



**OFFICIAL REPLY TO THE EXTERNAL
EVALUATION COMMITTEE BY
LARNACA COLLEGE**

RESPONSE TO THE EXTERNAL EVALUATION COMMITTEE

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Introduction

Firstly, we would like to express our sincere gratitude to the External Evaluation Committee (EEC) for the constructive recommendations made and the CYQAA for promoting an ethos and philosophy of Quality in Education.

It is noteworthy that, there was a thorough and in-depth analysis, evaluation with a helpful, encouraging and practical discussion with enormous benefits for all participants involved. The insightful recommendations, provided us the opportunity to further improve the quality and ensure a promising new academic program to prospective students.

In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information to explain the actions taken to ensure that the newly proposed program is of high quality.

1. Study program and study program’s design and development

1.1 Policy and Quality Assurance

Comments by the EEC: Areas of improvement and recommendations:

- As stated during the online site visit, the EEC did not express critical concerns as to the QA policy approach.
- But, the EEC stressed at multiple times that the specific nature of the Bachelor in Education program was not reflected in what was being described. Most of the information rather reflected the generic “machinery” that guarantees QA, but not the specific machinery that might be needed for this specific Bachelor in Education program. Rereading these sections in the application will help the applicants understand that little information was given that showed how the “machinery” should/could/could cater for specific aspects of the Bachelor in Education program.
- From the understanding of the EEC, the current QA approach is based on the other Larnaca College programs. This might not always be effective to meet the demands of the Bachelor in Education program. An example is the strong emphasis in the latter program on the School Experiences, the emphasis on another type of research competences, a focus on other society stakeholders. Describing the specificity of the Policy when looking from the perspective of the current application could benefit all parties involved.
- The involvement of the IQC has to be reconsidered. Giving a maximum score in relation to each indicator in the framework is not realistic given the mistakes that the EEC could identify.

Response by Larnaca College:

We have already clarified to the EEC and demonstrated with practical examples our focus on Quality and enhance standards which, we have in place in order to fully comply with ESG 2015 and CYQAA requirements. Nevertheless, it is quite understandable that during a virtual examination important points may have been neglected.

Larnaca’s College policy for Quality Assurance is not only based on process and procedures in order to get the job done. Larnaca College promotes an Ethos of Quality Culture in

everything we do. We firmly believe and demonstrate that: Quality Academic institutions are comprised of quality Educators (with International experience) and researchers (Faculty and Administration) who produce/offer the highest possible standards of quality in Education.

In addition, we have very carefully and in a collective effort developed a new handbook specifically for the proposed new program, BA in Education, which highlights in detail the important elements of Quality Procedures and Quality Assurance which will safeguard and secure Quality Standards in education in line with the European Standards and Guidelines. We have also emphasized that an external quality verifier will be used who will have direct contact with the Rector, the Academic affairs and the College Council which is something that will significantly boost the quality procedures, and it is clearly mentioned in the New Handbook which has been uploaded in the drive, and it will be included it in the appendix once again.

The suggestions of the External Evaluation Committee that the proposed program of study needed some extra design and development work, to deliver a fully-fledged program that reflects a consistent and shared educational approach were taken into serious consideration.

The development and recognition of citizens' knowledge, skills and competences are crucial for the development of individuals, competitiveness, employability and social cohesion in the Community. Such development and recognition should facilitate transnational mobility for workers and learners and contribute to meeting the requirements of supply and demand in the European labour market. Access to and participation in lifelong learning for all, including disadvantaged people, and the use of qualifications should therefore be promoted and improved at national and Community level.

Furthermore, the proposed program was developed after extensive consultation with experts in the field of education. The curriculum was developed and will be constantly updated in accordance with market demands and student/teacher feedback, who are considered to be the key stakeholders. The many specialists involved from both Larnaca College and professional life guarantee, together with feedback of the students, the outstanding quality, the scientific nature and the practical orientation of the program. This “interaction” is vital for the program and very relevant to keep a good balance between various components of the program and the education sector.

Quality Assurance is an on-going process that continues throughout the duration of a program in a formative manner as well as at the end of a program in a summative exercise. The ultimate aim is the improvement and enhancement of the program and it is important that all stakeholders – students, staff and external stakeholders – are facilitated in their engagement with the process. To ensure this the following procedures are implemented to safeguard the Quality Assurance of the Program:

1. Anonymous questionnaires for each teaching activity

The anonymous student questionnaires are administered at the end of each semester. We use the results to give an internal evaluation of the modules/teachers/teaching material/assessment method/learning activities, and to plan the didactical activities for the next year.

2. Student Representatives

Each year students from the Department of Primary Education and Preschool Education can elect a “class president”, a representative that can speak on behalf of the entire class, in order to have a direct dialogue in case of particular issues that involve all of the class. The Program Coordinator is available to deal with the issues during the semester and provides two dedicated office sessions per week.”

3. Alumni Ties

The Program Coordinator will create a network on the Internet (Facebook, LinkedIn, Twitter) in which prospective students can meet alumni in order to gain information, tips, suggestions and opinions. We will make efforts to have former students engaged, who were positively influenced by the program, so they can share their feelings with the others.

It is also important to mention the two supportive seminars which had taken place before submitting the proposed program of study pertaining to the Quality Assurance.

1) A seminar which was presented by a collaborating Establishment” university of |Thrace” By Professor Vassilis Tsiantos who has practically demonstrated important features, of quality assurance. Lessons learned from Accreditation agencies.

2) A second seminar was presented by Nacia Charalambous from the State University of Cyprus, with a Topic, “Educate the Educator, Quality in Education”

1.2 Design, Approval, on-going-monitoring and review

Comments by the EEC: Areas of improvement and recommendations:

- A key element in designing and developing an academic/professional program is fitting the needs of society. The EEC appreciates the pragmatic choices in designing and developing the program but kept repeating how they felt that the perspective of the society needs seem to be missing. Given the future employment of graduates in Cypriote schools, little information was found that explored the problems, needs, issues that teachers in these schools are confronted with: dealing with drugs, with aggression, with aggressive parents, with a non-manageable diversity in attainment levels, unwilling principals, unrealistic demands from the curriculum, lack of mastery of the school language ... Also in Cyprus teacher attrition is a problem with many teachers dropping out of the profession already after a couple of years. The latter observation gave the EEC the feeling that society stakeholders might have been too little involved in the definition of the competence framework of the list of generic competences that are required of future teachers.
- In terms of the “framework” that guides the design of a program, the EEC was presented with a list of generic and a list of specific learning outcomes. The validity of this list was not very clear. The EEC asked to ground the framework by linking it to (a) international teacher competence frameworks and (b) the national teacher qualifications framework. This validation exercise might help the design and development team to upgrade the course design.
- Start from a competence framework that fits teacher education to validate the content of the courses: what is critical, what can be omitted? Focus on what students have to do with the content in terms of their academic and professional competences. A solution related to this recommendation is to develop a ‘matrix’ that shows how courses interact with competences/learning outcomes. This will help the applicants to identify blind spots in the curriculum or overloaded spots.
- The EEC appreciated the pragmatic and inductive program design approach. But the EEC also stresses the need for more discussions among the staff to develop a shared

understanding of what each understands, stresses, adopts ... The instructional design of the program is based on “courses” this is a valid choice that is not criticized by the EEC. But this choice has well-known risks: a lack of collaboration between courses, a lack of guaranteeing interconnection at the horizontal and vertical level ... Examples are: Why is the course about sociology not linked to the course about interculturality? Why is “doing research” only made explicit in the dissertation-oriented courses and not in the other ‘academic’ courses?

- The shared nature of some design decisions is not yet clear for the EEC. For instance, what is the typical kind of research that is being pursued in every course and in the program as a whole. How does every course contribute step by step to the research competence?
- Next to very specific course related learning outcomes, there is a number of teacher competences that is generic in nature and starts from the critical needs in Cypriote schools. We already asked for a list of these critical competences. They can e.g., be related to dealing with this diversity in students (SES, multilingualism, prior knowledge, migration status ...). But dealing with this type of competences cannot be solved by adding a course about “diversity” in the curriculum. This kind of competence should be a central point of focus in every course. Language difficulties in future student populations in schools will affect whatever course tackled in the program. The same applies to classroom management related competences, parent participation issues, leadership issues.
- A last recommendation is to look at the language being used in defining the learning outcomes (‘Bloom’s Taxonomy) and the label ‘courses’ versus ‘modules’, versus ‘units. These concepts are now used intermittingly, but they have a specific meaning that might not be applicable to this program. We question e.g., whether the concept ‘modules’ is correct. It seems a concept that is inherited from the Business Administration programs that are set up in a flexible way.

Response by Larnaca College:

Once again, we would like to express our appreciation to the EEC for their suggestions that, the proposed program of study needed some extra design and development work, to deliver a fully-fledged program that reflects a consistent and shared educational approach. All

suggestions were taken into serious consideration and Larnaca College has practically implemented all the suggested amendments/ recommendations which were made.

The general purpose of the proposed program of study is to contribute to the satisfaction of the national, social, cultural and developmental needs of the place and the production of knowledge in the field of Education, and reflect the requirements of a potential candidate to be employed in Primary , Pre –primary and Early childhood Education. To achieve the above general purpose, the structure, composition and in general the design of the program consists of modules, some of which constitute a common frame of reference for all three specialisations (content - knowledge, skills) while then each specialisation focuses on specific modules, directly intertwined with the epistemological, empirical-practical framework as well as that of the skills of each.

The structure and content of the proposed program is directly related to the Success and Adequacy Indicators of the Ministry of Education, Culture, Sports and Youth of Cyprus; the diagnosis of the different needs and the point of educational development of each student is facilitated and implemented with reference to the Success Indicators, while the support of the development and the satisfaction of the identified needs is facilitated and implemented with reference to the Competency Indicators.

Indicators include all types of learning, i.e., information, concepts, skills, way of thinking and strategies, attitudes and values that the student is expected to develop through education, as learning outcomes, which certify his development and abilities in all three specialisations. The learning outcomes provided in course descriptions and in each module which have been **revised and updated** based on Bloom's taxonomy, are based on educational standards, qualifications and assessment standards along with Bloom's taxonomy, cognitive: mental skills (Knowledge), affective: growth in feelings or emotional areas (Attitude or Self) and psychomotor: manual or physical skills (Skills), as they are described in another section of this paper, for each academic path. Through these (modules) the teaching of the material is achieved at the same time as the shift "from the teaching of the material to the teaching of students", points that define today the quality teaching and education. Through the proposed modules, the completion of each specialisation creates a solid student profile with the required knowledge and skills provided based on it. The dynamic combination of modules within each pathway, on the other hand with / or common modules as the basis of education, allows the emphasis on the development of skills, the cultivation of critical thinking and

creativity, in attitudes of lifelong learning, coexistence and cooperation, so that learning outcomes to provide the basis for quality of life and effective activity in modern society.

