

Doc. 300.1.2

Date: 15/12/2023

Higher Education Institution's Response

- **Higher Education Institution:**
LARNACA COLLEGE
- **Town:** LARNACA
- **Programme of study**
ENGLISH LANGUAGE I (13 WEEKS, ECTS, Cycle)

In Greek:

ΠΡΟΠΑΡΑΣΚΕΥΑΣΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΜΑΘΗΣΗΣ ΤΗΣ
ΑΓΓΛΙΚΗΣ(1 ΧΡΟΝΟΣ)

In English:

ENGLISH LANGUAGE FOUNDATION COURSE(1 YEAR)

- **Language(s) of instruction:** ENGLISH
- **Programme's status:** Choose Status
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*



1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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<p>1.1 Policy and Quality Assurance</p> <p>Larnaca College has evidently taken some steps to ensure quality assurance with respect to different spheres of its functioning but it seems to lack a comprehensive, coherent, formal and transparent policy in this respect. It should be emphasized at the outset that the management of the institution were asked several times during the visit to provide the necessary documents in this respect but such documents were not made available. In addition, the representatives of the College for the most part failed to offer satisfactory information in response to specific questions asked by the members of the Evaluating Committee. Starting with the positives, the Internal Quality Committee is a permanent body within the organizational structure of the institution. Its members include Chair/Rector, ViceRector, School of Education Coordinator, School of Education Quality Assurance Member, School of Education Foundation Program Coordinator, Director of Administration and, importantly, a student representative. This said, the institution failed to provide specific information about how exactly the Internal Quality Committee operates, what its responsibilities are, what mechanisms are in place to ensure that educational policies are effective or what tools are employed for this purpose. There is also no evidence that consistent policies are followed with respect to the development of new programs of study and management of</p>	<p>1.1 Policy and Quality Assurance</p> <p>When asked by the EEC regarding the QA policy we clarified that all Handbooks were in place and that we could upload them immediately or share them on the Zoom platform. However, the EEC rejected our request.</p> <p>From the beginning of this accreditation process, we were informed that the online accreditation would be concise and not a comprehensive and thorough assessment. It is also noteworthy that after Larnaca College's online accreditation was completed, specific information and guidelines were provided to other colleges that were in line for accreditation. Unfortunately, at the expense of our institution.</p> <p>Larnaca College has submitted the following documents before the accreditation.</p> <ol style="list-style-type: none"> 1) The foundation Application. 2) The Course Description. 3) CVS 4) Declaration Letter. <p>In addition, as soon as the Accreditation finished, we have submitted all relevant Handbooks including the QA to the EEC.</p> <p>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</p>	<p>Choose level of compliance:</p>
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existing ones. However, there are also steps taken in Larnaca College to ensure quality of instructional processes which can be identified in the available documents and it is only fair to acknowledge these. For example, the Quality Manual provided by the institution outlines the procedures for ensuring intellectual integrity which focus on eliminating instances of malpractice (e.g., plagiarism) among teaching staff and students. The manual also specifies the ways in which students can appeal their grades and make complaints using forms provided. Assessment procedures are subject to review both internally and with the assistance of an external examiner. According to the manual, both students and teachers are involved in the running of courses. The former are included in consultative committees and program boards, they are invited to regular meetings and fill out questionnaires regarding specific courses and teachers (a questionnaire form was provided). The latter are encouraged to take steps to enhance their qualifications and they are regularly evaluated, even though specifics as to how this evaluation takes place are missing. They are also provided with clear guidelines concerning their responsibilities, relations with students, ethical behaviors but also course delivery (Teaching Personnel Handbook). Larnaca College encourages diversity and equality, guarding against discrimination and intolerance of any kind. Policies of quality assurance, however, are not publicly available because, in the words of Larnaca College Director,

quite understandable that during a virtual examination important issues 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 an updated QA handbook. This 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 is in place that has direct contact with the Rector, the Academic affairs and the College Council which is something that, significantly boost the quality procedures, and it is clearly mentioned in the QA Handbook which has been uploaded in the drive.



no such requirements exist.
Information about the Cyprus Agency of Quality Assurance and Accreditation in Higher Education is included on the website and the relevant links are provided.

<p>1.2 Design, Approval, on-going-monitoring and review</p> <p>Even though specific information in this regard is missing from the documents submitted by Larnaca College, the interview with the program coordinator shows that the proposed program was constructed in accordance with the guidelines set out by the Cyprus Ministry of Education, Sport and Youth as well as the expertise and teaching experience (also external in nature) of the teaching staff, in particular the coordinator herself. Based on the analysis of the submitted documentation and meetings with representatives of the institution, neither students nor external stakeholders were involved in the design of the program. References were made to the expectations of students in other programs of this kind but this can at best be regarded as only anecdotal evidence for student involvement. While such a situation is understandable given the nature of the foundation program in English, greater involvement of both groups should be ensured once the program is running. The goal of the program is to allow entry into study programs in institutions of higher education in Cyprus by preparing students to take requisite exams required by those institutions. It should be noted, however, that the B2 level is never explicitly mentioned in the submitted documentation which is perhaps one of the reasons why the staff, including the program coordinator, are not fully aware of its specific goals. This was evident in the</p>	<p>1.2 Design, Approval, on-going-monitoring and review</p> <p>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. We should indicate that we are ready to redesign the program and proceed with changes in the modules (additions, removals, merging). Nevertheless, all suggestions for Section 1 were taken into serious consideration, and Larnaca College is in close communication with the Ministry of Education, as we are obligated to follow their guidelines. However, after consultations with the Ministry of Education, a re-examination of the program by the Ministry will take place in the presence of all institutions of higher education.</p>	<p>Choose level of compliance:</p>
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meeting when they stated several times that the course should cater for the needs of students representing a range of language levels (presumably lower than B1 required for entry into the program). While the objectives of the course are overall in line with the requirements for a foundation program, the expected learning outcomes outlined in the application are sometimes quite confusing. One of the outcomes reads: “Show awareness of a range of academic vocabulary and grammar in writing and speaking” – however, sheer awareness is clearly insufficient as students will need to use such language features in different contexts as well, also such that call for spontaneous communication. Another is the following: “Use strategies, and begin to use criticality, to read and write academic texts” – it is unclear what strategies are meant here exactly (e.g., learning strategies, testing strategies, etc.). On the whole, there is a need to rephrase those and other learning outcomes in order to avoid confusion and misunderstanding among teaching staff and prospective students.

