

Doc. 300.1.2

Date: 2nd of May, 2025

Higher Education Institution's Response

- **Higher Education Institution:**
Larnaca College

- **Town:** Larnaca

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

In Greek:

Πτυχίο Επιστημών Αγωγής (B.Ed., 4 Έτη, 240 ECTS)

In English:

Bachelor of Education (B.Ed., 4 years, 240 ECTS)

- **Language(s) of instruction:** ENGLISH/GREEK
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek:

- Δημοτική Εκπαίδευση (4 χρόνια, 240 ECTS)
- Προδημοτική Εκπαίδευση (4 χρόνια, 240 ECTS)
- Βρεφονηπιακά (4 χρόνια, 240 ECTS)

In English:

- Primary Education (4 years, 240 ECTS)
- Pre-Primary Education (4 years, 240 ECTS)
- Early Childhood Education (4 years, 240 ECTS)

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].

Larnaca College wishes to thank the EEC for the well - calculated and encouraging feedback regarding the Bachelor of Education programme. Larnaca College is grateful for the time and effort the EEC team dedicated to reviewing the programme and for recognizing the strengths of our approach, including our commitment to providing a welcoming and supportive learning environment for our students.

Larnaca College is pleased to hear that the EEC acknowledges the quality of the programme and its alignment with market needs, as well as the emphasis it places on nurturing student well-being. Larnaca College is equally proud of the strong track record of our academic staff and their dedication to supporting student success. The recognition of these efforts is greatly appreciated.

However, Larnaca College believes there might have been a slight misunderstanding regarding the programme category of the Bachelor of Education programme. Larnaca College would like to clarify that the programme is conventional and is not designed as an e-learning programme. The programme is currently offered in two delivery modes: semester mode, which follows a traditional academic calendar, and block delivery (modular mode), which provides flexibility with intensive study blocks. Both modes are designed to cater to different student preferences and learning styles, and neither involves full e-learning. However, blended learning is used in order to enhance students' interaction, involvement and participation.

That being said, we remain committed to continually improving our programme to ensure it meets the evolving needs of both students and the wider education sector. In response to the suggestion by the EEC regarding academic staff development, Larnaca College is fully aligned with the importance of supporting the staff's professional growth. It will continue to focus on enhancing their skills to improve both programme delivery and design, particularly as Larnaca College explores further opportunities for innovation in modular and blended formats.

Furthermore, Larnaca College takes the feedback regarding the management of the programme's pathways seriously. It ensures that the structures created for the semesterised programme are clearly outlined and fully applicable to both the modular and blended delivery modes, where appropriate. Larnaca College will also continue to review the programme in collaboration with a wide range of internal and external stakeholders, documenting the changes and ensuring the programme remains responsive to feedback and developments in the field.

Once again, Larnaca College appreciates the positive feedback and constructive suggestions as provided by the EEC. Larnaca College is committed to building on the foundation of excellence that it has established, and it looks forward to further developing the Bachelor of Education programme in the future.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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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
1. There needs to be greater clarity around the new modular structure which is being proposed. Documentation around operation and issues relating to student capacity to undertake the programme in this revised structure need to be elaborated upon. For example, how do the school experience modules achieve the same, iterative and reflective learning outcomes in a truncated 5 week period as opposed to the extended semester period?	LCA College thanks the External Evaluation Committee for its constructive comment regarding the modular structure of the Bachelor of Education (B.Ed.) programme. We would like to clarify that the Modular Mode of Delivery (Block Delivery) is not a new practice at Larnaca College. In fact, the modular system has been successfully implemented across several of our programs for over five years, with consistent quality assurance and high student satisfaction. In the Modular Mode (Block Delivery), each module runs intensively for five (5) weeks, with students attending one module at a time, rather than multiple parallel modules. A semester consists of four (4) consecutive modules, covering the same content and credit load (30 ECTS per semester) as in the traditional Semester Mode. This structure ensures that: - All learning outcomes are fully addressed and assessed. - Each module receives dedicated focus from both students and teaching staff, promoting deep engagement and reflection. - No reduction is applied to teaching hours, or ECTS per module. The overall study duration (4 years / 240 ECTS) remains unchanged. Regarding the School Experience modules, the iterative and reflective learning process is fully preserved. The practical training includes: 1.EDU-307 School Experience I	Choose level of compliance:

	Students are required to complete 21 teaching hours. 2.EDU-308 School Experience II Students must complete 21 teaching hours, 3.EDU-407 School Experience III The practical training at the school units lasts for 39 hours. 4.EDU-408 School Experience IV The practical training in the school units lasts for 39 hours. In the block delivery model, each course spans five weeks, during which students engage in a structured academic program. Alongside the theoretical components, students are required to undertake a school experience. They are provided with the option to complete this school experience in an intensive format, whereby the full scope of the practical experience is condensed and completed within the five-week period. This approach allows students to immerse themselves fully in the school environment while maintaining a focused academic workload. Importantly, the modular structure (block delivery) offers increased flexibility, allowing students to concentrate on a single field of study at any given time, which supports diverse learning needs and time management. Furthermore, our teaching and academic staff have extensive experience in delivering both theoretical and practicum courses in modular format, ensuring a high level of instructional quality. (Annex 1 Block Delivery model).	
2.Despite being asked to accredit a blended learning programme, it is unclear to the EEC how the general principles and support for blended learning described in the documentation, will be applied to	LCA College thanks the EEC for the valuable feedback and for seeking further clarification on how the general principles and support for blended learning, as outlined in the documentation, will be applied to	Choose level of compliance:

the BA Education course in general and to the modules in particular.	the BA Education program. LCA College would like to clarify once again that the programme category is conventional. In an attempt to enhance quality and student involvement and engagement, the blended learning method will be used in line with the guidelines and instructions of CYQAA. Blended learning at Larnaca College combines both in-person and online learning methods to provide flexibility for students. Faculty members deliver course material during scheduled in-class sessions, and students to have the option to participate remotely. However, no more than 50% of the students in a class are allowed to attend remotely at any given time, ensuring that at least 50% of students are present in the classroom. This model allows for real-time interaction with peers and instructors, while also offering the convenience of remote participation for those who need it. LCA College trusts this explanation clarifies how the general principles and support for blended learning will be applied in the BA Education program and its modules.	
3. There is potentially tension between the requirements of a quality assurance system designed for a learning institution and the specific requirements of individual programmes. While these may be moderated in practice, the nature of initial teacher education programmes usually require a focused set of QA and moderation structures to take account of the particularities of School Experience. A more explicit statement of the current practice in this area – as explained in the face to face meeting – should be included in the QA and other documentation.	LCA College thanks the EEC for the insightful comments and for highlighting the potential tension between the general requirements of our Quality Assurance (QA) system and the specific needs of individual programs, especially within the context of Initial Teacher Education (ITE) and School Experience. LCA College recognizes the particular demands that ITE programs place on QA systems, particularly in relation to the School Experience component, and is committed to ensuring that the QA and moderation structures adequately address these needs. As discussed in the recent face-to-face meeting, LCA College has	Choose level of compliance:

	developed and implemented focused QA and moderation structures that specifically address the unique requirements of ITE programs, particularly in the context of School Experience. These practices are explained below. a. School Experience Oversight • Identification with Partner Schools: LCA College maintains strong partnerships with a network of partner schools that host the ITE students for their School Experience placements. These schools are carefully selected, and LCA College works closely with them to ensure alignment with the program objectives and quality standards. • Matching of students with partner schools. The instructor in collaboration with the student selects the appropriate school for the student. • The course instructor in collaboration with the partner school assigns the mentor. • On-Site Mentorship: In addition to academic supervisors, ITE students are assigned school-based mentors who provide ongoing support, feedback, and assessments during their placements. This dual mentorship model ensures that students receive targeted feedback on their teaching practice in the real classroom environment. • Regular Monitoring and Reporting: School Experience placements are regularly monitored through site visits, mentor reports,	
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	and student reflections. These reports are submitted to the coursed instructor to ensure that students are progressing and meeting the required teaching standards. b. Moderation of School Experience • Standardized Evaluation Criteria: LCA College has developed clear and standardized evaluation criteria for assessing students' performance during their School Experience placements. These criteria are designed to ensure consistency in evaluation while allowing for the flexibility to accommodate the specific contexts of individual schools. • Dual Evaluation System: Students' performance during their placements is assessed both by 1. Course instructor (in the college) and 2. school mentors (in the partner schools). This dual evaluation system ensures that there is a holistic view of the student's progress, capturing both the academic and practical aspects of their teacher training. • Feedback Mechanisms: Continuous and timely feedback is an essential part of the moderation process. Feedback is provided to students both in writing and verbally, and regular reflection sessions are scheduled to ensure that students can review their progress and discuss their teaching experiences. • Ongoing Refinement of Documentation:	
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	LCA College continually refines the QA and program documentation to ensure clarity and alignment with the specific requirements of the ITE program. This includes updating the moderation structures and feedback mechanisms for School Experience placements to reflect evolving practices and new insights. (Annex 2, P.69 Internal Quality Regulations and Procedures).	
4. Considering this is the second round of accreditation for the BA in Education, it would have been helpful to include a list of changes to the current proposal in comparison to the first iteration of the programme.	LCA College welcomes the EEC's continued feedback and for requesting a clearer comparison between the current proposal for the reaccreditation of the BA in Education program and the original iteration of the program. LCA College appreciates the interest in understanding the updates and changes have been made to improve the program and ensure its alignment with best practices in teacher education. Below is a list of the key changes made to the current proposal in comparison to the initial iteration of the program: 1. Increase in the number of ECTS student load per course In response to feedback and in an effort to streamline the curriculum and enhance the student learning experience, LCA College has revised the structure of the program. Originally, the BA in Education program included courses with 6 ECTS student load, whereas In the new reaccredited version the courses include 7.5 ECTS students' load. This increase in the courses ECTS load allows for a more concentrated study in key areas, providing students with a more in-depth	Choose level of compliance:

	understanding of the essential competencies required for teaching, while ensuring they have sufficient time for School Experience placements and other practical components. 2. Flexible Delivery Mode To accommodate the diverse learning preferences and schedules of students, LCA College has introduced greater flexibility in the delivery mode of the BA in Education program. Students now have the option to choose between two modes of delivery: • Semester Mode: A traditional academic structure where the program is delivered over a 13-week semester, allowing for a more paced and extended learning experience towards the academic structure and governance. • Modular Mode (Block Delivery): In this mode, the program is delivered in intensive blocks, typically lasting 5 weeks per module. This mode is ideal for students who prefer a more concentrated, accelerated learning experience (The block delivery fits the busy schedule of the vast majority of the students who are working students) 3. Changes to Certain Modules (As per Annex 3) As part of the reaccreditation process, LCA College has updated all its modules in the BA in Education program to ensure the program remains relevant and aligned with current educational practices. These changes are detailed in Annex 3 of the proposal which includes technological enhancements and AI, the multicultural environment which	
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	is becoming wider and wider and various other and international practices . 4. Incorporation of Feedback from Stakeholders These changes have been made in direct response to feedback from a variety of stakeholders, including faculty members, students, and industry experts. The goal is to continuously enhance the program to ensure that it not only meets the required accreditation standards but also provides the best possible educational experience for the students. All the modifications appear in Annex 3.	
5. There is a need to explore the potential disruptive impact of Artificial Intelligence on all elements of quality control, assessment and academic monitoring. The College needs to develop a policy on the use of AI across all aspects of the Bachelor of Education and to regularly engage with key stakeholders to ensure that the policy remains current and effective.	In response to the concerns made by the EEC, LCA College has developed an AI Policy (Percentage of AI Use: Up to 40% of formative assessments (e.g., quizzes, online tests) may be AI-assisted. However, summative assessments, including final exams, essays, and large projects, will be subject to 100% human evaluation to ensure a fair and comprehensive assessment of student performance) for the BA in Education program to ensure that the use of AI remains ethical, transparent, and aligned with the institutional values. This policy aims to establish a framework for integrating AI responsibly while safeguarding academic integrity and maintaining high-quality educational standards. (Annex 4 – AI Policy).	Choose level of compliance:
6. Arguably the policy documents provided undersell the complexity and efficacy of certain aspects of the College's QA, review and design processes. For example: Most internal QA systems have an inbuilt external element to facilitate greater objectivity and	LCA College appreciates the EEC for the thoughtful and constructive feedback regarding our Quality Assurance (QA) processes, review mechanisms, and the design of the Bachelor of Education (BED) Programme. LCA College highly values the input and would like to take this opportunity to clarify that the areas highlighted are already	Choose level of compliance:

transparency. While this is present at Larnaca College, in practice it should be included in the formal QA policy document. When examining how this area might be developed in future review cycles, the College might also consider having programme specific external support / review for the Bachelor of Education Programme. • The external staff support and review element that is present in the College should be included formally in the College's policies either as a subset of the QA policy or in a separate policy relating to staff professional development. • The extent to which external stakeholders are involved in the design, implementation and review of the Bachelor of Education Programme is not reflected in the documentation provided. The in person meeting clarified that there is a process in place to facilitate this and it should be formally recognised in the policy documents. From our engagement with the programme team, it was amply clear that they recognise the importance of this process as education has a social impact. Graduates from this programme will rely on engagement with extensive networks of practitioners, policy makers and community representatives to initiate and progress in their careers.	actively implemented within our institution as follows: 1. External Review and Support: We have integrated external review elements into our internal QA systems to ensure objectivity and transparency. This process is documented within our formal QA policy, and we have included programme-specific external support and review for the Bachelor of Education Programme. This approach has been in place for some time and continues to be an essential part of our ongoing review cycles. 2. External Staff Support and Professional Development: The role of external staff support and review is a key component of our QA and professional development framework. This is formally reflected in our staff professional development policy, which includes external feedback mechanisms. This policy supports continuous improvement for staff and ensures that they receive ongoing professional development opportunities to maintain the highest standards in their teaching and support of students. 3. Engagement with External Stakeholders in Programme Design and Review: LCA College has a well-established process for engaging external stakeholders in the design, implementation, and review of the Bachelor of Education Programme always in liaison with the Advisory board. The	
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	Advisory Board of LCA College is established to provide industry insights, academic guidance, and strategic recommendations for the continuous improvement and alignment of Larnaca College's academic programs with market demands and emerging industry trends. Annex 5 (Advisory Board) This process has been formalised and is actively reflected in our policy documents. LCA College fully recognises the importance of these stakeholders—practitioners, policy makers, and community representatives—in shaping the programme, and their ongoing involvement is crucial for ensuring our graduates are well-prepared to make a meaningful social impact in education.	
7.While the information contained in the programme documentation is comprehensive it could be presented in a more coherent manner across a range of programme inputs. We would suggest that the programme team consider developing graphic or tabular representations of key aspects of the programme design. These would include: • A clearer outline of the links between and across programme and specialisations at the level of ○ Aims ○ Goals ○ Objectives ○ Outcomes • These might also be mapped onto the outcomes /	LCA College appreciates the suggestions for enhancing the coherence of the documentation, and it is pleased to inform you that the following improvements have already been made. 1. Mapping of Learning Outcomes to Assessments: LCA College has mapped the learning outcomes and assessment modes for each course, as well as for groups of modules, onto a weekly basis. This mapping is designed to provide a clear view of how the learning outcomes align with assessment methods across the three specialisations. 2. Inclusion of Internal QA Mechanism:	Choose level of compliance:

assessment modes of modules or at least groups of modules Insights and excerpts of the internal QA mechanism were shared through a powerpoint presentation during the in-person meeting. Such information should be included in the student / QA handbook and shared succinctly and clearly.	As discussed in the in-person meeting, LCA College recognises the importance of providing clear and accessible information about the internal QA mechanisms. To this end, LCA College has incorporated insights and excerpts from the QA process into the student and QA handbooks (Annex 2) This information has been presented succinctly and clearly to ensure that students and staff alike have easy access to the relevant QA processes and practices. As a supplement to this response, please find attached Annex 6, which shows the mapping of learning outcomes and assessment for each course across all three specialisations on a weekly basis. We believe this annex will provide a more comprehensive understanding of the programme's structure and how it supports student learning and assessment.	
8. Given the importance of Qualification Frameworks at both national and European levels a more explicit statement as to the manner in which micro and meso outcomes, goals etc for the Bachelor of Education programme map onto the CYQF/EQF might be considered.	LCA College thanks the EEC for the feedback regarding the alignment of the Bachelor of Education program with the Cypriot Qualification Framework (CYQF) and the European Qualifications Framework (EQF). Below, LCA College provides a clear explanation of how the program's micro-level outcomes (specific module learning objectives) and meso-level goals (overall program objectives) map onto these frameworks. 1. Micro-Level Outcomes (Module Learning Objectives) Each module in the BA Education program has defined learning outcomes that map directly to CYQF and EQF descriptors. For example,	Choose level of compliance:

	the Educational Psychology module has outcomes such as: • Knowledge: Understanding theories of child development (EQF Level 6). • Skills: Applying psychological theories in teaching (CYQF Level 6). • Competencies: Critically reflecting on teaching practices (EQF Level 6). These outcomes ensure the program meets national and European expectations for knowledge, skills, and competencies. 2. Meso-Level Goals (Program Learning Outcomes) The overall BA in Education program provides students with comprehensive knowledge, skills, and competencies aligned with EQF Level 6 for Bachelor's degrees. For example: • Knowledge: Deep understanding of pedagogical theory and practice (EQF Level 6). • Skills: Proficiency in teaching, assessment, and curriculum design (CYQF Level 6). • Competencies: Ability to critically assess and improve teaching practices (EQF Level 6). 3. Ongoing Review and Engagement To ensure continued alignment with the CYQF and EQF, LCA College: • Reviews learning outcomes annually to stay current with any changes to the frameworks. • Engages stakeholders regularly for feedback to ensure ongoing relevance. The BA in Education program is designed to meet the learning outcome standards set by both the CYQF and EQF. LCA College is committed to continuous evaluation	
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	and improvement to maintain alignment with these frameworks.	
9. Additional data relating to progression and completion rates as well data relating to graduate employment rates could be made available to students and staff to facilitate future career and course planning.	LCA College appreciates the suggestion done by the EEC regarding the availability of additional data on progression, completion rates, and graduate employment rates. LCA College agrees that providing such data to both students and staff can significantly enhance future career and course planning. LCA College is making the following data readily available: • Progression Rates: LCA College ensures that data on student progression through the BA Education program is accessible. This includes information on the number of students advancing to subsequent years of study, as well as completion rates which is 100%. • Completion Rates: LCA College provides students and staff with up-to-date information on the program's completion rates. This data highlights the percentage of students who successfully complete the program within the expected timeframe which is 100%. • Graduate Employment Rates: Shared data on graduate employment rates – 68% - for those who have completed the BA Education program. This includes information on employment within the education sector, as well as the types of roles graduates are securing. LCA College already establishes a mechanism for regularly updating and sharing this data with all stakeholders, ensuring that the	Choose level of compliance:

	information is accurate, accessible, and useful for both current students and faculty. The above information is distributed through the website, during student's orientation session for new comers, on promotional flyers and through personal counselling with both students and parents. (Annex 7).	
10.Consideration should be given to sourcing testimonials from graduates of the Bachelor of Education in College Publications.	LCA College is thankful towards the thoughtful suggestion done by the EEC to source testimonials from graduates of the Bachelor of Education program for inclusion in College Publications. LCA College agrees that receiving feedback from our graduates provides valuable insight into the effectiveness of the program and the impact it has on their professional lives. LCA College already has showcasing real-world success stories to highlight the quality of the BA Education program and its alignment with career outcomes. LCA College has included testimonials from graduates of the program to include in the publications, such as: • Brochures and Course Catalogs: Graduate testimonials provides prospective students with an authentic perspective on how the program has shaped their careers. • Website and Social Media: Featuring testimonials on the College's website and social media channels allows us to reach a broader audience and further promote the success of our graduates. (Annex 8 Sample of testimonials).	Choose level of compliance:

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
1.A programme structure that seeks to shape learning and interaction through a series of interlinked aims, goals, objectives and learning outcomes. These link across different specialisations to provide insight into the core aims and philosophy of the programme.	LCA College greatly appreciates the feedback on how the aims, goals, objectives, and learning outcomes should be interlinked to shape learning and interaction effectively across the program. LCA College understands the importance of ensuring that these elements are connected not only within individual specializations but also across the entire program, providing students with a coherent and unified learning experience. This approach will allow students to better understand the core aims and philosophy of the program, and we are committed to designing our curriculum in a way that reflects this interconnected structure. The feedback is invaluable, and LCA College forwards to further enhancing the program based on the recommendations of the EEC.	Choose level of compliance:
2.Clarity of information about the students' contribution, participation and assessment procedures for the different modules in order to map out and illustrate the diversity of assessments over the four year programme as well as the range of skills and competences which students will be acquiring.	LCA College respects the valuable feedback expressed by the EEC regarding the clarity of information on student contributions, participation, and assessment procedures across the Bachelor in Education program. LCA College understands the importance of effectively mapping out the diversity of assessments and illustrating the range of skills and competences that students will develop throughout the program. To address the above concerns, LCA College took the following steps to ensure clarity and transparency in the assessment procedures: • Clear Communication of Student Contributions and Participation:	