In addition, the development of the proposed program of study is also based on the Referencing of the Cyprus Qualifications Framework to the European Qualifications Framework for Life Long Learning (2017), which outlines the referencing process of the Cyprus Qualifications Framework (CyQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (GF/EHEA) and its application to a system of awards in education and training. Based on that, the proposed modules in all three academic paths reflect the aims of each path respectively.

Specifically, the Pre-primary and Early Childhood education programs aim at providing equal access to quality educational programs, to all children furthering children's social, cognitive, emotional and psychomotor development. These programs, also intend to satisfy children's basic needs for a wholesome personality development in an experiential environment and enhancing their opportunities for success in primary school.

More specifically, the main purposes of the Pre-Primary and Early Childhood education program are:

- The production and transmission of knowledge in the scientific field of preschool education.
- The improvement of the quality and effectiveness of preschool education.
- The promotion of basic and applied research in preschool education.
- The production of research-based positions that will contribute to the development of educational and social policy in relation to the age range of 3-6 years.
- The contribution to the promotion of equality of education through the normalization of social inequalities concerning preschool children.
- The identification, study and research of educational problems in relation to preschool education.
- The training of the necessary staff for the staffing of the kindergartens in the public, but also in the private education of Cyprus.

Expected learning outcomes:

Upon successful completion of the program, students are expected to:

- Learn the pedagogical principles of preschool education through the study of the history of education and the modern bibliography that concerns modern curricula to work in the context of quality preschool pedagogy.
- Familiarise with the content related to the pedagogy of preschool pedagogy, the Theories of Learning and Development and the cognitive subjects as mentioned in the Curriculum of Preschool in order to promote effectiveness in learning.
- Know the developmental (developmental) and learning (cognitive) stages and skills of preschool children, in order to respond appropriately to the developmental and learning needs of each child individually and each group of children and to normalize social and other inequalities.
- Develop skills in organizing and implementing the various forms of learning organization (e.g., free and / or structured play, project method, structured activities) applying differentiated activities and responding to educational policies.
- Organize the environment and space based on their learning and developmental goals and will select developmentally appropriate materials, tools and toys to create suitable spaces in kindergartens.
 - Develop skills in observing, documenting and evaluating children's development and learning and identify educational problems.
 - Develop communication and collaboration skills with parents and other professionals in their workplace.
 - Create a learning community respecting the cultural, linguistic, social and religious particularities of children and their families.
 - Form a professional identity of a teacher who is actively involved in research processes and makes a critical analysis of the literature on research topics related to preschool to strengthen his / her practice.

Accordingly, the main goals of the program in the direction of Primary Education are:

- The production and transmission of knowledge in the field of Primary Education
- The promotion of quality and equality in education
- The production of research-based positions that will contribute to the development of educational and social policy
- The identification, study and research of educational problems
- The pedagogical training of candidates for primary education teachers

- ★ Expected learning outcomes: With the successful completion of the primary education program, it is expected that students will acquire the relevant knowledge
- ★ and skills related to the sciences of education, in order to be able to serve in primary education schools.

More specifically:

- They will set goals, plan lessons and develop learning material according to the curriculum, the needs of the student and society.
- They will use methodological schemes and strategies, taking into account the students, the subject and the classroom environment.
- They will evaluate with valid and reliable means the degree of achievement of specific learning objectives.
- They will be sufficiently trained to be able to contribute constructively to the educational, cultural and cultural events of Cyprus and to meet all modern challenges.
- They will be able to identify, study and investigate educational problems.
- They will be able to produce research-based positions that will contribute to the development of educational and social policy

According to the Handbook of the Research Project: “Establishing a knowledge base for quality in education: Testing a dynamic theory of educational effectiveness” (promoting quality of teaching: a dynamic approach to teacher professional development) is revealed that professional development is more effective if the teacher has specific (critical) competences. Furthermore, according to the handbook of European Commission for supporting teacher competence development for better learning outcomes, conceptualisations of teacher competences are linked with visions of professionalism, theories of teaching and learning, quality cultures and socio-cultural perspectives - with tensions between diverse approaches. Teachers’ ability to draw conclusions and take decisions collaboratively, collecting and analysing evidence (such as pupils’ learning outcomes, or external assessment or evaluation data) are fundamental for the development of an ‘evidence culture’ in education (Taylor & Nolen, 2004). An understanding of teacher competences, as ‘dynamic combinations of cognitive and meta-cognitive skills’ (González & Wagenaar, 2005), implies that there are four fundamental aspects: learning to think, know, feel and act as teachers (Feiman-Nemser, 2008).

Common ground across different cultures on the nature of teaching, teachers' learning and teachers' competences can be outlined in six broad paradigms, which should be seen as integrated, complementary aspects of the profession (Paquay & Wagner, 2001):

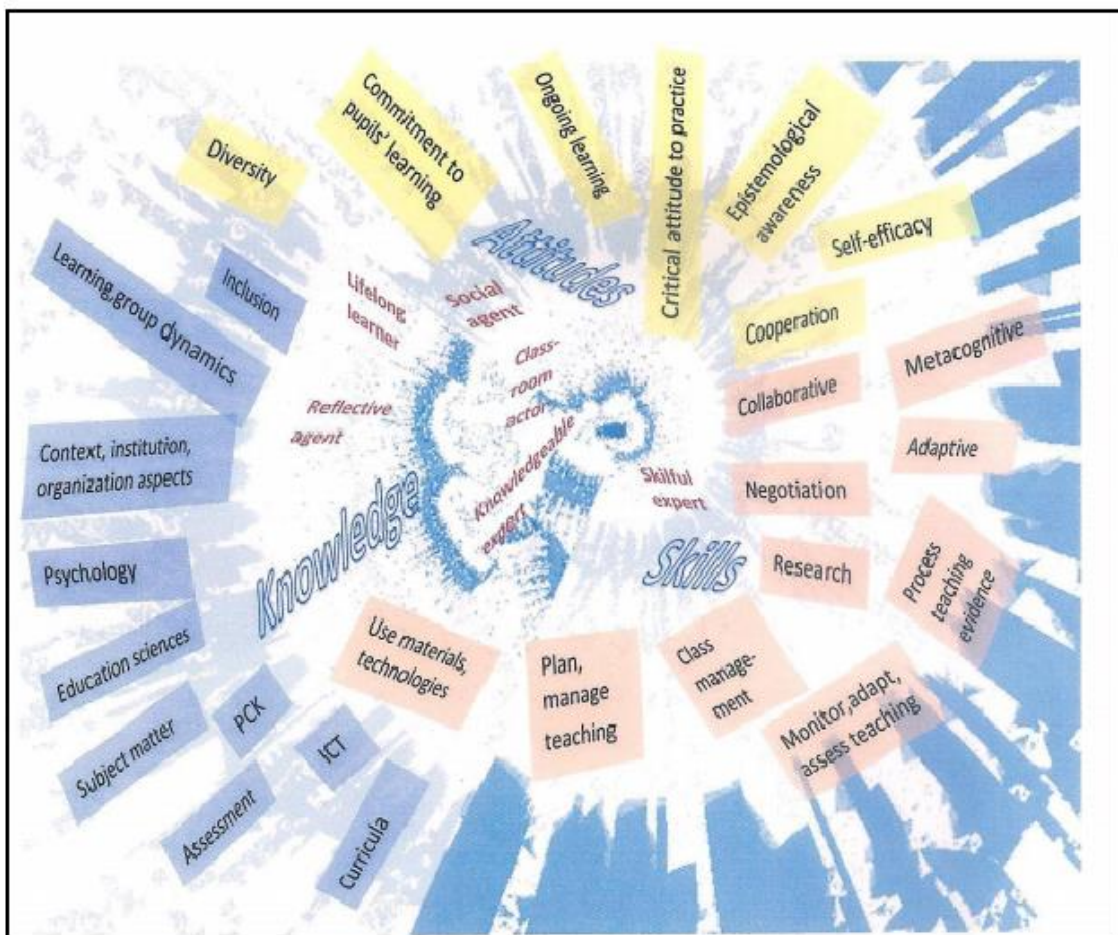
- the teacher as a reflective agent
- the teacher as a knowledgeable expert
- the teacher as a skilful expert
- the teacher as a classroom actor
- the teacher as a social agent
- the teacher as a lifelong learner.

This framework was a point of reference as a useful tool for analysis and dialogue, according to a systemic view of the teacher's professional development, in its tensions between person and institution, product and process, and what is desirable or possible in order to compose the modules of the proposed program. This expands to the learning outcomes which reflect the competences of teachers. This framework, resonates conceptualizations of six broad, interlocking areas of teacher expertise, which require both individual teacher learning and higher-level developments within the teaching-learning system (Schatz & Wieser, 2002; Schratz et al., 2007):

- reflexivity - developing professional thinking and discourse, based on situated pedagogic issues and experiences (Bastian & Helsper, 2000);
- professional awareness - the conscious expertise of the teacher, as both subject-based and transversal, individual and within wider organizational structures (Bauer, 2000);
- individualization - the knowledge, skills and attitudes to deal with diversity and inclusion – multicultural, gender and special needs issues – with a multi-perspective pedagogy based on appreciation of difference and respect (Prenzel, 1995).
- cooperation - the teacher's actions and attitudes oriented to dialogue and interaction in social contexts and professional communities - viewed as one of the aspects mostly needing development in school organizations (Bastian & Helsper, 2000; Terhart & Klieme, 2005);
- personal mastery - a pre-requisite for the previous ones, entailing creativity and vision, in deliberate, informed, effective professional thinking, knowledge and action (Reh, 2004);

- a sixth integrating area, combining all domains into a whole - the teacher's specific action, situated in a specific context structure – with the teacher's responsibility in actively shaping it and developing knowledge (Senge, 1996).

We were also influenced by the picture below, which can convey an overall view of the competences of teachers, as embedded in multi-level systems characterized by diversity and change.



Picture: Teacher competences: a fractal view (Caena & Margiotta, 2008; Paquay & Wagner, 2001, picture taken from the Education and Training Monitor, 2019)

We strongly believe that this list and framework are "a must" for the teaching profession in modern society. Taking into consideration the aforementioned list and framework, the design and the contents of the proposed program of study, which are based on the Cypriot educational context reflects the Education and Training Monitor 2019. The program team worked having in mind these guidelines to produce and revise all the modules (based on their

learning outcomes, the teaching methods and the assessment of the students). This framework is described in detail below:

First of all, we need teachers that are "modern teachers". 'The role of each teacher as a "modern teacher" (Flores & Day, 2006) is characterized as complex and multidimensional and includes at the same time many sub-roles, within the globalized learning environment (Tour, 2015).

What modern society requires in addition to the teacher is to be a "renewer" and 'motivator', that is, to be constantly informed about the new developments that take place at the psychological, pedagogical, socio-cultural level, as well as at the technological level, and, mainly to have ingenuity, flexibility and ability to adapt to new roles (Morfi, 2017). Also, the profile of the teacher today is clearly deleted, through the quality of his / her theoretical training, the level of his / her know-how and the overall adequacy of his / her psycho-emotional and social identity (Morfi, 2017). In particular, general education, vocational training, initiation into psychopedagogical research and intercultural education are the four areas that should compose the content of a European teacher's education (OECD, 2011). Therefore, the role and the general profile of the teacher go hand in hand and are co-formed by the wider social interactions that characterize the school context but also by the course that the institution of education traces over time (Filippaki, 2012).