The program lasts one academic year and includes one module in each semester: English Language I and English Language II (16 55-minute periods a week for 13 weeks per semester, with a total of 208 periods per semester). An integrated approach rather than one including separate modules for different skills/areas of the target language was adopted. Although there is nothing wrong with this decision, steps will need to be taken to ensure

coherence and avoid overlap in view of the fact that English Language I and II are planned to be taught by different teachers. There are issues, however, regarding the contents of the program and legitimate concerns can thus be raised regarding its potential to meet the envisaged goals (i.e., reaching the B2 level, preparing students for academic coursework). First, the topics covered seem to be taken from the TOC of a very specific coursebook (Unlock 3, published in 2012 - over 10 years old) and many of them have little to do with academic study (e.g., animals, travel). Second, there is too little focus on grammar features that are indispensable in writing up academic reports or making presentations on academic topics (e.g., the passive is mentioned for the first time at the end of the second semester). Third, there is almost no evidence for attempts to develop student autonomy, foster adept use of language learning strategies and necessary study skills, or ensure the development of general competences going beyond foreign language skills (e.g., digital literacies, teamwork). Fourth, there is excessive focus on the IELTS exam while on completion of the program students can take different exams in order to obtain the required qualifications. Given the gaps in the policy for quality assurance, it is not clear at this point to what extent the program will be subject to monitoring and periodical review, with both internal (i.e. administrators, teachers, students) and external (e.g., external examiners) stakeholders taking part in the process.



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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>2.2 Practical training</p> <ul style="list-style-type: none"> The college could consider differentiation based on students' interests. It might be useful to consider teacher development on how to enhance autonomous learning processes for all teachers. The course could move away from strictly following IELTS requirements and concentrate on a more varied and integrated way of developing students' skills. Some of the topics proposed to be covered by the syllabus provided do not seem to be ageappropriate and lack relevance to academic skills. Autonomy could be encouraged in a more systematic way, from topic selection to project work. 	<p>2.2 Practical training</p> <p>In the Cypriot educational context, schools and academic institutions operate under the 'umbrella' and guidance of the Ministry of Education. Public and private 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; sometimes the migration department is involved in the case of international students, and will discuss them 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.</p> <p>Larnaca College is committed to implementing practical training for the Foundation in English Language program. The following guidelines will apply:</p> <p>Practical Training for Students on Foundation in English Language.</p> <p>Practical training for students learning English involves a combination of language skills development, interactive exercises, real-life simulations, and exposure to authentic language use. Here are some common types of practical</p>	<p>Choose level of compliance:</p>

	<p>training provided to students learning English:</p> <p>Conversation Practice:</p> <p>Engaging in regular conversation practice with native speakers or proficient speakers of English helps students improve their speaking and listening skills.</p> <p>Role-playing and scenario-based conversations can simulate real-life situations, making language learning more practical.</p> <p>Language Labs:</p> <p>Language labs offer a controlled environment for students to practice listening, speaking, and pronunciation. These labs include audio and video materials, interactive exercises, and language software.</p> <p>Interactive Activities:</p> <p>Group activities, discussions, and debates provide opportunities for students to express themselves in English and learn from their peers.</p> <p>Language games and interactive exercises make learning enjoyable and can reinforce vocabulary and grammar.</p> <p>Real-world Simulations:</p> <p>Simulating real-life situations, such as job interviews, business meetings, or travel scenarios, helps students apply language skills in practical contexts.</p> <p>Mock interviews and presentations provide valuable experience and boost confidence</p> <p>Reading and writing tasks:</p>	
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	<p>Reading authentic materials, such as articles, books, and newspapers, exposes students to different writing styles and vocabulary.</p> <p>Writing tasks, such as essays, reports, and emails, allow students to practice and improve their writing skills.</p> <p>Technology Integration:</p> <p>Incorporating technology, including language learning apps, online resources, and virtual classrooms, allows students to access a variety of materials and practice English in a digital environment.</p> <p>Cultural Immersion:</p> <p>Immersing students in English-speaking cultures through movies, music, and cultural events helps them understand idiomatic expressions, cultural nuances, and colloquial language.</p> <p>Internships and volunteering:</p> <p>Practical experience in English-speaking environments, such as internships or volunteer opportunities, provides students with hands-on exposure to the language in professional or community settings. This is the most difficult part for Larnaca College to implement since students are not allowed to work before six months of the date of arrival.</p> <p>Feedback and Assessment:</p> <p>Constructive feedback on language use, pronunciation, and writing helps students identify areas for improvement and track their progress.</p>	
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	<p>Regular assessments, including quizzes and exams, evaluate students' language proficiency and guide further instruction.</p> <p>Overall, a well-rounded English language program combines these elements to provide students with practical skills that can be applied in real-life situations.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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<p>3.1 Teaching staff recruitment and development</p> <p>Two of the teaching staff to be hired for the programme do not have relevant teaching-related qualifications and Ms Xenia Orphanides, who was present in the visit, was not familiar with some key aspects of student-centered teaching such as ways of ensuring learning autonomy and differentiation. The teaching staff to be employed would need to take part in continuous professional development activities and would need to be closely mentored by Dr. Stylianidou.</p> <p>Mentoring should be included in the working hours of Dr. Stylianidou.</p> <p>The institution should be more specific about the expected level of performance for promotion. It is not fair that staff members with MA and PhD are on the same payscale. Expressions such as 'climb the ladder' in describing promotion should not be used in descriptions of promotion criteria. The institution should take an active role in supporting its members to be 'promoted' to a higher level role rather</p>	<p>3.1 Teaching staff recruitment and development</p> <p>An in-depth analysis and evaluation of the of all 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.</p> <p>In regards the Foundation in English Language, Ms. Stylianidou currently teaches future teachers for primary schools, however this is not an indication of her limited teaching skills to teach other target group of students. This assumption is far from being realistic especially when holding a PhD in English literature from Kings College.</p> <p>In conclusion we would like to clarify the reasons behind why the committee was unable to meet Ms. Nomikou. This simply was because she came for the meeting based on the set schedules time by the committee which in due process was not abided by the committee and therefore, had to leave in order to return to other duties scheduled during your request to meet her.</p> <p>Finally, Ms. Orfanidou (holder of Bachelor and Master's Degree), may have limited relevant experience teaching at a college, but she is teaching for the last 3years IELTS at a Tutorial centre in Cyprus with Excellent results. This does not undermine her ability to teach the necessary syllabuses in higher education.</p> <p>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.</p> <p>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, 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.</p> <p>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</p>	<p>Choose level of compliance:</p>
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than expect its staff to 'move ahead, climbing over obstacles'.
The de facto promotion procedures described orally during the visit by the president of the college should not be different from the ones described in the college's policies and should apply to each applicant in an equitable manner.

