Writing skills developments, Academic vocabulary and language, and Language practice and application. The courses are taught over two semesters (14 60-minute periods per each semester). On the whole, the design of the program allows meeting its objectives and enables students to achieve the intended learning outcomes. Some thought should be given, however, to how grammar, cultural awareness and language learning strategies should be accorded more prominence to further strengthen the provision of the program. The program is also consistent with developments in society, allowing the development of learners' general competences (e.g., foreign language skills, communication and teamwork) although more emphasis should be given to digital literacy. The program is overall coherent and allows smooth student progression. Given its character and the small number of teaching staff involved, overlap between different courses is unlikely but at the same time close cooperation is enabled so that different language areas and different skills can be consistently honed in different parts of the program. The program will be subject to monitoring and periodical review, as outlined in 1.1. above, with internal (i.e. administrators, teachers, students) and external (representatives of the labor market) taking part in the process.

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 Alexander College. It is not available at this point.

1.4. Information for the effective management of the program is not yet collected because the program is not running. However, careful analysis of the policies 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 running.

*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.*

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### Strengths

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

- involvement of students in program design and evaluation
- the use of pen-and-paper surveys with the purpose of increasing the volume of student feedback (surveys)
- the inclusion of the course: Introduction to the Language Expectations of the Program and Academic since it provides an excellent introduction to English for Academic Purposes as well as

allowing skill integration as well as focus on language learning strategies (but see comments on weaknesses below)

- learning outcomes for the skills development modules are clearly stated, and a wide variety of teaching methods are used
- textbooks used in skills development modules are current
- it is excellent that vocabulary will be taught in context and that emphasis is on formulaic language use and multiword expressions (Academic vocabulary and language module)

### 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.*

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- publicly available information concerning quality assurance should be more detailed (e.g., links to specific documents should be included on the website)
- language learning strategies and study skills should be foregrounded in all the courses
- the role of grammar should be given more emphasis in more modules, in particular with respect to using grammar structures in communication
- as cultural awareness is one of the objectives of the program, it should be made clear where and how it will be developed in the program
- some consideration should be given to extending the concept of cultural awareness to intercultural competence, which may be critical for functioning in international contexts (e.g., graduate studies)
- integrated skills and language use in digitally mediated contexts should be considered among learning outcomes

**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

*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.*

Based on the submitted documentation and the online discussion, we could ascertain that the teaching processes planned for the foundation year support students' individual and social development, as well as, to some extent, their autonomous learning behavior, especially in Module 1. There is flexibility built into the classes in terms of the variety of methods used and the projects for students. It was also reassuring to see that students' strengths and weaknesses are considered when classes are planned, and there is transparency in assessment. Key performance indicators inform tutors about the support students might need, and it is clear that services are in place to offer individual tuition if needed. Students are given active roles in learning processes in various ways; they can select topics they are interested in for their presentation as well as writing topics. They are also given the opportunity to complete research-based presentations that provide them opportunities to integrate various skills and engage in class with their peers in meaningful ways when presenting their results. Student discussions will also contribute to developing mutual respect within learner-learner and learner-teacher relationships. Teaching methods seem to be appropriate, and some technology is used in various ways in the form of interactive software.

The assessment framework for the courses is generally suitable. It is a clear strength that both continuous in-class assessments and final assessments are incorporated in the assessment procedures. This dual approach ensures a comprehensive evaluation of students' understanding and performance.

An additional commendable aspect is the presence of measures to address mitigating circumstances. The provision for extending deadlines and offering re-sit opportunities reflects a proactive approach to support students facing challenges.

### Strengths

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

The module of the academic skills development is a real strength of the program. This module does not include research project-related work but helps students learn to manage their time efficiently.

### 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.*

We had the impression that the notion of differentiation was not fully understood during the online meeting. Perhaps differentiated language teaching instruction could be offered for in-service teaching training.

Some of the assessment procedures lacked detailed descriptions and the content of the continuous in-class assessment is unclear at this point.

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

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

*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.*

The staff are qualified to teach on the programme. Five out of the six lecturers planned to be employed for the programme, including the current programme director who is already an employee of the college have Masters degrees in a relevant field including TESOL, applied linguistics or language education. The staff members have wide ranging teaching experience in a variety of contexts and many of them had taught on similar programs or had prepared students for

IELTS exams. Staff members also have experience as examiners and demonstrate great familiarity with the different exams students might take.

The institution has a transparent description of the hiring process, which is fair and takes into account equality and diversity.

Teachers are given opportunities for professional development. The college offers financial support and development activities can be undertaken during working hours. However, more information should be provided to lecturers employed on hourly contracts on these opportunities so that they can access them.

Teachers' workload seems appropriate and it is excellent that teachers are paid for administrative duties and individual tuition if students require it.

Teachers' performance is enhanced through formal student surveys. Individual discussions with students also assist in gaining feedback on the effectiveness of teaching methods.

### Strengths

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

- Teachers are well qualified with relevant MA degrees
- Lecturers have prior experience preparing students for exams and teaching on a similar program
- Lecturers have experience as examiners
- Lecturers have familiarity with digital technology and concepts of English for Academic Purposes
- Students' feedback on teaching is sought through various channels.