The educational profile is co-formed on the one hand by the teachers' personalities, experiences, ideologies, their integrated perceptions, their worldview, their cognitive equipment for the profession, creativity, as concepts that are transferred from one context to another, but at the same time, they change in relation to specific contexts and over time (Burnett, 2016).

The teacher as a member of an organized social group, such as the school, is subject to specific obligations and is called to play his / her role in a specific socio-cultural context, following specific requirements and expectations of social groups and organizations that have a direct or indirect relationship with the school (Douskas, 2007, in Morfi, 2017), a point that is demonstrated and observed in the Public Primary Education of Cyprus. However, teachers as performers of motivation, are given substantial autonomy over their own teaching practice. This is reflected in both the national curriculum as well as in the evaluation system. The structure of the teacher's profile which is in line with the current digital literacy framework

frames him / her as a critical user, analyst and reader of the content, the context, the digital tools and media that promotes both their promotion as texts, as well as their expression in the broader context in which they are placed (historical, political, social). This framework frames them as educators with a hybrid and cyberspace type of mindset (insiders) and seeks to cultivate and develop personal and professional / educational knowledge and "survival" skills in a generation experiencing continuous technological change (Burnett et Merchant, 2018).

Each teacher has to be presented as an active and skilful subject, open to challenges, changes and influences, which nevertheless conversed with her embedded perceptions of language, literacy, New Technologies (Burnett & Merchant, 2017). Furthermore, a teacher needs to have an active role in constructing knowledge (teacher as action researcher) and a clear focus on specific skills which are linked to everyday teaching and have been found to be positively related to student progress. In addition, a teacher has to be effective, focusing on human characteristics, communication skills, classroom management skills, leadership skills in order to handle students and parents respectively in every emerging situation. Furthermore, a teacher needs to collaborate with colleagues (collective critical reflection - opportunities for collaboration and networking among teachers in the same school, the same class or teaching the same subject), the content relates to, and is situated in, the everyday teaching practice (emphasis on teaching skills), the content is differentiated to meet individual developmental needs (linked with formative evaluation results), and the possibilities and limitations of the workplace are taken into account. Additionally, a teacher has to be able to promote students with critical perspectives of the knowledge and the world in order to become (digital) critical pedagogical subjects.

The cultural composition of Cyprus is not very different from other member states of the European Union, therefore the teaching framework is consistent with EQF and there are some differences based on the Cypriot educational context, in the clauses of the Ministry of Education and Culture, as mentioned and analyzed above, on the basis of the milestones of the Curriculum for Primary and Pre-Primary Education, the success indicators and the adequacy indicators. Nevertheless, but very important to note, is that due to globalization, Cyprus is also an island flooded with multiculturalism, multilingualism, migration status and pluralism, a field in which education plays a key role both for young children growing up here and for adults whose Greek language is not their mother tongue. Therefore, the modern

teachers of the Cypriot reality, have to be able to "face" on the one hand the multilingualism in their teaching, and on the other hand, the presence and use of the Cypriot dialect by the locals both in the production of oral speech and in the production of written speech. Therefore, the candidate teachers must be trained with knowledge that concerns both the teaching of the Greek language as a second language and the use of the Cypriot dialect as an idiom of the Common Modern Greek used in specific teaching contexts (e.g., Language, in specific genres etc.).

The future graduates and eventually as teachers employed in Cypriot schools should be able to handle very important issues and needs that emerge in and out of school content and context and be able to understand and have a clear perspective of the society's needs. To begin with, they have to be aware of the Cypriot reality (along with an understanding of the international reality). At the same time, they should have the skills that will allow them to deal with issues such as aggression, aggressive parents, non - manageable diversity in attainment levels, unwilling principals, unrealistic demands by the curriculum, lack of proficiency of the school language etc. These knowledge and skills should be constantly developed as they belong to lifelong learning skills. However, students will have the opportunity to enhance and develop their knowledge and skills through the new or revised modules such as Learning Disabilities, Diversity and Exclusion, Educational Administration and Management, Assessment of Learning in Primary School, Assessment of Kindergarten Learning, Theory and Methodology of Teaching, Educational Technology and Social Issues in both academic pathways, Comparative Pedagogy and of course through their practical experience – training. Additionally, students will have the opportunity -through the first phase of practical training- to understand the authentic framework of teaching and learning in a heterogeneous (linguistically) student population with different behaviors (acceptable and unacceptable), in a specific space-time. This will be based on specific provisions of the National Curriculum, based on the policy of each school, through observing lessons, having discussions with the class teachers (mentors), as they will be attending school units for quite some time for their classrooms and lessons observations required for the School Experience I module. This experience will be further enhanced by the other three practical experience phases (School Experience II, III, IV), where students will be required to teach and will face all the difficulties - conditions that teachers face in an authentic teaching context. During this process they will have the help and guidance of an academic member of Larnaca College and their school mentor if possible.

In order to prepare effective and well-informed teachers we proceeded to some changes. From the compulsory modules, we replaced the module Intercultural Education and Training with the module Diversity and Exclusion and merged Modern Greek Language I and Modern Greek Language II in one module which was renamed as Structure of the Greek Language. Additionally, we replaced the module Digital Technologies in Education with the Computer Introduction and also added in each academic path an elective module as Educational Technologies in Primary Education and Educational Technologies in Pre-Primary Education respectively. Furthermore, we moved the module Theory and Methodology of Teaching from the elective modules in Primary Education to the compulsory modules, and the module Children's Literature and Creative Writing from the compulsory modules to the elective modules in the Primary Education. The module Developmental and Educational Psychology contains the modules Developmental Psychology and Educational Psychology and Learning Theories which were merged in one module. Finally, we moved the module First Writing and Reading from the compulsory modules to the elective modules of Primary Education; and added two new modules: Learning Disabilities and Educational Research Methodology in the compulsory list of modules.

Moving to the academic path of Primary Education, we removed the module Laboratory and Experimental Approach to Concepts of Physics because its content was mostly covered in the module Teaching of Science in Primary Education. As discussed above, we implemented a new module named Educational Technologies in Primary Education. We also merged the modules Art Education I in Primary Education and Art Education II in Primary Education in one which is named as Teaching of Art Education in Primary Education and respectively, we merge the module Physical Education I in Primary Education and Physical Education II - The Teaching of Physical Education in Primary Education in one which is named as Teaching of Physical Education in Primary Education. In addition, we added new modules as Emerging Literacy, Comparative Pedagogy, Assessment of Learning in Primary Education, Teaching of English in Primary Education. Finally, we merged the Dissertation I and Dissertation II in one module Dissertation.

In the academic path of Pre-Primary Education, we renamed the module Language Education in Preschool age as Literacy in Preschool Education, we also merged the Dissertation I and Dissertation II in Dissertation and added two new modules: Assessment of Preschool Learning and Educational Technologies in Pre-Primary Education.

In a similar way, in Early Childhood Education, we merged the Dissertation I and Dissertation II modules and created a single module, with the name Dissertation, renamed the module Language Education in Preschool age as Literacy in Preschool Education and added a new module, Assessment of Preschool learning.

The new modules' content either added and/or revised is described below. Please note that most all modules were revised based on Bloom's Taxonomy. The expected learning outcomes were based on Bloom's taxonomy as presented in the appendix (Annex 2 – Module Descriptions):

Diversity and Exclusion: Cypriot schools welcome students from other countries and society expects education to play an important role in their successful integration, enabling them to contribute creatively to society as a whole. This module emphasizes the self-image of the different child/ individual, and the relationship between family and school, with a focus on how prospective teachers can support the children's educational progress. Thus, the objectives of the module are to train future teachers in matters of managing diversity and promoting learning in order to respond more effectively to the needs of students with immigrant biographies attending public and private schools in Cyprus. Upon successful completion of the module students will be able to learn about the language, religion, culture, ethnicity, etc. diversity that characterizes modern multicultural societies. In addition, they will be aware of the needs that arise in the context of meeting and interacting with individuals or groups of different ethno-cultural backgrounds and will have understood the basic principles of "recognition" and management of diversity in the context of Intercultural Pedagogy. In this endeavour, both academic and literary texts are used.

Structure of the Greek Language: The module has two main objectives. On the one hand, to present the language through its prism modern linguistics, focusing on its function as a communication system and presenting the basic levels of analysis of the Greek language (phonetics / phonology, morphology, syntax, semantics) both from the point of view of modern grammar and from timeless view. On the other hand, to discuss the teaching of language structure in school examining didactic approaches that have been applied to language teaching such as structural-functional grammar, communication and systemic functional grammar. The aim of the module is the coupling of modern linguistic analysis of the structure of language and modern didactic approaches for teaching the language module.

Computer Introduction: This module is an introduction to basic concepts of computer science. The main objectives of the module are to support students to be able to understand the multiple ways which computer science affects our life and how it affects the teaching and learning, use computers as a teaching and learning tool and of course to have a general knowledge and awareness about understand the Microsoft Office software's (Word, Excel, Power Point, Paint, Publisher), internet searching engines, emails, and web 2.0 tools (blogs, wikis, chat, podcasts).

Educational Technologies in Primary School. The objectives of this module are: 1. The development of technological pedagogical knowledge of content. 2. The construction and application of teaching design knowledge with its use digital technology. 3. The integration of technology - enhanced learning activities in the curriculum of primary education. 4. Understanding the relationships between learning theories, teaching approaches and digital technology. 5. The evaluation of open and closed type software programs. The development of constructive learning activities with conceptual software mapping, digital narration, modelling / simulation and educational robotics

Educational Technologies in Kindergarten: Objectives of the module are: the construction and application of teaching design knowledge using digital technology, the integration of technology-enhanced learning activities into the analytical pre-primary education program, the understanding the relationships between learning theories, teaching approaches and educational technology, the evaluation of open and closed type software programs and the development of learning activities with conceptual mapping software, digital storytelling, simulation and educational robotics.

Emerging literacy: The main purpose of the module is to familiarize students with pedagogical principles and knowledge concerning the transition of children from emerging literacy to systematic teaching conventional literacy in primary school. Hence his goals module (a) understanding the basic principles and parameters of language acquisition and emerging literacy; (b) the examination of first reading and writing instructional models, and approaches to first school literacy; (c) the examination of the first reading and writing in the context of broader pedagogical approaches to its teaching language (e.g., functional, communicative, critical models) and in relation to didactics utilization of literature, multimodality, and digital literacy.