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

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>In Addition, Larnaca College has an Erasmus agreement with the Department of Education of the Dimokritio University at Thraki and Bucharest University. Furthermore, we had a renewed the Erasmus Charter for Higher Education 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</p>	
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	<p>(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:</p> <ul style="list-style-type: none"> - 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. <p>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).</p> <p>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.</p>	
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<p>3.3. Synergies of teaching and research</p> <p>Not applicable</p>	<p>3.3. Synergies of teaching and research</p> <p>There is a commendable commitment on behalf of Larnaca College to enhance research in the area of the English language, which can contribute significantly to the understanding, development, and application of linguistic knowledge. Needless to say, the newly developed programs will be followed by the faculty like the other faculties that are already involved in research.</p> <p>The faculty of Larnaca College, actively participate in various research activities, carried out in collaboration with scientists from top universities in the world. Such as the University of Athens, University of Crete, Nottingham University, Libre University, University of London). Furthermore, lecturers of Larnaca College have published their work in international academic journals and books. During the last few years, academics of Larnaca College published dozens of articles in international journals (Scopus indexed), in a wide range of disciplines: computer science, natural sciences, and Engineering, Medicine, health sciences, Education, social sciences, business administration.</p> <p><u>Research - Creativity - Innovation</u></p> <ul style="list-style-type: none"> •Larnaca College (LC) is making strenuous efforts to upgrade and enhance the level, quality, diversity, inclusiveness, and the content of our research, both internally and globally. •The main goal of our Research Department and our annual publication “Larnaca College Review” is to offer the opportunity and motivate our full and part time Faculty as well as our graduate students to expand and publish non-peer review articles. •We train practically, timely and in depth our students in the efficient use of research methodologies; the digital analysis of collected data; the synthesis of divergent information; the techniques of ground research; the presentation of findings, and the use and commercialization of the research results. •We minimize teaching workloads for all our faculty members in order to devote adequate time to research. •On the external front, we continuously strive to locate, and cooperate with global academic institutions, and we have done a superb job, even during the pandemic years. 	<p>Choose level of compliance:</p>
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	<p>a. International Research Collaborations</p> <p>Since 2017, we have worked productively and successfully with European mostly universities, and research centers.</p> <p>Our goal is to sign more inter-institutional agreements with academic institutions either within the context of Erasmus+ Programme or ad hoc partnerships.</p> <p>In addition, we plan to expand research partnerships with global academic and international research organizations.</p> <p>Below are some of our European partners:</p> <ol style="list-style-type: none"> 1. Departmental Agreement with the Department of Early Childhood and Education, School of Education and Communities, University of East London, UK. (2022). 2. Pedagogical Institute of Borys Grinchenko-Kyiv University, Ukraine (2022). 3. International Hellenic University, Kavala, Greece (2022/2023). 4. Bucharest University of Economic Studies, Bucharest, Romania (2021/2027). 5. University of Gdańsk, Gdańsk, Poland (2019/2020). 6. Instituto De Estudos Superiores DE FAFE, Portugal (2018-2020). 7. Eastern Macedonia and Thrace Institute of Technology, Greece (2017/18). 8. Rua Universitarla Medelo, Fafe, Portugal (2017/2018). <p>b. Faculty Research</p> <p>Larnaca College faculty has published various academic publications both peer-reviewed (14) and non-peer-reviewed (24).</p> <p>In this context, the number of joint research publications with foreign academics reached a total of 16 in the last years.</p> <p>It should also be noted that the number of citations in research publications reached a total of 30.</p> <p>The following is an indicative list of journal publications and books:</p> <ol style="list-style-type: none"> 1. Mavrokordatos, Pete and Stascinsky, Stan. (2023). A 50 Year Economic Analysis of Mexico's Economy. Open Access Library Journal. Vol.10 No.6, June 2023. Available at: 	
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	<p>https://www.scirp.org/journal/paperinformation.aspx?paperid=125805</p> <p>2. Kirlappos, A. (March 2023). "The Europeanization of Gender Equality at the Municipal Level: Insights from the Republic of Cyprus," Local Government Studies. DOI: 10.1080/03003930.2023.2198219</p> <p>3. Professor Aris Mousoulides. International Affiliated Professor- (Research Laboratory on Socio-Economics and Environmental Sustainability-ReSEES) Athens University of Economics and Business, Greece, 2023</p> <p>4. Demos, Nick, (2022) "636, The beginning of Hellenism's shrinkage", Larnaca College Publishing.</p> <p>5. Mavrokordatos, Pete and Stascinsky, Stan. (2022). France: A Regression Analysis 1970 –2019 (Including Appendix with Regression Analysis). International Journal of Science, Engineering and Management (IJSEM)Vol 9, Issue 12.</p> <p>6. Papadopoulos, Issak. and Pieroulli, Christiana. (2022). "Investigating the teaching behavior of teachers in bilingual school environments".</p> <p>7. Mavrokordatos, Pete and Stascinsky, Stan, (2021). "France a Regression Analysis 1970-2019", International Research Journal of Marketing and Economics, Vol. 8 (12).</p> <p>8. Farmaki, Anna, Elena Spanou, and Prokopis Christou, (2021) "Constructing meanings of luxury in Airbnb", International Journal of Contemporary Hospitality Management, Vol. 33 (10) 33.</p> <p>9. Kontovourki Stavroula and Poyiadji Evie.(2021) Digital literacy meets school(ing): Examining potentials for transformations in language arts primary classrooms.</p> <p>10.Evie Poyiadji and Stavroula Kontovourki, (2020). "Human and non-human agency in elementary literacy classrooms: Examining ClassDojo as part of pedagogical practice", Interpretation.</p> <p>11. Mavrokordatos, Pete and Stascinsky, Stan, (2020) "A Statistical and Economic Analysis of France", International Journal of Management, IT & Engineering, Vol. 10 (12).</p> <p>12. Zenios, I. & Chatzipanagiotou P. (2020). Steps Towards the Professionalisation of Trainers: A Good Practice from Cyprus, in Gravani, M. et al. (Eds). The Role of Higher Education in the Professionalisation of Adult Educators. Newcastle upon Tyne: Cambridge Scholars Publishing.</p> <p>13. McGowan-Koyzis Susan, Koyzis Anthony and Neophytou Charalambos, (2019) "Exploratory Study of the Influence of CYQAA in</p>	