### 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.*

- One member of staff does not have a teaching qualification but the years of teaching experience probably make up for this. The college might consider supporting the staff member in obtaining a diploma level qualification in English Language Teaching.
- The teaching staff engages in professional development but we established some gaps in methodological knowledge in the online visit. The college should exploit the links to be established with the British Council for continued professional development.
- Most lecturers are planned to be employed on hourly basis and the allocated teaching hours and length of contract will depend on the number of students. This creates a precarious situation for

the lecturers as their employment condition is insecure. If the student numbers are steady, it is important that at least a core teaching staff receive a permanent contract. This ensures that the quality of teaching is maintained and students' feedback on the previous iteration of the course is acted upon.

- If lecturers are employed on more permanent contract, opportunities for promotion and further professional development (e.g. PhD in Language Education) should be considered.
- As teachers do not yet have a PhD and their contract does not involve research, the teaching-research synergies cannot be maintained. If teachers have a more secure employment they should be encouraged to conduct smaller scale action research to enhance their teaching.
- Classroom observation by peers or members of the internal quality enhancement team might be used to give feedback on teacher performance.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>3</b>	Teaching staff recruitment and development	Compliant
<b>3.2</b>	Teaching staff number and status	Compliant
<b>3.3</b>	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

*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.*

Pre-defined and published regulations regarding student admission are in place. Access policies, admission processes and criteria are planned to be implemented consistently and in a transparent manner. Regulations regarding students progression are in place as well as monitoring and student progression are robust.

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. The applicant should also have a High School Leaving Certificate or Apolytirion or any equivalent and be at least seventeen years of age before the start of the programme.

Pre-defined and published regulations regarding student certification are in place in the sense that the certification is an external exam to be taken at a recognized language testing organization to meet the requirement for B2 level proficiency.

### Strengths

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

Due to the relatively small number of students in the college and the continuous assessment used in the programme, students' progression can be monitored closely. Staff will have the capacity to identify students who are falling behind or struggling, and offer individual support. The disability services are also available in case students need to use them to scaffold them in the progress.

### 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

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

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

### 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.*

Taking into consideration the submitted documentation and the envisaged plan of the program by the members of the Internal Evaluation Committee, as well as the administrative and teaching staff, the EEC has found that Alexander College fully meets the requirements for compliance with the Teaching and Learning Resources, the Physical Resources, the Human Support Resources and the Student Support.

More specifically, the premises are spacious, clean, well-lighted and technologically well-equipped to accommodate the students and facilitate their learning experience, providing them with physical and technological resources. The library contains more than 5.000 books, which are annually increased, as well as journals and periodicals on various topics and the four adjacent study rooms, which can accommodate eight students each, provide the students with an appropriate environment for studying at their own time from Monday to Friday (8 am – 9 pm) or using the facility for their own secondary research and referencing. Moreover, the library's online service, which abides by the rules of intellectual property, is another helpful resource at the disposal of students who may have limited access to the material but can refresh their access if necessary. The collaboration of the Institution with the Canterbury Christ Church University library allows the students to expand their research or enrich their knowledge by having access to even more academic sources than the ones already provided by the College.

In terms of technology, all students also have access to the intranet of the College (*My Alexander College*) and, thus, access to aspects that regard their studies, such as grades. Students also have access to the Moodle and VLE platforms, which promote connectivity and enhance their learning experience.

The physical resources used in class are mainly quite recently published educational books, which the teachers decide upon according to the books' adequate covering of all skills, such as listening, reading, writing, and speaking, in order to prepare their students to successfully move from B1 to B2 (CEFR) level. The books are accompanied by the interactive software provided by Alexander College. Generally, technology fully accompanies the physical resources as teachers use video and audio material, visual material, and educational games to complement their teaching process in order to enhance the students' academic vocabulary and assist the practice and application of the English language.

As far as Student Support is concerned, apart from the monthly meetings of the College with the Student union, the students may individually contact the teachers during office hours or at any time via e-mail to express any problems or concerns. Academic support from the teachers will be provided to the students regarding their language skills throughout their studies. The students' performance will be assessed throughout the year both formatively and summatively, while the teachers will also be evaluated by their students in the form of a survey at the end of the academic year. The reciprocal feedback between and among the teachers and the students will create a controlled environment for effectively confronting issues that may impede or compromise the teaching and learning process. The Student Affairs Officer of the

Institution will be there to track and identify the students who will need help, embodying in that way the willingness of the Institution to address, facilitate and solve any problems (of academic or non-academic nature) the students may face.

In Alexander College, the students are further supported with Human Support Resources assisting them according to their socioeconomic criteria through scholarships and offering them appropriate additional support in case of special needs or disabilities.

### Strengths

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

One of the Institution's strengths is the willingness to collaborate with other educational institutions. More specifically, the College's plan to enter the Cyprus Library Consortium, in 2024, if implemented, will benefit the students by giving them access to more academic titles and resources. Furthermore, the British Council collaboration that is currently being discussed, among other benefits, will provide valuable expertise to the College and more resources for the students.

### 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 Institution might want to consider getting the students involved in extracurricular activities, which will improve the students' communication skills and provide a good opportunity for practicing the language. Some suggestions could be academic clubs, volunteering work in an English-speaking environment, cultural visits to performances in English or the students' own participation in English-speaking events held by the College.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	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

#### D. 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 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. It will be important that lecturers delivering the programme enhance students' learner autonomy and make use of opportunities for continuous professional development. Teaching quality can further be enhanced by peer observation and self-evaluation.



## E. Signatures of the EEC

Name	Signature
Judit Kormos	
Kata Csizér Wein	
Mirosław Pawlak	
Panagiota Retsa	

**Date:** 29<sup>th</sup> November 2023