Teaching English in Primary School: The module will introduce students to the following areas: The development of basic approaches, methods and techniques in the field, the teaching of receptive skills to young students, the teaching of passive skills to young students, the teaching of grammar and vocabulary to young students, the value of bilingualism / multilingualism to young students, the design and development of materials, the design and delivery of a lesson plan, the role of technology in the teaching of young students, the methods of assessment of students' language skills

Comparative Pedagogy: Familiarity with basic concepts such as 'educational relationships', 'educational lending', 'context', 'comparative argument', 'educational system', 'space', 'time', 'state', 'identity'. Decomposing misconceptions about CF (e.g., comparing only education systems, studying education exclusively in two or more countries, or looking for 'similarities' and 'differences'). Study of contemporary phenomena, such as globalization, internationalization, European integration, neo-imperialism, and their relationship to education. The role of international organizations and non-governmental organizations in global and national education. The dialectic of the global and the local. European education policy. New trends in international education (administrative decentralization, parental choice, performance, performance indicators, educational market, etc.). The "Finnish model" - the Prussian, the Soviet and many other "standards". Advantages but also risks arising from the comparative approach. The use and abuse of SE and its relationship to education policy and educational reforms. Importance of the CC for Cyprus. Cypriot education as a product of loans and foreign influences.

Assessment of Learning in Primary School: The module aims to familiarize students with the basic terminology of educational assessment, its basic forms as well as various techniques for assessing knowledge, attitudes and skills in the field of benchmarking and formative assessment. It also aims to help students practice developing, analysing and evaluating tools that could be used to assess primary school learning. Finally, the module aims to help students to know and use ways to present and communicate the results of the assessment and use the results to inform their next teaching activities.

Assessment of Preschool Learning: The purpose of the module is to help students to study issues related to the process of assessment of students in kindergarten. Students will have the opportunity to deal with issues related to assessment methods, tools, problems and practices of student assessment. Emphasis will be placed on students' oral assessment methods,

performance appraisal, portfolio development, observation methods and recording, and the importance of developing initial assessment mechanisms. Students will also be familiar with the basic terminology of educational assessment and its context, as well as the main purposes of assessing student performance, perceptions / attitudes and skills.

Theory and Methodology of Teaching: This module, was a specialized module in the primary education pathway. Taking into account the comments of the committee, we moved it, after making some changes to the list of mandatory modules. This module explores concepts of teaching and learning. Didactics as a scientific field. Historical genealogy of the field of General Didactics within the Sciences of Education. Theoretical foundation of teaching in philosophical-pedagogical approaches and eclecticism. Lesson planning as a problem-solving process and the professional autonomy of teachers in the classroom. Lesson structure and content (targeting, conditions-student population, materials-means, organization of children-classroom, course of activities and forms of teaching, evaluation and evaluation). Micro-teaching as a tool for teacher development. Development and realization of lesson plans, observation and reflective discussion of teachings. Discussion of the concepts of teaching as "good" and "effective". Modern approaches to teaching and learning e.g., differentiation and individualization of teaching, collaborative learning, interdisciplinary approach, exploration, teaching to cultivate metacognition, critical thinking, creative thinking.

Educational Research Methodology: The aim of this module is to help students understand the basic methodological approaches in the field of educational research. In this module students have the opportunity to undertake a research project and gain the ability to judge the quality of an educational research. The various types of research and the stages of their conduct, the process of developing research tools, the processes of collecting and analysing quantitative and qualitative data, checking the validity and reliability of a research and the writing of the research paper will be presented.

Regarding the type of research which will be conducted in each module, suggestions made were very important and decisive so that we can review as follows: A small-scale research project will be conducted in each module, either by studying literature related to the module, or in from the search for material (s) (cognitive) content from scientific journals and / or books so that students are able to actively participate in teaching as well as to be involved in individual and / or group small projects within the semester (a point that is directly related to both with

the learning outcomes as well as with their evaluation). In addition, students through assigned tasks in each module will be involved in conducting qualitative and / or quantitative research in educational contexts (either within school units, or with interviews-questionnaires to current teachers, etc.) depending on the needs and the content - goal setting of each module (again directly related to the learning outcomes as well as their evaluation). It is clarified that the performance of this type of research presupposes the teaching of the modules "Theory and Methodology of Teaching" and "Educational Research Methodology", therefore all the modules that precede it, as content modules, do not have in the evaluation of students at least as a method the conduct of research, so that students are familiar with the content and structures of conducting a research. Furthermore, we merged the proposed modules DISSERTATION I and DISSERTATION II in DISSERTATION which is not a compulsory module but an elective.

Regarding the graduates' future employability, graduates can apply and be included in the list of teachers to be appointed, where a graduate is included by submitting his / her degree, which is recognized and certified in terms of classification based on grade, date of birth. At the same time, an examination system has been established in Cyprus the last few years for the development of a new list of appointees. Successful candidates are included in the new list and can be employed for 2 years and then the same procedure takes place again. The proposed program cannot avoid the possibility of its graduates abandoning the profession, as it is a worldwide phenomenon not related to the quality of the program or teaching received. Graduates make their choices regarding the program of studies they follow, being well-aware and informed of the Cypriot educational system and reality. Abandoning the profession therefore is linked to their livelihood and personal reasons. We also need to note that the process of employment in the government sector and teacher's attrition is not very much different than the rest of Europe and in Cyprus is a secure professional path. It is also important to note that graduates can be employed in the private sector. This is explicitly mentioned in our formal application. More specifically, in Cyprus there are 170 Private Kindergartens, 30 Private Primary Schools and 39 Private Secondary Schools, which are in operation and are governed by the Private Schools Laws of 1971 to 2012.

In order to define the *competences that they expect teachers* to possess at different stages of their career, we focus on various factors such as:

- the results of research and of international comparisons such as PISA and TALIS;

- international commitments such as the Bologna process of Higher Education reform or the development of Qualifications Frameworks;
- the desire to enhance the quality or effectiveness of education;
- other system developments, such as moves towards expressing school curricula in terms of learning outcomes, or reforming the system of teacher education;
- demand from parents or other stakeholders for greater accountability in education systems.

Due to that, we focus on specific competences which are the key for the development of each teacher such as learning to think as teachers, learning to know as teachers, learning to feel as teachers and learning to act as teachers, based on the Thematic Working Group ‘Teacher Professional Development’ which comprised experts nominated by 26 European countries, and stakeholder organisations. Specifically, the society stakeholders had been part of the collective effort to prepare the BA in Education, since we had discussions with Education officials from the state and private sector and existing professionals too in order to achieve the best picture for the competences that needed for the future teachers. Furthermore, we have even discussed the development of the new program with high school students who may be potential candidates, with the Ministry of Education in Cyprus, with other (competitive) institutions and also with the municipality officials too in order to achieve the best picture for the competences that needed for the future teachers.

1.4 Information Management

Comments by the EEC: Areas of improvement and recommendations:

The above analysis made clear that some key quality indicators that normally are provided in an application are now not yet available. We suggest looking for information that is available in relation to already existing Bachelor in Education programs that are geared to Teacher Education. What are key performance indicators that can be adopted? What is the typical profile students that enrol in teacher education programs (it is well known that this is a less academic geared profile)? What are experiences about tumble stones in students’ progress and drop-out reasons? And what are the most valid definitions in terms of career paths of graduates?

Response by Larnaca College:

2. Student – centred learning, teaching and assessment

2.1. Process of teaching and learning and student-centred teaching methodology

Comments by the EEC: Areas of improvement and recommendations:

- The management of the institution and the staff stress the central role of research in the program. This raised questions; Already in relation to the design of the program the EEC asked “What kind of research involvement are you aiming for?” and secondly, they asked “How does research influence all courses? Or In what way are students involved in research activities in other courses, next to the dissertation related courses?”
- The EEC reiterates this question in this context because this standard raised the question about the actual involvement of students in research (see EQF standards)? More information should be provided to substantiate the so-called emphasis on research. We also repeat the emphasis of the EEC on defining what kind of research is relevant for future graduates that work in the specific employment settings.
- The EEC also observes how questions about research in relation to students are answered by focusing on the personal research of the staff. The latter could be a valid way 20 of responding to the request of the EEC if a clear research program is/was available that is aligned with the program design. This could help stakeholders to understand how research involvement of staff feeds back to the courses and student involvement in research.
- The EEC could detect that theoretical courses could be linked to practical training. These linkages can be made explicit. This is not only helpful for the staff but is especially helpful for students as an indicator of how they can build on the so-called theoretical courses to build up their preparation for practice.
- Make clear how the available educational technology (e.g., Moodle) is being implemented and how the affordances of educational technology enhance the instructional strategies. The focus of this information should be on the way this will enhanced “quality” of teaching (more efficient, more effective, more satisfactory). - Hardly information is found about specific educational technology that students are being introduced to that fit the demands, needs, of the school settings. Examples are observation tools, game design environment, quiz development tools, ePortfolios

Response by Larnaca College:

Regarding the EEC comments on the *link between theoretical modules* and practical training, we should indicate that we redesigned the program and proceeded to changes in the modules (additions, removals, merging) as presented above (see point 1.2). This allows for a more comprehensive and holistic performance of learning and teaching at several levels, we would say, both for the design of the curriculum and for the requested figure of the modern teacher in the 21st century as a pedagogically literate subject. In particular, in addition to content and knowledge modules, there are teaching modules that allow the connection of content with practical performance before the school experience is conducted. This structure and composition, helps students to get acquainted and gain knowledge, experience and skills for the design of topics (these points are identified through the learning outcome, description and evaluation of each module).

Regarding the research and the *actual involvement of students in research*, this is also discussed in 1.2. The emphasis on research is given through all the modules and specific through the learning process and also through the assessment methods as described in section 1.2 and it is not limited to simply the dissertation module. In particular, the module Educational Research Methodology has been incorporated as a compulsory module so that students become familiar with modern research approaches and research processes as a key point in their studies, so that they can then do their own research work, while the dissertation was kept as an elective module. About the type of research and its relevance for future graduates that work in specific employment settings, we have to clarify that students are involved with qualitative and quantitative research approaches. Through the composition, structure and content of the program, emphasis is placed on conducting research, both quantitative and qualitative, so that students are able at the end of their studies to know in depth the required research types/structures, which will prepare them appropriately and at a later stage concerning their professional occupation. Additionally, and more clarified, through the qualitative research approach, students have the opportunity to engage in data collection through interviews and / or questionnaires, decode data by creating patterns so that they can analyse it through quality data programs such as ATLAS.ti. Regarding quantitative research, students will become familiar with the collection of data through questionnaires, the quantification of data through quantitative data analysis programs such as SPSS/EXCEL. As already mentioned, and clarified in point 3.3, there is a proposed research program, directly

related to the broader cognitive, theoretical, empirical and practical philosophy of the curriculum (which is described in detail in point 3.3.), which also identifies student involvement, subject to the approval of the proposed curriculum.

Regarding the available educational platform *Moodle*, we upload all the learning material to support the students and the learning process and of course to improve the learning experience of educators. The affordances of educational technology enhance the instructional strategies and enhance the “quality” of teaching, by making the learning process more efficient, more effective and more satisfactory for students. How? On this platform, as academic staff we upload the module diagram, the presentations that take place every week, links to digital texts to be edited in the teaching, other auxiliary links for the performance of teaching (e.g., videos, etc.), instructions - steps for completing the assignments as well as the assignments that the students have to do. In addition, on this platform students have the opportunity to communicate with academic staff with an internal message, to interact with their fellow students, uploading a file for sharing - editing, peer - review, presentation of their own work, teaching, etc.