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	<p>the Republic of Cyprus”, International Research Journal for Quality in Education, Vol. 6 (2).</p> <p>14. Mavrokordatos, Pete and Stascinsky, Stan. (2019) “A Statistical Analysis of the Economies of Argentina and Chile, and a Measurement of their Interdependence”, Published in the International Journal of Physical and Social Science (www.ijmra.us), Volume 9, Issue 11, ISSN 2249-5894.</p> <p>15. Kakoudakis, Konstantinos I., and Scott McCabe, (2018). "Social tourism as a modest, yet sustainable, development strategy: policy recommendations for Greece", Journal of Policy Research in Tourism, Leisure and Events, 10(3): 189-203.</p> <p>16. Zenios, I. (2018). Investigating the Possibility of Typological Convergence of Trainer and Teacher from a Professional Point of View: From "Educator" to "Learning Facilitator", 15th Pan-Cypriot Conference of the Cyprus Pedagogical Society "The Role of Educational Research as an Equalizer in a Society of Inequalities", 13 October 2018. Nicosia: University Cyprus.</p> <p>17. Mavrokordatos, P., & Stascinsky, S. (2016). “Historical and Economic Analysis of the French Economy”, Published in the International Journal of Management, IT and Engineering (www.ijmra.us), Volume 6, Issue 7, ISSN: 2249-0558, July 2016.</p> <p>18. Vouldis, A and Eleni Zakchaïou Constantinou. (2015). “Service Quality Provided To Non-European High Net Worth Individuals(HNWIS) By Banks, Legal And Accounting Offices In Cyprus”: Vol.1, No.2 of European Journal of Economics and Management (EJEM)</p> <p>19. Mavrokordatos, Pete and Stascinsky, Stan. (2015). “An Evaluation of Argentina’s Economy”, Published in the International Journal of Marketing and Technology (www.ijmra.us), Volume 5, Issue 7, ISSN: 2249-1058.</p> <p>20. Vouldis, A and Antonios Papadopoulos(2014) “City Branding In Cyprus: From Theory to Development”:Vol.2, No.1 of Journal of Organisational Studies and Innovation (JOSI)</p> <p>21. Vouldis, A and Luka Sustersica (2014) “Strategic change for survival: a Case of Construction Company in Slovenia”: Vol.1, No.1 of European Journal of Economics and Management (EJEM)</p> <p>22. Mavrokordatos, Pete and Stascinsky, Stan. (2014). ‘Is India Becoming An Economic Superpower?’, Advances in Management and Applied Economics, 2014, vol. 4, issue 1, 6, 103-110.</p>	
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	<p>23. Vouldis, A. (2013) “Development and Implementation Issues for Managing Sales Performance”, Author: Angelos Vouldis. Publisher: Scholars' Press, ISBN-10: 363951744X, ISBN-13: 978-3639517446</p> <p>24. Mavrokordatos, P., & Stascinsky, S. (2013). The Return Of Hong Kong To China: An Analysis. International Business & Economics Research Journal (IBER), 12(11), 1395–1404. https://doi.org/10.19030/iber.v12i11.8177</p> <p>25. Mavrokordatos, P. M., Stascinsky, S., & Michael, A. (2012). South Africa's Macroeconomic Performance Before And After The Apartheid. International Business & Economics Research Journal (IBER), 11(2), 179–184.</p> <p>26. Mavrokordatos, Pete; Stascinsky, (2010) Stan and Michael, Andrew. Germany: Twenty Years After the Union”, Published in the International Business and Economics Research Journal, Volume 9, Number 4, April 2010, ISSN: 1535-0754.</p> <p>c. Student Research</p> <p>1. Koula, Maria, “The use of ICT on day-to-day teaching practice: The Case of Vergina Lyceum, Larnaka”, Summer 2023.</p> <p>2. Naziri, Panayiota, “The role of Counseling and Vocational Education Teachers in Supporting LGBTQI students of secondary education in Cyprus”, Summer 2023.</p> <p>3. Alambritis Tasos, “Productivity and efficiency of the DRSU (Disaster Response Special Unit)”, Summer 2022.</p> <p>4. Eleftheriou Georgia, “Why young people of Kokkinochoria area is now days less interested in potato cultivation?”, Summer 2022.</p> <p>5. Hadjihambi, Chrystalla, Job Satisfaction of the Military Personnel and Civil Servants of the Ministry of Defence (MoD) of the Republic of Cyprus”, Summer 2022.</p> <p>6. Kitsios Aggelos, “How the continuous increases in duties and taxes lead to smuggling during the period 2014-2020 in the Republic of Cyprus”, Summer 2022.</p> <p>7. Konstantinou Konstantinos, Leadership patterns at Cyprus Police”, Summer 2022.</p> <p>8. Paraskevas Panagiotis, “The Relations Between States and Non-governmental Organizations – The NGOs Management and Strategic, Capacity Development and Advocacy – NGOs in Cyprus”, Summer 2022.</p>	
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	<p>9. Paraskeva Paraskevas, "Job satisfaction and the performance of the members of the Famagusta Police division", Summer 2022.</p> <p>d. Ongoing and Future Research</p> <p>Larnaca College plans to make new publications. As a result of our faculty's ongoing research.</p> <p>The following is an indicative list of recent submissions/presentations/books/ongoing research:</p> <p>a.Zenios, I. (to be published). The "Learning Facilitator" as a result of a Typological Convergence of the Trainer and the Teacher. 8th Conference of the Scientific Association of Adult Education, September 30 - October 1, 2023 (online).</p> <p>b.Kapitanis R. & Zenios, I. (to be published). Dealing with the sudden shift to Distance Education due to the pandemic: The case of Agios Georgios High School of Larnaca.. 8th Conference of the Scientific Association of Adult Education, September 30 - October 1, 2023 (online).</p> <p>c.Stylianou E. & Zenios, I. (to be published). Factors of school effectiveness in the ever-changing educational landscape: Focusing on the major role of educational leadership. 8th Conference of the Scientific Association of Adult Education, September 30 - October 1, 2023 (online).</p> <p>d.Mavrokordatos, Pete and Stascinsky, Stan. Venezuela: A Statistical Analysis Before, During and After Hugo Chavez. (Projected Publication Spring 2024).</p> <p>e.Mavrokordatos, Pete and Stascinsky, Stan. Mexico: An Economic Study Before and After NAFTA. (Projected Publication Fall 2023).</p> <p>e. Seminars and Conferences</p> <p>The pandemic has not diminished our appetite and eagerness to participate and present to national and international academic conferences.</p> <p>1. Demos, Nick. (2-5 June 2023) (MS23-283) – 'Visibility of Cypriot Stock Exchange listed Companies'. 29th Annual Conference of the Multinational Finance Society, Neapolis University Pafos</p> <p>2. Demos, Nick. (2023) "Consequences and Disequilibria of the Ukrainian War".NATO Strategic Communications (STRATCOM) Conference, June 5-7, New York, USA.</p> <p>3. Mavrokordatos, Pete and Stascinsky, Stan. (2023) A Regression Analysis of Mexico Before and after the North American Free Trade Agreement (NAFTA). 5th International Conference on Future of</p>	