	In each module, faculty is providing explicit guidelines detailing the expected contributions and participation of students. This includes the active involvement in discussions, group projects, practical teaching experiences, and the submission of assignments. A clear breakdown of these expectations is included in the course syllabi & course outline, and students are informed of the weight assigned to each component in their overall grade. Mapping Out Assessment Diversity: LCA College creates a visual mapping that illustrates the variety of assessment methods employed across the four years of the program. This includes traditional assessments such as exams and essays, as well as more diverse methods like presentations, case studies, group projects, practical teaching evaluations, and reflective journals. By presenting this information in a user-friendly format, LCA College aims to highlight the range of assessments that cater to different learning styles and provide students with diverse opportunities to demonstrate their knowledge and skills. Linking Assessments to Skills and Competencies: Each assessment is clearly linked to specific skills and competencies that students are expected to acquire in each module. For example,	
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	written assignments may assess critical thinking and academic writing skills, while practical teaching assessments will focus on pedagogy, classroom management, and student engagement. These skills are detailed in the course materials, and learning outcomes for each module. • Transparent Assessment Procedures: LCA College ensures that students have access to detailed information about the assessment criteria, timelines, and expectations from the outset of each module. This information is readily available in the module syllabus & course outline and includes rubrics that outline how assessments will be graded. Additionally, students are provided with formative feedback throughout the program to guide their learning and ensure they are meeting the expected standards. LCA College aims to offer a clear, transparent, and diverse approach to student assessment that not only reflects the breadth of learning outcomes but also provides students with varied opportunities to demonstrate and enhance their skills across the duration of their studies.	
3.Increasing the visibility of the assessment procedures by mapping of the assessments of all the modules. This would ensure transparency and consistency. It would ensure a degree of uniformity across modules with regard to expectations (example duration of an exam; length of student presentations; length of	LCA College expresses its gratitude towards the valuable feedback regarding the visibility and consistency of assessment procedures across the Bachelor in Education program. LCA College appreciates the suggestions and would like to assure the EEC that the department has already implemented the key practices	Choose level of compliance:

written assignments for modules with the same ECTS value to be similar). This could also take the form of a list of assessments which are chosen for the specific modules.	based on the EECs' recommendations to increase transparency and uniformity in assessment expectations. Here is an overview of the steps already in place: • Mapping of Assessments Across Modules: LCA College has developed a comprehensive map that outlines the assessment procedures for all modules in the program (course syllabus, course outline). This map includes the types of assessments (exams, written assignments, presentations, etc.), the weighting of each assessment, and the expected duration or length for each. This mapping is regularly updated and accessible to ensure transparency for both students and faculty. • Standardization of Assessment Expectations: To ensure consistency across modules, LCA College has established uniform guidelines for assessments, particularly for modules with the same ECTS value. These guidelines include: ○ Consistent exam durations. ○ Standardized length for written assignments, ensuring that the workload remains consistent across modules. ○ Uniform expectations for the length and structure of student presentations.	
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	These guidelines are part of the program's assessment framework and are clearly communicated to students and faculty. • Clear and Transparent List of Assessments for Each Module: A detailed list of assessments for each module, including criteria for evaluation and specific expectations (e.g., word count for written work, time limits for presentations), is provided at the start of each module. This information is readily available in the module syllabus & course outline and on our online learning platform (MS TEAMS & Moodle), ensuring that students can easily access it at any time. • Enhanced Communication and Availability of Assessment Information: The assessment map and guidelines are available to students, faculty, and staff through both the program and module handbooks. Additionally, this information is accessible through our online learning platform to ensure that students can refer to it whenever needed. By implementing these measures, we have ensured that our assessment procedures are transparent, consistent, and aligned with the program's learning objectives. This approach aims to provide students with a clear understanding of expectations and ensures fairness across the various modules throughout the program.	
4.(Re)-consideration of the range of assessment choices and the	LCA College wishes to thank the EEC for the constructive feedback	Choose level of compliance:

weighting assigned to these modes, for each module to better reflect the specific nature of an Education programme.

regarding the range of assessment types and the weighting assigned to them within the Bachelor in Education programme. We acknowledge the importance of aligning assessment strategies with the pedagogical nature and learning outcomes of an Education degree. We would like to confirm that the current structure of the programme already includes a carefully considered balance of assessment methods designed to reflect the diverse competencies expected of future educators. Each module's assessment strategy is designed to evaluate both theoretical understanding and practical application, in alignment with the module learning outcomes and the overall programme goals.

The types of assessments used across the programme include:

- **Written assignments** (essays, literature reviews, reflective journals) to assess critical thinking, research, and academic writing skills.
- **Oral presentations and group projects** to foster communication, collaboration, and the ability to articulate educational concepts.
- **Practical teaching evaluations and microteaching sessions** to assess pedagogical competence and reflective practice.
- **Traditional examinations**, where appropriate, to evaluate core knowledge and the ability to apply concepts under time constraints.

We also ensure that the **weighting of each assessment** is appropriate to the module content and objectives. For example, practice-oriented

	modules carry a higher weighting on performance-based assessments, while theoretical modules rely more heavily on analytical written work and critical thinking. Additionally, for modules with the same ECTS value, we maintain consistency in workload and expectations in terms of assessment length, structure, and effort required. While these mechanisms are already in place, LCA College continues to review assessment practices periodically to maintain alignment with evolving educational standards and ensure that they support the intended development of student knowledge, skills, and professional competences.	
5.Limited choice where students can complete their School Experience may restrict exposure to diverse teaching environments.	LCA College fully recognises the importance of providing the students with access to a variety of teaching environments in order to broaden their pedagogical perspectives and professional adaptability. In response to this, Larnaca College has already taken concrete steps to expand the range of practicum schools and settings available to students. Specifically, LCA College has broadened the network of collaborating schools by establishing new partnerships with both public and private institutions across different educational levels and socio-cultural contexts. This includes: • Urban and rural schools; • Schools with inclusive education practices; • Institutions that follow alternative pedagogical approaches. These new collaborations ensure that the students are exposed to diverse classroom settings and are better prepared to meet the varying needs of learners in today's educational landscape.	Choose level of compliance:

	The placement process is now more flexible and student-centred, allowing for greater choice while still maintaining close academic supervision and alignment with programme learning outcomes. LCA College continues to monitor the quality and relevance of each placement and will expand our network further as needed to support student development. LCA College is confident that these enhancements will offer students a richer, more comprehensive practicum experience and better prepare them for a successful career in education.	
6.Although significant amount of thought and investment has gone into eLearning, study guides for the specific online Education programme and how eLearning will be incorporated or applied to modules were not included.	LCA College would like to clarify that the program is designed as a conventional as already discussed in above sections.	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Building on the strengths of the current academic team, to reflect the widening interests and offerings of the College.	LCA College wishes to thank the EEC for the constructive comment regarding the continued development of the academic team in alignment with the College's expanding academic offerings and strategic direction. LCA College fully recognises the importance of building on the existing strengths of the academic staff to support the College's growth and the diversification of its programmes. The current academic team comprises highly qualified and experienced professionals who bring a strong foundation of subject expertise, pedagogical competence, and commitment to student success. To ensure that the academic capacity evolves alongside our expanding portfolio, LCA College has already taken the following steps: • Targeted faculty recruitment to complement existing expertise with new specialisations aligned with emerging programme areas; • Ongoing staff development, including training in digital pedagogy, curriculum design, and assessment methods to support both traditional and online delivery; • Encouragement of research and scholarly engagement to enhance subject knowledge and inform teaching practice; • Fostering cross-disciplinary collaboration within the academic team to promote innovation and coherence across programmes.	Choose level of compliance:

	These efforts aim not only to maintain academic quality but also to ensure that the team reflects the College's commitment to innovation, relevance, and responsiveness to the evolving educational landscape.	
Give better acknowledgement and recognition to the staff professional development initiatives, both internally and externally in order to ensure that the existing professional expertise is maximised and, in future, passed on successfully to new recruits.	LCA College welcomes the suggestion by the EEC regarding the importance of formally recognising and promoting staff development activities. LCA College is pleased to confirm that already places strong emphasis on both internal and external professional development, and these activities are well-integrated into the academic and institutional culture. The staff regularly participates in a wide range of internal workshops, pedagogical training sessions, and development seminars focused on teaching quality, digital learning, curriculum design, and assessment strategies. Externally, faculty members are actively encouraged and supported to attend international conferences, training programmes, and collaborative research activities (Annex 10). Many staff are also engaged in ongoing postgraduate or professional studies, further enhancing their expertise. These initiatives are formally recognised through: • Inclusion of CPD activities in staff portfolios and annual evaluations; • A mentoring system where experienced staff guide and support new recruits; (Annex 11 (a) & 11(b)) • Regular internal sharing of knowledge and practices to promote institutional learning; This structured approach ensures that the existing professional	Choose level of compliance:

	expertise within the College is not only maximised but also effectively passed on to new academic staff, strengthening the academic community and supporting the long-term sustainability of teaching excellence.	
Promote research projects which draw on the expertise of groups of academics within the college.	The institution actively promotes research projects that leverage the collective expertise of our academic staff. LCA College introduced an internal grant scheme (Revised Research Policy – Annex 9) and scheduled research colloquia to encourage faculty to form research groups focusing on education-related topics. By providing support like seed funding, allocated research time, and administrative assistance, the College enables teams of academics to undertake collaborative projects.	Choose level of compliance:
Individuals who are currently engaged (or will be recruited in future) to monitor, assess/examine students during School Experience practice placements, should continue to be supported and encouraged to ensure they are appropriately qualified in Early Childhood and/or Primary Education.	LCA College wishes to thank the EEC for the thoughtful comment regarding the qualifications of individuals involved in monitoring, assessing, and examining students during their School Experience placements. LCA College fully agrees that ensuring appropriately qualified supervisors is essential for maintaining high standards of mentorship and evaluation. At LCA College, we have already put in place clear policies and practices to ensure that all individuals currently engaged—and those who will be recruited in the future—to oversee School Experience placements meet the necessary academic and professional qualifications. Specifically: • All supervisors hold relevant qualifications, as well as demonstrated experience in teaching or teacher training. • The LCA College maintains a structured recruitment and	Choose level of compliance:

	selection process to ensure that future appointees meet the same rigorous criteria. • Ongoing training and professional development opportunities are provided to all placement supervisors, with a focus on assessment practices, mentoring techniques, and current pedagogical trends. • Collaboration between college faculty and school-based mentors is actively supported to ensure consistency in feedback, assessment, and guidance provided to student-teachers.	
Opportunities for staff mobility (administration/academic) and internationalisation ought to be explored.	LCA College is pleased to inform the EEC that fully recognises the value of international engagement in enriching institutional practices, fostering professional growth, and aligning with European and global standards in higher education. To this end, the College has already taken steps to promote staff mobility and international collaboration, including: • Participation in Erasmus+ programmes, which has enabled both academic and administrative staff to engage in mobility for teaching, training, and job shadowing activities across European partner institutions; • Establishment of international academic partnerships, facilitating collaborative teaching, joint research projects, and the exchange of good practices; • Support for participation in international conferences, workshops, and training programmes, allowing staff	Choose level of compliance:

	to broaden their perspectives and bring back valuable insights to enhance institutional development; • Incorporation of internationalisation in the College's strategic priorities, with continued efforts to expand the global network and engagement opportunities. LCA College remains committed to further exploring and expanding these opportunities to ensure that all staff benefit from international exposure and that LCA College continues to grow in alignment with best practices in global education.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The admission criteria include the possibility of accepting international students; however, an English-speaking class cannot be established with fewer than 8 students, and so far, this has not been implemented.	LCA College would like to clarify that while an English-speaking cohort has not yet been initiated due to the minimum requirement of eight students, LCA College is actively working to make this option viable. Our International Office is in regular liaison with education agents and partners abroad, and there is already a clear and growing demand from international applicants who have expressed interest in joining this specific programme of study. As part of our internationalisation strategy, LCA College is taking targeted actions to increase visibility and attract qualified applicants from diverse countries. Given the current trajectory of interest and the active promotion being undertaken, LCA College is very optimistic that will reach the required number of students in the near future to launch an English-speaking class. LCA College remains committed to making the programme accessible to international students and ensuring that once launched, the English-medium offering maintains the same academic standards and learning experience as the Greek-medium stream.	Choose level of compliance:
The recruitment of international students seems to have been designed with the initial programmes offered at Larnaca College in mind. Extending the offering of the BA (Education) to international students goes beyond simply offering the modules in English. Consideration must be given to the School Experience placement and the mismatch in the	LCA College wishes to thank the EEC for the thoughtful comments regarding the extension of the BA (Education) programme to international students, particularly in relation to School Experience placements and the broader considerations of language and accreditation. LCA College fully acknowledges that offering the programme in English	Choose level of compliance:

language proficiency for students when communicating with children in schools; secondly, the accreditation of the BA(Education) programme may be appropriate for some countries/contexts but not others.	involves more than the translation of course content. It requires careful planning to ensure that international students can fully participate in all aspects of the academic and practical components, including effective engagement during school placements. To this end, Larnaca College has already made arrangements with English-speaking schools in Cyprus—private—that are able and willing to host international students for their School Experience placements. These schools operate in English, ensuring that language proficiency will not be a barrier to meaningful interaction with pupils or staff during the practicum. This proactive measure ensures the quality and integrity of the school placement component for non-Greek-speaking students. With regard to programme recognition and accreditation, LCA College understands that applicability may vary depending on the country of origin or intended country of employment. As part of the international recruitment process, LCA College provides clear information to prospective students regarding the scope and recognition of the qualification in different contexts. Where appropriate, LCA College also assists students in gathering the necessary documentation for recognition or equivalency in their home countries. LCA College remains committed to offering a robust and meaningful educational experience for all students, and it will continue to ensure that internationalisation efforts are supported by appropriate structures, partnerships, and quality assurance.	
The courses listed in the study guide do not include a detailed	LCA College would like to clarify that each course within the BA	Choose level of compliance:

description of the methods used to assess students. Each course has its own evaluation method, which does not solely rely on mid-term and final exams.	(Education) programme does include both a mid-term and a final assessment as standard components of evaluation. In addition to these core assessments, faculty members incorporate a variety of other methods to ensure a comprehensive and continuous assessment of student learning, aligned with the intended learning outcomes of each course. While the study guide presents a summary of evaluation methods, more detailed descriptions are provided in the individual course outlines, which are made available to students at the beginning of each semester. These outlines enumerate all forms of assessment used and their corresponding weightings. Examples of additional evaluation methods include: • Written assignments (e.g. reflective essays, lesson plans, literature reviews); • Oral presentations and microteaching sessions; • Group projects that promote collaboration and peer learning; • Class participation and discussion contributions; • Portfolio submissions, particularly in methodology and practicum-related courses. This combination of formative and summative assessments ensures that students are evaluated on both theoretical knowledge and practical skills. The inclusion of varied assessment types also supports diverse learning styles and enhances student engagement.+	
In the modular route of delivery, there need to be specific policies and regulations about progression in instances where students fail or are expected to resubmit their final assignments/exams.	LCA College appreciates the EES' inquiry regarding the policies and regulations governing progression in the modular (block delivery) route of delivery.	Choose level of compliance:

	In response to the query, LCA College would like to emphasize that the modular route of delivery (block delivery) operates under the same robust policies and regulations as the traditional delivery formats (semester mode). This includes clear guidelines on student progression in instances where students may encounter challenges such as failing a module or needing to resubmit final assignments or exams. Specifically, students in the modular route (block delivery) are subject to comprehensive assessment criteria aligned with the academic standards. Should a student fail to meet these criteria initially, they are provided with structured support and opportunities for resubmission, ensuring that they have the chance to demonstrate their knowledge and achieve their academic goals within the designated timeframe of each module. All policies and regulations are published in the student handbook and communicated during orientation, ensuring that students understand how failures or delays are handled fairly and efficiently under both delivery modes. The commitment to maintaining academic integrity and supporting student success remains paramount across all delivery modes, including the modular approach. LCA College continually reviews and refine all policies to uphold these standards while adapting to the evolving needs of our student community.	
If the College is intent on actualising its internationalisation policy, it needs to give some serious attention to the recognition of possibilities available for mature students who have travel restrictions.	LCA College appreciates the focus by the EEC on the needs of mature students, particularly those facing travel restrictions. LCA College would like to clarify that is fully committed to ensuring that mature students with travel limitations can benefit from our internationalisation strategy. In line	Choose level of compliance:

	with the regulations set by the migration authorities in Cyprus, international students must obtain a visa from the migration authorities to be eligible to commence their studies in Cyprus. These requirements are a standard part of the process for all international students, ensuring compliance with national immigration policies.	
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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
Current premises are not accessible to students with mobility challenges. However we are aware that the College is actively considering relocating.	LCA College thanks the EEC for raising the important issue of accessibility for students with mobility challenges. LCA College has made several arrangements to ensure that no student is disadvantaged. It is worth mentioning that for the moment being none of the registered students are disabled. These measures include: - The installation of ramps and a lift to facilitate access to different levels of the current building. Reassigning classes to the ground floor for students who use wheelchairs, ensuring they can participate in all academic activities without difficulty. It is important to highlight that the College's infrastructure is fully equipped to support the effective delivery of the Bachelor of Arts in Education program. Over the past five years, the program has been delivered successfully within our purpose-built facilities, which meet all pedagogical, technological, and accessibility requirements. The program has steadily gained popularity and is now well-regarded among prospective students from Larnaca and the wider Larnaca district, reflecting both its academic quality and relevance to local educational needs.	Choose level of compliance:
Despite the EEC being asked to consider accrediting the programme for a blended mode of delivery, there is a lack of clarity around key	LCA College appreciates the feedback and understands the need for clarity around the technical	Choose level of compliance:

aspects associated to the technical support which staff and students will need in practice.	support required for both staff and students. While the Bachelor of Arts in Education remains a fully conventional program, we would like to assure the Committee that the College has invested significantly in establishing mechanisms to support e-learning elements across its academic environment. These mechanisms not only future-proof the delivery of education but also enhance student engagement, faculty readiness, and learning continuity when necessary. 1. Establishment of a Dedicated E-Learning Unit Recognising the evolving demands of modern education, Larnaca College has established a specialised E-Learning Unit. This unit is tasked with designing, supporting, and enhancing the digital delivery of courses and maintaining the pedagogical and technological standards required for distance and blended learning. Key responsibilities include: • Designing online course structures; • Supporting faculty in developing e-learning materials; • Providing continuous training in Microsoft 365, Teams, and other digital tools; • Ensuring accessibility and compliance with quality standards. 2. Faculty Training and Support The E-Learning Unit organises regular workshops and one-to-one sessions to train academic staff in: • Pedagogical use of digital tools; • Audio-visual content creation;	
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	• Instructional design using MS Teams 365, OneNote, and SharePoint. All faculty teaching in programs with e-learning components must meet certain ICT skill thresholds. Moreover, a support framework is in place for faculty to consult with the unit for course-specific challenges or technological issues. 3. E-Learning Infrastructure and Tools Larnaca College utilises Microsoft 365 as its primary learning platform, including: • Microsoft Teams for synchronous and asynchronous delivery; • OneNote Class Notebooks for content distribution; • SharePoint and OneDrive for collaborative work; • Microsoft Forms for assessments and feedback collection; • Viva Engage for forum-based student engagement. The Moodle platform is also maintained as a secondary environment to ensure uninterrupted access and redundancy. 4. Assessment and Feedback Mechanisms The College has developed assessment strategies for DL environments that are equally applicable when e-learning elements are used in conventional settings: • Online quizzes, proctored exams (via ProctoredU), case studies, projects, and discussions; • Formative and summative feedback mechanisms; • Performance tracking and engagement analytics through Teams Insights. 5. Study Guides and Course Design	
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	All courses, including those in the BA in Education program, are supported by Study Guides that: • Outline weekly objectives, activities, and bibliographic resources; • Encourage independent learning and self-assessment; • Are regularly updated for academic relevance. 6. Student Support and Inclusivity E-learning support for students includes: • Training videos and manuals available on the College website; • Live and recorded webinars for technology orientation; • Accessibility tools like Immersive Reader and live captions; • Dedicated online helpdesks and IT support channels. 7. A Future-Ready Learning Environment While the BA in Education is currently delivered through conventional face-to-face instruction, these institutional resources allow for: • Immediate adaptation to hybrid or online modes if needed; • Integration of e-learning elements to enhance the conventional learning experience (e.g., digital resources, virtual discussions, interactive assignments); • Support for students with diverse learning needs or remote access limitations.	
Because the specific mode of assessment is not clearly indicated in the application documents under review, it is not clear whether students actually engage in research-oriented projects and	LCA College thanks the EEC for the insightful comments regarding the application documents and the concern about the clarity of the mode of assessment and the	Choose level of compliance:

whether staff who are research-active in Education, involve students in their projects.	involvement of students in research-oriented projects. LCA College would like to confirm that the assessment for the programme of study will include a combination of research-oriented projects, written assignments, and examinations. The programme is designed to encourage critical thinking and independent research, which aligns with our broader educational objectives. As part of the curriculum, students will indeed engage in research-oriented projects that foster academic inquiry, problem-solving, and practical application of their knowledge. Moreover, to further support the commitment to fostering a research-driven environment, LCA College has recently revised its research policy regarding the involvement of staff. This updated policy emphasizes the importance of research in both teaching and learning, encouraging staff to collaborate with students on research initiatives and ensuring that students are provided with opportunities to develop their research skills throughout their studies. The revised policy also strengthens the support structures for students and staff engaged in research activities.	
Support for student mobility needs improvement. The exploration of short-term mobilities (eg. through blended-intensive programmes - BIPs) and international weeks could offer a solution to the challenges.	LCA College has taken concrete steps to enhance support for student mobility abroad. LCA College expanded the Erasmus+ agreements to include Blended Intensive Programmes (BIPs) and short-term study exchanges, which give students the chance to have international learning experiences without long interruptions to their studies. LCA College regularly informs and assists students in applying for these short-term mobilities and organize pre-departure orientation as well as post-mobility integration sessions.	Choose level of compliance:



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6. Additional for doctoral programmes (ALL ESG)

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)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
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D. Higher Education Institution academic representatives

Name	Position	Signature

Date: 02/05/2025