However, except from Moodle, all faculty members at Larnaca College use *additional educational technology* in order to introduce the students with the technological applications, systems and materials that fit the demands, needs, of the school settings. In the proposed program, we already had ePortfolios, but we will take seriously your suggestions in this area, and add quiz development tools such as the website word wall, live worksheets, for mind mapping the website mindmeister, additionally game design environments for synthesizing digital texts such as story book or story jumper, and toontastic3D, the Floop for correcting exercise of the students and for peer - review digitally, the padlet for a common digital teaching framework throughout the classroom digitally where each student can write their own post, record or photograph themselves, draw, browse the internet, upload material they will find digitally, answering a question - reflection raised by the teacher observation tools such as cameras and recording lessons for self-review of teaching performance (teaching methods, cognitive content, assessment methods), etc., a practice that will help them later in the school experience. Finally, there are many other educational websites per level and per subject that each teacher can choose to incorporate in his/her teaching depending on the goals he/she wants to achieve each time, always reflecting the choices to the learning outcomes of each module.

2.2 Practical training

Comments by the EEC: Areas of improvement and recommendations:

- The EEC observed inconsistencies between the sole focus on school settings as practical training settings and the projected job opportunities outside the school setting. Is there no need to offer – maybe optional or within a fork of choices – additional practical experience settings to go beyond the traditional school setting; e.g., museums, parent education initiatives, welfare centers, parent consultation organizations, publishing houses of educational materials, game designers, learning difficulties centers ...
- Check the Practicum Guide and make the “Guide” specific when priorities of the three specializations pop up.
- The application does not reflect the extent to which the College has strong and structured collaborations with the schools that will be involved in the School Experience. The application could be enriched with numbers and types of schools and also indicate whether these settings reflect the complexity of schools/settings in Cypriot society

Response by Larnaca College:

The Committee pointed out that practical training opportunities are not provided for contexts outside the school context. It should be noted here that some form of practical training will be offered to students during the lessons and exams with projects, portfolios, micro-teaching, scenarios that correspond to reality and critical discussion and analysis of various instances related to each context. Micro-teaching is widely used in education settings during the semester as students gain experience of teaching in a relatively “safe” environment, as they are not actually teaching students but their classmates; while at the same time they put themselves in the students’ place and how students experience the activities and lesson plans they have prepared. This could be applied to other contexts as well. For example, they could prepare for a visit in a museum which could happen virtually while the student goes through the process they would follow if they were there and had groups visiting the museum. They could prepare a portfolio or project related to good practices of taking care of infants, with critical discussions of scenarios that could be taking place which could be implemented in the class as well (where possible).

In the Cypriot educational context, schools and academic institutions operate under the ‘umbrella’ and guidance of the Ministry of Education. Public schools, especially, have very

limited autonomy. Guidelines are provided by circular letters published on the Ministry's website and forwarded to all schools' email accounts. Similarly, it should be noted at this point that the Ministry of Education defines aspects related to the School Experience and will be discussed in more detail once closer to the implementation of the program. The College is in constant communication with the Ministry for any issue that might emerge. For example, schools participating each semester/year are defined by the Ministry for each Academic Institution. Also, mentors (see more below) are often given a period off their normal duties and teaching hours for hosting and supporting college students in their classes. No one is in a position to know if this will apply in the next academic year; however, it influences planning and preparation. Teacher-mentors could use that time-off to attend trainings related to school experience (either at the College premises or at school sites).

The word mentor (discussed in the context of School experience) is a term widely used in the Cypriot educational context and especially School experience, but it does not mean that the in-service teacher will be the one responsible for guiding and supporting students during their school experience and placement in school. The mentor, for example, will be the one suggesting to the student units of lessons that could be taught at the time based on what the mentor taught earlier in the school year. What is expected is that they will be deciding with the students the topic of the lesson to be taught and the student then will be preparing the lesson plan. Also, the mentor could provide feedback to the lesson plan and its implementation if they want, along with suggestions and tips based on their experience. More about this are explained in detail in the School Experience Guide.

When preparing a lesson plan or units of lessons one is expected to put theory into practice. Students are expected to draw from all the lessons they were taught theories and combine and use them to prepare their lesson plans. For example, to teach multiplication and prepare the relevant lesson plan the student should recall the methodology discussed related to multiplication and how students understand this concept along with differentiation in order to be able to help all students and also methods of concurrent and final assessment to evaluate if students understand what was taught. Changes have been made to syllabi to incorporate Bloom's taxonomy guidelines further in the module's objectives and expected outcomes.

***2.2 Strengths – the school experiences are not one each year as noted in the Committee's report, but one in each of the last four semesters.**

2.3. Student assessment

Comments by the EEC: Areas of improvement and recommendations:

- Check the constructive alignment of learning outcomes and assessment approaches. Check the link between the level in the learning outcomes and the assessment approach.
- The EEC recommends thinking about ways to enhance self-regulated learning, student autonomy and lifelong learning by taking care of fitting assessment approaches: self-assessment, peer-assessment, portfolio-based assessment ...
- Provide information about the objectivity in assessment of competences. The teacher education domain is well documented in the literature and practice-related work to support choices for assessment approaches that meet criteria related to validity, reliability, objectivity 21 ... In the current version of the application, less attention is paid to quality criteria for teaching staff to support the quality of their student assessment

Response by Larnaca College:

We take very seriously your suggestions referred to the assessment of the students in order to have choices for assessment approaches that meet criteria related to validity, reliability, objectivity and that will enhance self-regulated learning, student autonomy and lifelong learning. So based on that, we have the 40% mid-term and 60% final assessment which fit the requirements of the Ministry of Education in Cyprus. We have to clarify that the assessment of students is formative and concurrent through the performance of each module. Starting with the mid-term (40% of the final grade), students will be evaluated through a variety of ways which depend on the content and the learning outcomes of each module, in order to make learning outcomes explicit. In general, for mid-term exams, we suggest various methods of assessment such as group or individual work, peer or/and autonomy assessment, e-portfolio based assessment, a presentation about a (research) topic they choose from the syllabus, written exams (usually open books, for the implementation of critical questions and practical performances of the content of each module) and of course the class participation. Moving forward to the final assessment which holds the biggest score of the final grade, the students have the opportunity to implement case study (including research), written exams as formal assessment in order to measure students' ability to answer well-structured, unconditional questions (e.g., true/false, multiple-choice, short answer, essay questions, math problems or critical questions - scenarios), performance assessment (the process students use to solve a problem or complete a project demonstrating their knowledge and skills, as well as

the evaluation of the product they create) and portfolio Assessment (involves teacher evaluation of a collection of samples of an individual student's work showing progress over time).

3. Teaching staff

3.1 Teaching staff recruitment and development

Comments by the EEC: Areas of improvement and recommendations:

- The EEC recommends carrying out a SWOT analysis to look for what expertise is still missing in the current team.
- The EEC also asks to clarify the systematic approach towards professional development and how professional development activities will be defined and whether this will be a team-based approach or not.
- Rethink the information and strategy related to future student and staff mobility. The information that has now been given is not related to the Bachelor in Education program. Larnaca College is anyway capable of being

Response by Larnaca College:

An in depth analysis and evaluation of the teaching staff recruitment and development has been carried out. What suffice was very encouraging and is a major strength that the staffs of the pedagogical team for the proposed program of study are highly skilled experienced with research background. In addition to this we thought useful to undertake a much more general SWOT Analysis for Larnaca College to scope with the proposed program of study.

Therefore, all teaching staffs are adequate to achieve the objectives and plan learning outcomes of the study program and to ensure quality and sustainability of learning as we have already clarified. In addition all teaching staff for the proposed program of study will be engaged in professional and teaching skills training and development

It is very clearly evidence by looking carefully at the CVS of each one of them, as well as at their research and empirical work. Undoubtedly, the team of scientists who will be teaching in the proposed program will be supported by academic visitors from Cyprus and overseas academic context for all types of modules, but this condition does not require the

involvement of additional academic staff before the program is even approved and "run" at least in the first semester.

Needless to say, Larnaca College is planning to organise scientific seminars, workshops and/or conferences with the presence of academic staff from abroad (Anglo-Saxon context) where students participate, attend and even present research work they performed in the context of his/her modules and/or in collaboration with their teachers.

Nevertheless, a SWOT analysis is prepared by the Larnaca College team that, presents in general aspects of our strengths, weaknesses, our opportunities- expected goals and of course what threats we face, points which are listed in the table below for easy and targeted reading.

STRENGTHS (what we do well)	WEAKNESSES (where do we need to improve)	OPPORTUNITIES (what are our goals)	THREATS (what obstacles do we face)
<ul style="list-style-type: none"> • highly skilled and experienced faculty with research background • convenient location of the college (town centre with ample of parking space) • small classes • electronic databases • wide range of accredited programs 	<ul style="list-style-type: none"> • Adjusting to pressure of growth • Limited resources • Lack of strong presents in the external community 	<ul style="list-style-type: none"> • Research opportunities and commitment • Larnaca College has already signed an inter-institutional agreement within the context of the Erasmus + program. • Expanded global focus and partnership good alumni network • Scholarships to high school archivers • Financial aid 	<ul style="list-style-type: none"> • Competition: nearby academic institutions recruit from the same students' pool • Increasing cost of living keeps some potential students away from higher education • Public policy changes in the area of student financial aid

Regarding the professional development of the academic staff, we must clarify that we have developed a professional development mechanism for our staff in which continuous multi-level training which will be done in groups based on scientific orientation (cognitive objects they teach as well as their research orientations) will be conducted. That is, the training that the staff will receive, will make them able to focus on enhancing and enriching academic knowledge, experience (in terms of teaching methods, assessment, technological equipment and materials, etc.), through the dissemination and exchange of good practices. Initially, these trainings will be done by officials of the Cyprus Pedagogical Institute and officials of the Ministry of Education of Cyprus on issues related to changes in curricula, educational approaches, indicators of success and competence, on aspects related to the integration of digital media and tools in education with the presentation and training of new digital materials, etc., at regular intervals, every 6 months. In addition, the academic staff will receive training (in the form of lectures or workshops) on issues related to concerns, challenges and invitations to education, from academic staff abroad (Anglo-Saxon and not only specific) so that the academic staff can expand the knowledge, and the experience of a variety of educational awareness and reality without, however, transferring indiscriminately and implicitly these practices as they are, but adapting them to the educational context of Cyprus. In addition, the participation of academic staff in workshops and conferences in academic institutions in the field of education, is a parameter that contributes greatly to the continuous renewal and enhancement of knowledge.

Larnaca College provides funding for faculty members to continue their professional development through: a) leave of absence for research, b) study or teaching at another university, c) additional graduate work in each faculty's field, d) attendance of professional meetings, and e) in-service training. The faculty development policy is resourced through a variety of sources and incentives. There is a central contribution from Larnaca College to support the generic faculty development program which provides a limited amount of funding for any external suppliers of faculty training.