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	<p>Business, Management and Economics. 20-23 October 2023, Rome, Italy (accepted for presentation).</p> <p>4. Demos, Nick. (2022). “Financial Communication Disclosure of Cypriot Stock Exchange listed companies” 12th National Conference of the Financial Engineering and Banking Society, 19-20, December 2022, Athens.</p> <p>5. Mavrokordatos, Pete and Stascinsky, Stan. (2022). “France a Regression Analysis 1970-2019 (Latest version, including Appendix)”, International Conference on Finance, Bank & Economics. November 22-24, 2022, Prague, Czech Republic.</p> <p>6. Demos, Nick. (2022). “Climate Change and The Arctic Sea” 4th Climate Change Conference 2020: Policies & Business”, 22 October 2022, Toronto, Online.</p> <p>7. Demos, Nick. (2022). “Major and Superpower Dynamics and Equilibrium” NATO Strategic Communications (STRATCOM) Conference, July 7-10, New York, US.</p> <p>8. Demos, Nick. (2022). “Firm Visibility, Capital Raising and Relationship Roadshows” 28th Annual Conference of the Multinational Finance Society, June 26 - 29, 2022, Gdańsk, Poland.</p> <p>9. Kirlappos Andreas. (March 2022). ‘The Europeanization of Gender Equality at the Municipal Level: Evidence and Limitations from the Republic of Cyprus’. The University of Illinois 12th EU Studies Conference.</p> <p>10. Demos, Nick. (2022). “NAFTA and CETA Agreements and Geopolitics”. The Canada EU Trade and Investment Association, 8 February 2022, Ottawa, Canada, Online</p> <p>11. Demos, Nick. (2021). “Group Presentations effects on Trading Volume and Stock Price”. 20th Annual Conference of the Association of Financial and Accounting Scientists of Greece, (H.F.A.A.), December 17-1 2021, Thessaloniki, Online.</p> <p>12. Demos, Nick. (2021). “Information Asymmetry and Roadshows” 2021 Online Vietnam Symposium in Banking and Finance, 28 - 30 October 2021, Banking Academy of Vietnam, Hanoi, Vietnam.</p> <p>13. Demos, Nick. (2020). “Targeting Investors via Proactive Roadshows” 8th Online Financial Management Conference (PFMC-2022), 19-21 December 2020, Paris, France.</p> <p>14. Demos, Nick. (2020). 2020 Online Vietnam Symposium in Banking and Finance, 29-31 October 2020, Banking Academy of Vietnam, Hanoi, Vietnam.</p>	
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	<p>15. Demos, Nick. (2020). "IPOs and Roadshows, Practice and Lessons" 16th Online Hellenic Society for Systemic Studies (HSSS), National & International Conference, 24-26 September 2020, Tripoli, Greece.</p> <p>16. Mavrokordatos, Pete and Stascinsky, Stan. (2020). "A Statistical Analysis of the Economies of Argentina and Chile, and a Measurement of their Interdependence", Presented at the Annual International Conference on Business, Management and Economics, Budapest, Hungary, March 6 – 8, 2020, and Published in the Proceedings of the Conference.</p> <p>17. Heyes, A., Farmaki, A., Spanou, E., Christou, P. (2019). "Airbnb plus and beyond: tapping into the luxury market". APacCHRIE & EuroCHRIE Joint Conference, 22-25/05, School of Hotel & Tourism Management, The Hong Kong Polytechnic University</p> <p>18. Zenios, I. (2019). Multiple Diversities in the Validation Process for the Qualification "Trainer of Vocational Training - SVQ/CyQF/EQF – Level 5". ESREA, 16-18 October, 2019. Thessaloniki, Greece: Aristotle University of Thessaloniki.</p> <p>19. Mavrokordatos, Pete and Stascinsky, Stan. (2019). An Economic Analysis Measuring the Interdependence of Japan and the U.S.", Presented at the annual International Conference on Applied Research in Management, Business and Economics, Barcelona, Spain, April 5 – 7, 2019, and Published in the Proceedings of the conference</p> <p>20. Kakoudakis Kostas. (2018). 'Generation shifts in the senior tourist market: Addressing future challenges through social tourism'. 9th International Conference on 'Tourism & Sustainable Development, Kathmandu, Nepal, May 16-18, 2018.</p> <p>21. Zenios, I. (2018). Arts, Technologies and Techniques in Experiential Workshops of Cultural Self-awareness and Heterocognition. Surprise as a Means of Enabling Transformative Learning, in Radaïou, A. (ed.). First Greek Conference on Transformative Learning, May 5-6, 2018, Volume of Proceedings, s.s. 81-87. Athens: Scientific Association of Adult Education. Access from https://bit.ly/34hEkKq</p> <p>22. Mavrokordatos, Pete and Stascinsky, Stan. (2017). "A Statistical and Historical Analysis of India's Economy", Presented at the Czech Institute of Academic Education z.s., Vienna, Austria, November 24 – 26, 2017, and Published in the Proceedings of the conference.</p> <p>23. Zenios, I. (2017). Professionalisation of Trainers and Teachers in Cyprus: Comparative Analysis Towards a Common Typology. ESREA, 18-20 October, 2017. Talin, Estonia: University of Talin.</p>	
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	<p>24. Zenios, I. (2016). The Utilization of Qualitative Research Methods with an Emphasis on the Delphi Method to Compare Trainers and Teacher from a Professional Perspective. Two-day Doctoral Studies Program, 27-28 May 2016. Nicosia: European University Cyprus.</p> <p>25. Mavrokordatos, Pete and Stascinsky, Stan. (2015). An Evaluation of Argentina's Economy", Presented at the Annual Conference of the American Society of Business and Behavioral Sciences, Las Vegas, Nevada, Feb. 18 – 22, 2015, and published in the Proceedings of the conference.</p> <p>26. Mavrokordatos, Pete and Stascinsky, Stan. (2014). Venezuela: A Country In Economic And Political Transition?" Presented at the Annual International Business and Economics Research Conference, and Published in the Proceedings of the Conference, Oct. 5 – 8, 2014, Las Vegas, Nevada.</p> <p>27. Zenios, I. (2014). Evaluation and Certification of Trainers of Vocational Training by the Human Resource Development Authority. Conference on Adult Education June 25-26, 2014. Nicosia, Filoxenia Conference Center. Ministry of Education and Culture. Accessed from http://www.moec.gov.cy/aethee/synedria/2014_teliko/2014_06_25_ioannis_zenios.pdf</p> <p>28. Mavrokordatos, Pete and Stascinsky, Stan. (2014). India: An Emerging Economic Force for the 21st Century", Presented at the American Society of Business and Behavioral Sciences annual Conference, Las Vegas, Nevada, Feb. 19 – 23, 2014, and Published in the Proceedings of the Conference.</p> <p>29. Zenios, I. (2013). The Trainer of Vocational Training as part of the two HRDA Certification Systems: The Certification of Training Providers and the Certification of Vocational Qualifications. Peer Learning Activity in Cyprus "Challenges faced by Adult Teaching Staff Working in Second Chance Schools" (Evening and/or Evening Technical and Vocational Schools). Organized by the Pedagogical Institute of Cyprus in the framework of the implementation of the Cyprus Action Plan on the renewed European Agenda for Adult Learning 2012-14. Nicosia, 4-5 December 2013 (Classic Hotel). Ministry of Education and Culture. Access from http://www.moec.gov.cy/aethee/omadiki_mathisi/dek_2013/ioannis_zenios_human_resource_development_authority_cyprus.pdf</p> <p>30. Zenios, I. (2012). Using technology and art for bridging the gap between "Us" and the "Others". In CySEA Board (Eds), Proceedings of 11th InSEA European Congress 'Arts Education at the crossroads of cultures' (140-146). Lemesos: CySEA Board. Access from</p>	
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	<p>https://www.insea.org/wp-content/uploads/2021/09/cyprusproceedings.pdf.</p> <p>31. Mavrokordatos, Pete and Stascinsky, Stan. (2012). European Debt Crisis: Are Austerity Measures the Correct Remedy?", Presented at the Association for Global Business Conference, Washington, D.C., Nov. 15 – 17, 2012, and Published in the Proceedings of the Conference.</p> <p>32. Vouldis, A. & A. I. Kokkinaki (2011) "A critical review of business performance models and frameworks and their application to sales organizations": 3rd European Conference on Intellectual Capital, Nicosia, University of Nicosia, 18-19 April 2011, Authors: A.</p> <p>33. Vouldis, A, (2010). "Linking e-learning to the balanced scorecard for enabling sales performance": 9th Annual Conference of the Hellenic Finance & Accounting Association, Limassol, The Cyprus University of Technology, 17th– 18th December 2010</p> <p>34. Vouldis, A, (2010). "Enhancing sales performance through e-learning platforms, a case study in Mercedes-Benz Cyprus": International Conference on Professional vocational and workplace learning, Larnaca, Cyprus, June 23rd – 26th 2010.</p> <p>35. Vouldis, A and Kokkinaki, A.I.(2010). "Performance Management and Control: A Case Study in Mercedes-Benz Cyprus": 12th International Conference on Enterprise Information Systems, Funchal, Madeira – Portugal, 8 - 12 June, 2010, Paper Nr: 325.</p> <p>36. Zenios, I. (2009). The impact of asynchronous (distance) e-icebreakers on adult face-to-face learning. Proceedings, 5th International Conference in Open & Distance Learning, November 2009, Athens, Greece, pp.27-37. Access from https://eproceedings.epublishing.ekt.gr/index.php/openedu/article/view/433/396</p> <p>b.Larnaca College Research to benefit Business and Society in Cyprus</p> <p>Larnaca College is linking research activity with innovation, entrepreneurship, with the main objective to make a significant positive contribution to our society.</p> <p>Larnaca College has also been organizing or participating to open events to raise public awareness and link research activity with the needs of society.</p> <p>The former reached a total of 9 events and the latter a total of 7 events, since 2018.</p> <p>The following is an indicative list of recent events:</p>	
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	<p>1. Professor Aris Mousoulides organized a field trip for its students, at the Sunrise Beach Hotel in Protaras. 11 May 2023. Students talked to the members of the management of the hotel regarding hotel operations.</p> <p>2. Professor Aris Mousoulides organized a briefing seminar for the summer internship of the Larnaca College students titled: 'Everything about your summer internship in prestigious hotels'. 16 March 2023.</p> <p>3. Professor Aris Mousoulides represented Larnaca College at a Seminar organized by the Deputy Ministry of Tourism titled: 'Lack of Human Resources in the Hospitality Sector'. 13 January 2023.</p> <p>4. Online Workshop titled: 'The Greek Language and its Teaching: Theoretical and Pedagogical Approaches. Department of Greek Education Greek, Orthodox Archdiocese of America and Department of Educational Sciences of Larnaca College, Cyprus. Saturday 12 February 2022.</p> <p>5. Dr Kirlappos Andreas. Open Lecture titled: 'Local Government of the Republic of Cyprus, Historical Burdens, and Reform Attempts'. Famagusta Municipal Cultural Center of Larnaca, December 8, 2021.</p> <p>6. Professor Vassilios Tsiantos (former vice president of the Hellenic Authority for Higher Education). Open Quest Lecture titled: 'Quality in Higher Education'. March 19, 2021.</p> <p>7. Nasia Charalambous. Open Lecture titled: 'Train the trainer, quality and effectiveness in education'. April 2, 2021.</p> <p>8. Professor Sevasti Hadjifotiou (Department of Social Administration and Political Science, Democritus University of Thrace, Greece). Open Quest Lecture titled: 'Domestic Violence Against Women– Contemporary Findings and Challenges'. April 2020.</p> <p>9. Dr Aggeliki Markoglou. Open Lecture titled: 'Alternative Methods of Teaching in the Education of Primary and Secondary Students'. February 20, 2019.</p> <p>10. Dr Sofia Coelho. Erasmus+ Guest Lecture: "Entrepreneurial orientation, business network, and performance: The specific Case of Portuguese Small and medium enterprise of family businesses". May 15, 2018.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>4.4. Student Certification</p> <p>The institution was planning to award a diploma upon the completion of the course, but this should just be a certificate of attendance.</p>	<p>4.4. Student Certification</p> <p>Certificates awarded by the College: An example of Foundation in English Language Certificate was also listed in the program application which was officially submitted. The college Internal Regulations are attached for further clarification.</p> <p>Educational certificates awarded by the faculty:</p> <p>The school will award for:</p> <p>a) one-year of study in the final Certificate, Certificate upon successful completion of the course.</p> <p>b) a two-year of study in a final Diploma, Diploma upon successful completion of the course.</p> <p>c) a three year of study final, Higher Diploma, Higher Diploma after successful completion of the course.</p> <p>d) four years of study the final, degree, Bachelor of Arts after successful completion of the course.</p> <p>e) Master's program a one or two-year study with the final title Master in Business Administration or Master in Business Administration (MBA).</p> <p>The information contained in the qualifications are:</p> <p>a) The duration of study, namely the standard course to acquire the Title.</p> <p>b) The language version of the qualification and its translation.</p> <p>c) The language used for the qualification is English language.</p> <p>Additionally, the School can prepare</p>	<p>Choose level of compliance:</p>