Internal trainers are accommodated via incentives involving over-time payments or time off in lieu of any work which goes above and beyond that normally expected of employees.

Larnaca College also undertakes (wherever reasonably practicable) to accommodate those members of faculty who are undertaking research for higher degrees through part-time study by consideration of teaching loading. Larnaca College also undertakes (wherever reasonably practicable) to accommodate members of faculty who are attending conferences and

symposia where that member of faculty is giving a paper or poster that is expected to lead to a significant publication that will include the affiliation of Larnaca College Larnaca. All applications for such support must be made through the Faculty Development Committee in advance of attending conferences.

To fulfill its mission, the College promotes academic excellence and sustains a superior faculty dedicated to the following:

- excellence in undergraduate teaching
- acquire, discover, preserve, synthesize and transmit knowledge
- cultivate a high-quality, student-centered environment by maintaining a living and learning environment that will attract and challenge outstanding students
- provide educational access and opportunity for success to all students in order to succeed in rigorous professional and undergraduate programs
- improve organizational effectiveness by building financial stability and by providing innovative programs that can respond in a timely manner to societal issues and problems
- provide appropriate encouragement and recognition of each member of the College community who contributes to the fulfillment of the College's goals.

Regarding the information and strategy related to future student and staff mobility, related to the Bachelor in Education program, Larnaca College has an Erasmus agreement with the Department of Education of the Dimokritio University at Thraki and Bucharest University. In addition, we had a renewed the Erasmus Charter for Higher Education 2021 through which we will have the opportunity to perform the Key Action 1 (KA1) which is referred in Learning mobility of individuals and specifically in the implementation of a mobility project for higher education students and staff, the Key Action 2 (KA2) which is referred in cooperation among organisations and institutions and specifically in the implementation of partnerships for Cooperation, for Excellence and innovation and the Key Action 3 (KA3) which is referred in support to policy development and cooperation. Finally, We have last week submitted a new application for Erasmus+ KA1 call on behalf of a consortium Learning Detours. The objectives of the project are:

- Improvement of entrepreneurial skills of VET learners, by providing international mobility opportunities with a focus on green and social entrepreneurship,

- Development of capacities of VET staff to inspire, support and train VET learners in the area of social and green entrepreneurship, by learning from experience of organizations in other EU countries,
- Development of internationalization, networking and competitiveness of participating organizations, and increasing their capacity to contribute to sustainable economic development of the region.

We are planning to organize mobilities to Lithuania and Spain. We are applying for 50 student and 10 staff mobilities (to be shared by 5 participating colleges).

Our students will have the opportunity to visit schools abroad (the schools will be selected by the academic staff of the college, based on pedagogical frameworks and/or aspirations common to the objectives and the scientific orientation of the module) for practical training, for getting touch and get experience of teaching in a different educational context.

Through combining theoretical and practical training, all programs are intended to foster the knowledge, skills and wisdom that are needed in today's demanding world. It is important to highlight that all our programs are directly related to the modern, competitive and changing business world as well as the rapidly developing industries that our students will enter after their graduation. Brand new programs are continually being developed to reflect and satisfy the needs of the progressive field. Through all of its activities, Larnaca College strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity and cooperation, providing an atmosphere of mutual respect— free from racism, prejudice and intolerance. Therefore, the College aims to assist individuals, institutions and communities in responding to a constantly changing world. ***Larnaca College is proud for all its accomplishments and commits to continuously grow and fulfill the new educational/professional demands and challenges with enthusiasm.***

Moreover, Larnaca College is dedicated in generating and preserving knowledge, understanding and creativity by getting involved into research undertakings as well as offering scholarship and professional activities that benefit students, scholars, and communities. It is a priority for the College to share that knowledge and understanding in order to prepare future professionals for continuing education and lifelong learning as well as for their active roles in a multicultural and diverse world. Larnaca College extends, applies and exchanges knowledge with society by applying scholarly expertise to community

problems, helping organizations and individuals respond to their altering environments and making the knowledge and resources created and preserved at the College accessible to all citizens.

Thus, it will create a high-quality educational institution, attracting and retaining local and international highly motivated and demonstrably capable students, pursuing excellence in education. This will enable the College to successfully prepare students for an advanced career within the modern highly competitive business world or to act as a link for the students for more advanced studies through the College's affiliations.

All successful partnerships are the result of shared commitment to, and mutual benefit from, the relationship. Many of our partnerships result from individual links between academic staff. Others have been introduced through existing partners or other networks. Our international partner institutions are diverse, reflecting the different needs and priorities of our partner's and our own students and staff. As well as developing partnerships that are multi-dimensional and strategic, we also recognize the place of specialist, focused partnerships for specific purposes.

Participation in Erasmus Programs/Inter-Institutional Agreement

Larnaca College signed an inter-institutional agreement, within the context of Erasmus+ Program (2017-2020), with the Eastern Macedonia and Thrace Institute of Technology, Greece (<http://www.teikav.edu.gr/>). Through this initiative, the two institutions agreed to cooperate for the exchange of students and/or staff in the context of Erasmus+. The cooperation began with the visit of Professor Vasilios Tsiantos from the Eastern Macedonia and Thrace Institute of Technology in the premises of Larnaca College on Tuesday, 19th June, 2018. Professor Tsiantos and the Dean of Larnaca College, agreed to commit themselves in respecting the quality requirements of the Erasmus Charter for Higher Education in all aspects of the organization and management of mobility.

3.3. Synergies of teaching and research

Comments by the EEC: Areas of improvement and recommendations:

Though we strongly believe that the teaching staff will carry out research, the EEC recommends defining a research program and to define how this research program intersects with the Bachelor in Education program. This could be enriched with ways that explain how future students will be active participants (subject/object) in this research

Response by Larnaca College:

In this section, EEC requested information on how this research program intersects with the Bachelor in Education program enriched with ways that explain how future students will be active participants (subject/object) in this research.

First of all, we believe that it is important to remind you of the subject as well as the summary of the proposed research program which is ‘‘Literacy practices for preschool and pre-primary - primary school children (3-8) at home and at school: Reports from parents and teachers’’. The proposed research aims to identify the literacy practices in which preschool and primary school children (3-8 years old) are involved at home and at school, as described by adults (parents and teachers, respectively) who play a central role in shaping the environment in which the child acts and interacts. The concept of literacy practice expands literacy as a set of cognitive literacy skills and refers more broadly to semantic processes with various forms of text (oral, written, digital) that take place in a specific context and contribute to the formation of identities by users. Therefore, in seeking to outline the literate profile of children in this age group in the digital age, the research seeks out to identify different literacy practices (including digital ones) that make up a child's literate identity. Taking into account the conditions developed due to the COVID-19 virus pandemic in recent months (March 2020 onwards), the aim of the research work is to investigate (a) the literacy practices prevalent in the family environment of preschool and primary school children , (b) the literacy practices developed in school classrooms for children of the specific age group, (c) the views / attitudes of both groups of adults regarding the value and realization of literacy of different types (printed, digital). In order to achieve the purpose and the individual objectives of the research work, data will be collected through questionnaires and interviews with parents and teachers of preschool and primary school children.

Assuming that this research program will start between the months of September-October 2021, new students will not be able to be active participants (subject / object) in this research because they will not yet have the knowledge to collect and/or analyse data, because they will be at an early stage of admission to their studies. Therefore, the proposed research will be carried out (subject to the approval of the curriculum) among the academic staff of the Department of Education and / or with the recruitment of external research associates. However, in future, in other similar research programs, students who have completed the module "Educational Research Methodology" will be able to actively participate in the research in various ways; to administer questionnaires or interview teachers in order to collect data, to encode the results and/or to decode them.

It is important to note, that the aim of the School of Education at Larnaca College is to engage students in research. To do so, the program (in particular the modules) has been revised in such a way so that students can engage in research through their modules. More specifically, Faculty members will assign current and new research publications to reading lists alongside core texts and will encourage active reading where students can develop critical reading of research in practice contexts in particular. We also aim to develop our students' ability to evaluation and critique of research literature, epistemologies and methodologies by ensuring that our students develop the necessary skills to find relevant resources and apply search techniques for precise and targeted research (i.e., using google scholar with search operators, or other electronic databases). Secondly, the faculty members of the school of education are constantly involved in research and therefore the team will work with academic staff over the course of their studies as mentioned above.

4. Student admission, progression, recognition and certification

4.2 Student progression

Comments by the EEC: Areas of improvement and recommendations:

- The application describes (see p.22-23) the procedure for registration and approval of grades. This might support the progress monitoring.
- The progress in terms of number of credits / semester and minimum requirements to pass from one semester to another are indicated

- The actual description of the way that progress will be monitored is not described in detail. In the application a general statement is written on p.72: “Assessment methods include the whole range of written, oral and practical/tests examinations, projects and portfolios that are used to evaluate the student’s progress”. This is not give the EEC a description of a general tool and procedure.
- There is an awareness to develop recognition procedures that consider credits acquired elsewhere (see p.13): “The transfer of students into the College from other institutions of tertiary 31 education in Cyprus or from abroad will normally take place before or during the first months of the course and the following requirements will apply”.

Response by Larnaca College:

It is understandable that, some points from 4.2 have been already explain and clarified in the precious sections. However we would like to inform the EEC about the following:

There is an internal regulation, which is approved by the ministry of education and culture regarding student admission and progression which is published in the internal regulations handbook.

Students and Faculty have access to all colleges’ policies, admission processes and criteria which are implemented consistently and in a transparent manner.

Realistically, and based on facts and figures and our experience from the Diploma in Early Childhood students drop out is very, very low. To be specific in the last 3 years of running the Early Childhood we had only one drop out thought-out the years of running the program (One student Withdraw for two semesters for personal health reasons).). In other programs of study were there is a mixture of Home and International students, the drop out is much higher especially form International students. However, Home students drop out is very scarce. It is noteworthy that, the numbers of students are very low comparing to other European countries.

Nevertheless there is a mechanism in place to follow students’ progression. The admission office in liaison with the module leader/lecturer is monitoring the situation, since we are obliged by law to report students who don’t attend classes regularly or fail to submit coursework or take the final examination.

All lecturers are obliged to report attendance to the admission office, and if a student is missing classes a phone call will be made by the admission office to the student in order to find out the reason behind the poor attendance. The same procedure is followed in case of

failing to submit a coursework or not attending an exam. If the matter is not resolve then it may be discussed with the academic committee for possible solutions.

In addition Larnaca College is monitoring the actual academic performance since we feel responsible for all students especially for a BA in Education where the vast majority of expected students will be home.

And in this case the office of Admission in collaboration with the program coordinator closely monitor students' performance and meetings may be arranged between lecturers and students in order to track reasons for poor performance in order to prepare/enable students to cope with their classes and fulfill all requirements.

Kindly see attached Larnaca College Handbook.

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

Larnaca College recognises students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or program have been met, the use of RPL is acceptable for accrediting a unit, units or a whole program. Evidence of learning must be valid and reliable.