	<p>and translate each final title in another language on which is shown clearly, the phrase - approved translation. The original of the approved translation since it is certified by the Press and Information Press and finally approved by the Ministry of Education and Culture. The process of translation is done only once for each field of study, after being approved by the Ministry of Education and Culture “Approved Translation” and provided by the school without further formalities)</p> <p>d) Registration number of the student and the issue number of the Diploma is written in the Diploma on the degree/certificate from the School Book of Studies.</p> <p>e) The paper used for the Diploma: (Security paper: A3 or A4).</p> <p>f) The Hallmark of the school: The diploma must carry the hallmark of the school.</p> <p>g) Signatures: The degrees of the faculty have three signatures as follows:</p> <p>i. The Head of School (Director of the College)</p> <p>ii. The Academic Registrar of the School (Registrar of the College)</p> <p>iii. Of the Head of Sector Studies (Director of the Program of study).</p> <p>Transcript Diploma Supplement - Transcript</p> <p>In addition to the Diploma, the School provides a Transcript, which is known as the “Diploma</p>	
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	<p>Supplement" or Certificate of Studies.</p> <p>The diploma supplement includes, amongst others, the score in various courses by the student, the semester or academic year courses which were attended. Additionally, given is the number of students' record from the Register of Students and the issued numbers of both the title and the 'transcript' of the book of Studies in the School Certificate.</p> <p>The school can further issue to any student a student report, which can be used to register in the next academic year or semester or transfer to another institution.</p>	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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<div>5.1 Teaching & Learning Resources</div> <div>There is a concern regarding the concordance among the level of the course, the expected level of the students and the level of the books. This concern is mainly raised by the fact that the teachers do not seem to be fully aware of the required level of the students who will enter the foundation program nor the goals of the program. This leads to the fact that there is not a final course plan with all the adequate information yet.</div> <div>It was not clear what the frequency and the rate of the library’s upgrade is and whether students are prompted to use the premises of the library.</div> <div>It was not clear whether there is an available appropriate separate study room with wi-fi connection and computers to serve students’</div>	<div>5.1 Teaching & Learning Resources</div> <div>Below we provide a list of bibliography for teaching & learning resources:</div> <table><tr><td>Teaching and Learning Resources</td><td>Description</td></tr><tr><td>Library</td><td><i>Greek and English bibliography is available for all topics listed in the new proposed program of study.</i></td></tr><tr><td>e-library</td><td>We provide access to a great number of electronic databases related to the Foundation in English Language. This access comprised full-text articles, eBooks and journals. The databases we use are: EMERALD, EBSCO, PROQUEST ACADEMIA (PREMIUM), e-books in Greek and English.</td></tr><tr><td>Interlibrary loans with the University of Cyprus</td><td>This agreement provides users the opportunity TO HAVE ACCESS TO THE UNIVERSITY’ OF CYPRUS STATE OF THE ART LIBRARY.</td></tr></table> <div>Below we provide a detail description of our Laboratories for teaching and learning and a description of each one:</div> <table><tr><td>Teaching and Learning Resources</td><td>Description</td></tr><tr><td>Laboratory for Health and Care</td><td>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 (diapers etc)</td></tr></table>	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 the Foundation in English Language. This access comprised full-text articles, eBooks and journals. The databases we use are: EMERALD, EBSCO, PROQUEST ACADEMIA (PREMIUM), e-books in Greek and English.	Interlibrary loans with the University of Cyprus	This agreement provides users the opportunity TO HAVE ACCESS TO THE UNIVERSITY’ OF CYPRUS STATE OF THE ART LIBRARY.	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 (diapers etc)	<div>Choose level of compliance:</div>
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 the Foundation in English Language. This access comprised full-text articles, eBooks and journals. The databases we use are: EMERALD, EBSCO, PROQUEST ACADEMIA (PREMIUM), e-books in Greek and English.													
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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 (diapers etc)													

<p>studying and research needs.</p> <p>The scholarship policy and the policy regarding students with disabilities should be publicly available on the website of the College.</p>	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., xylophone 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. Students have access to Approximately 30 Computer Lap tops through the Day.		
	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		

		<p>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.</p>		
	Teaching and Learning Resources	Description		
	Moodle	<p>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</p>		

		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	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.		
	ActivInspire Software	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. English language teaching , 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 Activin spire 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.		

	Graphic Tablets	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).		
	Tablets	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.		

	Virtual Reality Headsets	<p>Virtual reality headsets can be used to enhance student English learning and engagement. They transform the way that the educational content is delivered.</p> <p>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	<p>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</p>		

		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	This website will help students learn how to transform traditional printable worksheets into interactive online exercises with self-correction. 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”.	
	https://phet.colorado.edu/	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".	
<u>Further information about IT Resources</u>			
(OPTIONAL - We suggest faculty members use them during their lessons, since 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		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.	

	http://edu.glogster.com	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.		
	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	5.2 Physical resources	Choose level of compliance:
Partially Compliant	<p>Larnaca College Building. (approximately 2000 square meters in total)</p> <p>Classrooms: All Lecture rooms and auditorium are on the 1st and 2nd floor. There are 13 lecture rooms and 1 auditorium which is approximately 120 square meters. Each lecture room is equipped with Wi Fi access, Projectors, whiteboards, interactive boards and Screens.</p> <p>Cafeteria: A student cafeteria is available on the Ground floor of the College and is open during regular College hours.</p> <p>Library: The library maintains a large selection (THOUSANDS OF EBOOKS AND EJOURNALS) of relevant to the program and AROUND 5000 HARD COPY BOOKS and periodicals in the area of English Language, Business Management, Marketing, Law, Education etc. The major textbooks books are also listed in the module descriptions of each unit. The library is also equipped with 8 computers which allows access to the electronically based library resources. The library works on a full-time basis with full time personnel from 8:00 – 13:00 and 15:00 -18:00. It is approximately 110 meters square.</p> <p>E-Library: Our Library places significant emphasis on online based library resources. Electronic library with combined in electronic form, books, periodicals and encyclopaedias.</p> <p>Larnaca College has subscription with the following electronic Academic Databases:</p> <p>Example: PROQUEST EBOOK Central has over 333400 titles. PERLENGO has over one million in English Italian Spanish French and German. EBSCO: Thousands of E-books and Ejournals. ACADEMIA PREMIUM: 82 Book series Titles. Emerald: Thousands of Electronic Titles.</p> <p>Lab: In the labs, 30 students will be able to work in a group. Each lab has 26 Laptops. (Installed hardware & software: (WINDOWS 11, DVD WRITER, CAMERA, WIRELESS NETWORK, MICROSOFT OFFICE 365)</p> <p>Larnaca College is committed to satisfy emerging needs related to this program of study as well.</p> <p>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.</p> <p>Needless to say, 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.</p>	



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6. Additional for doctoral programmes (ALL ESG)

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

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

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>It was apparent in the visit that Larnaca College is a small institution with a capable administration staff and the programme leader Dr. Maria Stylianidou is highly competent. However, internal quality assurance documentation is not fully detailed, some teaching staff members would require further professional development and policies of hiring and promotion might not always be consistently implemented. The transparency and clarity of information provided publicly as well as in the application for accreditation should also be improved. The college needs to develop a comprehensive, coherent, formal and transparent policy in terms of quality assurance, in particular with respect to the development and regular review of study programs; specific mechanisms and tools need to be provided and described in more detail.</p> <p>The teaching staff should be absolutely clear about the entry and exit level of proficiency required in the programme and should tailor the teaching materials to the target level and student population based on a needs analysis. The principle that a coursebook is the curriculum should not be applied as it does not allow sufficient</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>

flexibility and learner autonomy. The programme should align with the guidelines provided by the ministry that students can take any of the accredited language proficiency tests and should focus on the achievement of stated learning outcomes rather than one specific test. Emphasis should also be placed on digital skills and learner autonomy in the foundation programme. The description and availability of information about learning resources should also be more transparent and available publicly for students who apply for the programme and also for future external evaluations.		
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C.



D. Higher Education Institution academic representatives

Date: Click to enter date