Methods of assessing prior learning are varied and include evaluation of prior experience gained through volunteer work, previous paid or unpaid employment, or observation of actual workplace behaviour. The essential element of RPL is that it is an assessment of evidence provided by an individual to support their claim for competence against a given set of standards or learning outcomes.

Students who have evidence that has been generated during previous study, in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the courses in the program, can submit transfer credit evaluation request from to the Admissions Department, together with all supporting documents (i.e. official Transcripts, course descriptions, Institution catalogues, etc.) to gain exemptions from courses. Once

authenticity and currency of the material has been identified and fulfils the criteria, students may be given exemptions from the assessed courses. The official credit/course evaluation report may be completed prior to the transfer, provided that the student submits all necessary documentation. The Director of Academic Affairs is responsible for granting the exemptions.

Recognition of Prior Learning Policy (RPL)

Scope: This policy is for staff/faculty members who are planning to use Recognition of Prior Learning (RPL) as evidence towards the achievement of any academic/vocational program delivered at Larnaca College.

Purpose:

- To ensure that the use of Recognition of Prior Learning (RPL) is valid, reliable, authentic and sufficient.
- To set out how and when RPL can be used as a method of assessment
- To ensure that there is accurate and detailed recording of RPL procedures

In order to do this, Larnaca College will:

- Ensure that the students are made aware of their right to apply for a Recognition of Prior Learning (RPL) to internally assessed parts of the College's programs
- Ensure that students are informed about the RPL processes and procedures
- Ensure that evidence collected through the RPL process is assessed and verified through the same internal quality assurance procedures as in any other internal assessment methods.
- Ensure records of assessment against prior learning are kept and are available for verification if requested.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due by June 2021, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

5. Learning resources and student support

5.1 Teaching & Learning Resources

Comments by the EEC: Areas of improvement and recommendations:

- A critical analysis is lacking as to the fit for purpose of all the resources mentioned in the application: What books? Are all the Cypriot school materials available in the library? Is there a working station to produce tools, materials, artefacts ...; that students need to develop for their School experiences?
- The IT tools currently available do not reflect the state-of-the-art solutions currently used in schools and/or in teacher education settings.
- An extra resource center (workplace) is needed where students can design and produce artefacts, tools, materials ... in view of their School Experience. Where will students make their puppets, their own posters, their (online) games, their work packages, their videoclips ...
- A critical analysis is needed to indicate whether the resources are proportional to the growing number of students

Response by Larnaca College:

Below we provide a list of **bibliography for teaching & learning resources:**

Teaching and Learning Resources	Description
Library	<i>Greek and English bibliography is available for all topics listed in the new proposed program of study.</i>
e-library	We provide access to a great number of electronic databases related to Education, in both English and Greek. This access comprised full-text articles, eBooks and journals. The databases we use are: EMERALD, EBSCO, ACADEMIA (PREMIUM), e-books in Greek and English.
Interlibrary loans with the University of Cyprus	This agreement provides users the opportunity of a better coverage of their research needs, when the local library collection does not satisfy their needs.

Below we provide a detail description of our **Laboratories for teaching and learning** and a description of each one:

Teaching and Learning Resources	Description
Laboratory for Health and Care	In this laboratory, students are able to earn practical knowledge according to health education. More specifically, they have the opportunity to use first aid practice doll to improve their first aid techniques. In addition, in here there is the necessary equipment for the modules “Introduction to Infant Education and Care I & II”, which will help students learn how to take care of babies’ hygiene (e.g., practice baby dolls, diapers etc)
Laboratory for Art	In this laboratory, students get familiar with various drawing materials and tools, through their art practices with experiential groups or individual workshops. Also, here they are able to experiment with several painting techniques (e.g., airbrush technique, scratch paper, punctuation etc). Thus, they enhance their practices on painting and drawing. In addition, they have the opportunity to design materials that will be used in their School Experiences.
Laboratory for Science	In this laboratory, students are able to organising and conducting scientific experiment, by using the necessary equipment (droppers, thermometers, voltmeters, test tubes, magnify lens, scales, lambs, batteries, magnets)
Laboratory for Music	In this laboratory, students get familiar with the instruments used in the classroom and acquire the proper knowledge to use in the classroom (e.g., xilofone metallophone, maracas, tamborim, pratos, flute etc). They also make improvised musical instruments.
Laboratory for Theatrical Education and Puppet Show	This laboratory looks like a kindergarten classroom to help students to get the feeling that they are in a kindergarten classroom. In here there is the necessary equipment for theatre, theatrical play and puppet show (e.g. costumes, puppet show stage, puppet show dolls). There is also the necessary equipment to help students learn how to design and make their own material, which they will use either during their participation in experiential workshops, nor during their school experience. In addition, here there are arranged learning corners (e.g., supermarket, hospital, house, flower shop, science etc), which can be used during the module “Play and Learning”.
Computer Lab	In this laboratory, students have the necessary space to learn how to use several IT resources (software, applications etc). The modules “Digital Technologies in Primary Education” and Digital Technologies in Pre-Primary education are taking place in the Computer Labs, but at the same time the laboratory is free for access for any other module, if the faculty members believe that

	this laboratory will enhance their lessons.
GSZ Stadium	Larnaca College has a signed agreement to use all sport facilities of the GSZ Stadium which is a Gymnastic Club in Larnaca. It has a basketball, volley, football and tennis court and space/equipment for any kind of outdoor or indoor exercise activities. The GSZ can be used for the practical training of our students for the modules, physical education in primary education and physical education in preschool education.

Regarding the IT resources, we focused on those which are going to be easily accessible to the prospective teachers' professional life.

Teaching and Learning Resources	Description
Moodle	We upload all the learning material to support the students and the learning process and of course to improve the learning experience of educators. The affordances of educational technology enhance the instructional strategies and enhance the “quality” of teaching, by making the learning process more efficient, more effective and more satisfactory for students. How? on this platform, as academic staff we upload the module diagram, the presentations that take place every week, links to digital texts to be edited in the teaching, other auxiliary links for the performance of teaching (e.g., videos, etc.), instructions - steps for completing the assignments as well as the assignments that the students have to do. In addition, on this platform students have the opportunity to communicate with academic staff with an internal message, to interact with their fellow students, uploading a file for sharing - editing, peer - review, presentation of their own work, teaching, etc.
Microsoft Team's	Through MS Teams we combine conversations, content and applications in a common space, facilitating it managing and allowing teachers to create a living, personalized learning environment. Through Teams, as teachers we can easily and quickly chat online with students, share files, create a digital notebook for our class and distribute and grade assignments, allowing teachers to organize interactive lessons, deliver personalized learning and provide efficient and timely feedback. Furthermore, we can communicate and collaborate with the whole staff in a common area. Circulars, letters, forms, announcements and more content can be shared through Teams for quick access. Finally, teams support online meetings (with features like screen sharing, whiteboard annotation), which can be recorded and saved automatically.

Interactive Whiteboards	<p>With these large and interactive screens, we connect our computer and an institution's projector. Then, the projector projects the computer's desktop onto the interactive whiteboard's screen. Then we can control the computer by using a certain pen or our finger to touch the screen of the interactive whiteboard. We can use it in various ways. As teachers, we can write onto the board and save it as a document for use in the other lessons, or we can send the whole lesson or the documents via email to students who were absent. In addition, interactive whiteboard let us show videos and it allows us to intervene in other documents. Therefore, students can also use the interactive whiteboards, during their micro-teachings or presentations. Thus, we help students to become familiar with them and be ready to use them during their profession. We choose this resource, because in Cypriot school they use a lot of that kind of technology.</p>
ActivInspire Software	<p>This software helps teachers enrich their lessons and activities. Due to the tools that is provided, we can use this software in the module entitled "Digital Technologies in Education", but also in other modules with various ways (e.g. Mathematic Concepts in Preschool Education, Mathematical Concepts in Primary Education I and II, Teaching of Mathematics in Primary Education, Artistic Applications in Preschool Education, Art Education in Primary Education, Art Education II in Primary Education, Music Education & Movement in Preschool Education, Music Education in Primary Education, English I and II, Modern Greek I and II, Teaching of Modern Greek in Primary Education). Therefore, students can also use the ActivInspire Software, during their micro-teachings or presentations. Thus, we help students to become familiar with this software and be ready to use it during their profession. We choose this resource, because in Cypriot schools they use it a lot, so we help students to become familiar with it and be ready to use it during their profession.</p>

<p>Graphic Tablets</p>	<p>Graphic tablets enable teachers to draw or write digitally. Teachers use the certain pen which is provided with the tablet, and they draw or write on the tablet's surface. These graphic tablets are useful for the several modules such as "Artistic Applications in Preschool Education", "Art Education in Primary Education I and II", where teachers want to show to students how to draw. But of course, once we have them in the department's equipment, every teacher can use it with any way they believe that is going to enhance his teaching outcomes (e.g., Music Education in Primary Education, Music Education and Movement in Preschool Education etc).</p>
<p>Tablets</p>	<p>Tablets help Larnaca College to be a paperless institution and become an institution which promotes sustainable development. Tablets allow the students use them as books. As teachers we can use tablets to show textbooks to our students and let them take notes, highlight and edit text. In addition, they are very important to the students, because they help them improve collaboration, developing IT skills, publishing, sharing and searching for information, creativity, flexibility in terms of space and time, and motivation in their studies. Also, they help students acquire learning scientific skills, such as collecting & organising data, recording of results etc. Tablets can be used in every single module of the three academic paths.</p>
<p>Virtual Reality Headsets</p>	<p>Virtual reality headsets can be used to enhance student learning and engagement. They transform the way that the educational content is delivered. They are creating a virtual world and allowing students not only to see it, but at the same time interact with it. They can be used in various ways. For example, students read about something (e.g., a museum in Europe) and with the virtual reality headset, they can explore the topic and see things in a more realistic way (a kind of virtual field trip). Also, they help students understand how things work based on practical experience. For example, they are learning about animals (e.g., snakes, dolphins etc) and they can use the virtual reality headsets to see nor listen to whatever the certain animal sees or listens to. Last but not least, students are able to learn by doing rather than passively reading. And of course, all of these advantages are going to be useful for the preservice teachers, because they will learn how to apply this practice in their professional life. These Virtual Reality Headsets can be useful for modules such Digital Technologies in Education, Environmental Education, Museum Education, Teaching of History.</p>

Virtual Reality Children Books	These books are able to combine 3D models, motion and sounds with a classic book and make it come to life with magic in front of your eyes. All we need to have is the virtual reality book and our tablet or mobile phone to download the certain application that each company offers. These experiences help students not only listen to a story but at the same time interact with it. These books can be used in several modules (e.g., Teaching Greek as a Second Language, Modern Greek Language I and II, Children’s Literature and Creative Writing, English I and II, Play and Learning, Language Education in Preschool Age). These books are going to be a useful tool for the future teachers, because they will learn how to apply this practice in their professional life.
https://www.artsteps.com/ Design and Create your own virtual reality	Through this application students learn how to create digital storytelling. More specifically, they are able to upload images, videos, text, and select from a variety of 3D models or import their own. They are also able to add music and narration to create virtual reality environments. This application can be used in the module “Digital Technologies in Primary Education” and “Digital Technologies in Pre-Primary education”.
https://scratch.mit.edu	Scratch is a software which enables you to create stories, comics, games and animations. This application can be used in the modules “Digital Technologies in Primary Education” and Digital Technologies in Pre-Primary education
https://wordwall.net	This software helps students to easily create educational games for any topic they want. This software can be used in the modules “Digital Technologies in Primary Education” and Digital Technologies in Pre-Primary education
https://edu.pixton.com	This software helps students learn how to design and create comics. This software can be used in the modules “Digital Technologies in Primary Education” and Digital Technologies in Pre-Primary education
https://www.jigsawplanet.com	Jigsaw planet a software which enables you to create your own digital puzzles. This application can be used in the modules “Digital Technologies in Primary Education” and Digital Technologies in Pre-Primary education
https://www.thinglink.com	With this software students learn how to create interactive images, videos and 360o media. This software can be used in the modules “Digital Technologies in Primary Education” and “Digital Technologies in Pre-Primary education”
https://www.movavi.com/mac.html	Through this software, students are going to learn how to edit their video recordings and images, capture screens, convert media. This software can be used in the modules “Digital Technologies in Primary Education” and Digital Technologies in Pre-Primary education”

https://www.liveworksheets.com	<p>This website will help students learn how to transform traditional printable worksheets into interactive online exercises with self-correction.</p> <p>Additionally, they will learn that they can create interactive worksheets which may include sounds, videos, drag and drop exercises, join with arrows, multiple choice and even speaking exercises, that the students must do using the microphone. This software can be used in several modules such as “Digital Technology in Education”, “Mathematic concepts in Preschool Education”, “The Natural Sciences in Preschool Education”, “Language Education in Preschool Age”, “English I and II”, “Teaching Greek as a Second Language”.</p>
https://phet.colorado.edu/	<p>This software gives the ability to students to create interactive simulations for science and Maths. It can be use during several modules such as “Mathematical Concepts in Preschool Education”, “Mathematical Concepts in Primary Education I and II”, “The Natural Sciences in Preschool Education”, “Teaching of Natural Sciences in Preschool Education”, “Teaching of Mathematics in Primary Education”, “Basic Concepts of Natural Science in Primary Education”, “Laboratory and Experimental Approach to Concepts of Physics”, "Teaching of Natural Sciences in Primary Education”.</p>

Further information about IT Resources

(OPTIONAL - We suggest faculty members use them during their lessons, because they are going to enrich their lessons but at the same time preservice teachers are going to enhance their knowledge for the technology application in their future career):

Teaching and Learning Resources	Description
https://www.postermywall.com	<p>This software helps students learn how to design and create educational posters to use during their presentations in several modules, or during their school experience or even their professional life.</p>
http://edu.glogster.com	<p>This software helps students learn how to design and create multimedia educational posters with 3D to use them during their presentations in several modules, or during their school experience or even their professional life.</p>

Kahoot	Kahoot is a game-based platform, which is used as an educational technology tool in schools and academic institutions. This platform allows teachers to create their own multiple-choice quizzes or choose an already existing quiz from the existing library. Kahoot gives to teachers the chance to host a kahoot live in class or via a video conferencing tool to connect students virtually. Questions and answers are displayed on a shared screen, while students answer on their devices. Also, there are the student-paced challenges, where questions and answers are displayed on students' screens and they can turn the timer off. Thus, the teacher assigns them as part of distance learning or for review and formative assessment in class. This platform is a useful tool for the future teachers, because they are learning through play, but at the same time they learn how to use it effectively in their professional life.
Quizizz	Quizizz is an online assessment tool that allows teachers and students to create and use one another's quizzes. After providing students with a unique access code, a quiz can be presented live as a timed competition or used for homework with a specific deadline. It is an important tool for education, because it can be used by teachers to engage their students with a more interactive way in their teaching.
Padlet	Padlet is a website and an application, which can be used by students and teachers to post notes on a common page. It is like paper for a device screen. The notes can contain links, videos, images, document files, their own written text posts and drawings. Once the users add to it, the page is updating in real time. It is a useful tool in education, because it can be an effective and visually engaging tool for students' discussion and content submission.

Google Forms	Google Forms is a survey administration software, which allows users to create and edit surveys online and the collected information can be automatically entered into a spreadsheet. Therefore, students can use this software to collect data for their inquiries in several modules. Additionally, through Google Forms teachers can create quizzes to assess their students' knowledge. Thus, by using this software, we help preservice teachers to learn how to use it effectively in their professional life.
Mentimeter	Mentimeter is a presentation software, which helps users to create interactive and engaging presentations by adding questions, polls, quizzes, slides, images, gifs and more. We use this software because it helps to make our teaching more interactive by making sure that everyone's voice is heard and letting students actively participate in lectures.
Learning Apps	Learning Apps is a platform, which supports learning and teaching processes with small interactive modules. More specifically, it allows teachers to create various different activities, such as multiple choice, millionaire game, puzzles, matching etc. By this application, future teachers learn how to use this platform in their future classrooms to make their teaching more interactive.
Socrative	Socrative is an online tool for teachers to give quizzes and assessments to students. With this application teachers can create their own quizzes, which are automatically graded. At the same time teachers can create reports to evaluate how every student did. By this application, students learn how to use this platform in their future classrooms to make their teaching more interactive.
whiteboard.fi	Whiteboard.fi is an online whiteboard tool, which helps teachers to engage their students in a distance learning lesson, or in the physical classroom. Once the teacher creates a class and gives to the student the link/room code/QR code, every student will get an individual digital whiteboard, where they can draw, write text, make notations on images, add math equations etc. At the same time, the teacher can

	see all his/her students' whiteboards in real time. Thus, the teacher follows their progress. Whiteboard.fi is an instant formative assessment tool, which can make the learning more fun and interactive. Through the use of this software, we offer the opportunity to preservice teachers to learn how to use this tool in their future classrooms.
MuseScore	MuseScore is a music notation software program which allows the user to create, compose, playback and print sheet music. It supports a wide variety of formats and input methods. Both students and teachers can compose easily their own music and listen to the play back from the instrument of their choice. Compositions can be saved and edited at later stage, shared and exported in various formats.
Soundation	Soundation is a multiplayer studio which allows the user to arrange pre-recorded loops in order to produce popular music. The user chooses the loops from the loop library and drag and drop them in the studio to create their composition.

5.2 Physical resources

Comments by the EEC: Areas of improvement and recommendations:

This partly overlaps with what was stated in 5.1. Though a variety of physical resources are listed in the application, they have not been scrutinized to determine whether they are fit for purpose

Response by Larnaca College:

Larnaca College has already acquired a significant number of books and eBooks related to education, many of which are listed in the syllabi provided. The same applies to access to databases and other IT resources discussed in 5.1. Also, during discussions between the faculty members, any needs to resources and books emerged were almost immediately fulfilled by the College. Also, the actions taken by the council during the pandemic show their willingness to provide the best possible support and resources to both Faculty and Students. During the pandemic all faculty and students (from other programs such as the Early Childhood Education Diploma as this program is new and not running yet) had access

to eBooks and databases and all necessary actions were taken for lectures to be given through MS teams and students being able to continue their studies in the best possible way. These are strong indications that the College will be satisfying emerging needs related to this program of study as well.

Additionally, to the above, it should be noted that each Faculty member has the flexibility of providing experiences to their students based on what they think is most suitable and efficient for the modules they teach. In the EEC report a note was made about a specific resource (app); however, if the faculty member is not comfortable using such technology, especially if they feel that this will fulfil the purpose of a particular module, then the technological tool is not an add-on but an obstacle to knowledge and experiences provided.

Additionally, students can use all the college facilities (laboratories, computer labs, library) to better prepare of the School Experience modules as described in the previous sections above.

5.3 Human support resources

Comments by the EEC: Areas of improvement and recommendations:

- The human services defined in the application might be sufficient at this stage considering the small scale of Larnaca College and the actual program. But, it is less clear how and whether the human resources will be at par with the needs of the new incoming student groups.
- A screening of the human resources in view of the specific application is needed.

Response by Larnaca College:

As very clearly mentioned by the EEC Human support resources, i.e. tutors/mentors, counselors, other advisers, qualified administrative staff, are adequate to support the study program. All participating Faculty had been thoroughly screened and the most appropriate and skillful had been selected aiming to offer the best possible education standards for the proposed BA in Education. (All Faculty involved are described in the application)

Furthermore, the adequacy of resources is ensured and the College Council is committed to recruit additional Quality faculty in case for changing circumstances such as (change in student Numbers, etc.) We would like to highlight that student cohorts are small, comparing to other European countries. The expected number of students is not anticipated to be, more than 20, in the extreme scenario maximum 30. The college therefore will ensure that, we are ready to cope with any significant increase in the number of students.

5.4 Student Support

Comments by the EEC: Areas of improvement and recommendations:

- We miss information about future alumni provisions.
- Could the applicants be clearer about the availability of flexible pathways for students in the Bachelor in Education?

Response by Larnaca College:

This section discusses alumni provisions from the College's graduates not restricted to the ones graduating from the education program. To begin with a community will be built that all graduates will be part of. Through this community they will be able to present themselves and achievements and stay in touch with their fellow graduates. Also, graduates will have access to the Larnaca College Review (the annual journal published by the College) and they could have the opportunity to publish their own research work as well. Additionally, to the above, graduates will be contacted and informed of events, seminars and conferences the college will be organised in case they want to attend. This will strengthen their bond with the college and add to their professional development and lifelong learning. Moreover, if some of the students want, they can have the opportunity to be supported and guided by graduates who attended the same or similar pathways. Graduates based on their experience and knowledge can offer advice and help. Similarly, students will be able to follow graduates and their professional careers and discuss choices made. This might help students with any concerns they might have. Finally, a College card can be created to offer students and graduates privileges and advantages occurring from agreements the College will make such as access and special prices to the College's cafeteria, discounts to purchase books or stationary.

Finally, the way the program was developed could allow for students (especially during the first year of study where students attend the core mandatory modules) to be transferred from one program to another. This could be a possibility for some students but should not be a common practice. However, it is an advantage offered by the way the program Bachelor in Education was developed in Larnaca College allowing students to begin with the core pathway and then proceed to one of the three specialisations (Primary, Pre-Primary, Early

Childhood). Please note that year 1 of the proposed program is identical for all specializations with compulsory modules. In year 2, students can select the specialization of their choice.

Professional Support Service:

It is also important to note that central to the goals of the College is the acquisition of the necessary academic and practical skills for a successful future career. This service aims to support students as well as graduates in finding either part-time jobs to support their studies or full-time jobs after their graduation. Therefore, the Student Affairs Office:

- Is in close link with the local market and maintains lists of job postings.
- Maintains the College alumni through which College Graduates can get informed on jobs available and assists them with professional networking
- Provides professional counselling services regarding career opportunities and inquiries on related concerns of the students.