

Doc. 300.1.1

Date: 7th March 2025

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Larnaca College
- **Town:** Larnaca
- **School/Faculty (if applicable):** n/a
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

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

In English:
Bachelor of Education (B.Ed., 4 years, 240 ECTS)
- **Language(s) of instruction:** Greek & English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Δημοτική Εκπαίδευση (4 χρόνια, 240 ECTS,
Προδημοτική Εκπαίδευση 4 χρόνια, 240
ECTS, Βρεφονηπιακά, 4 χρόνια, 240 ECTS

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

In English: Primary Education (4 Years, 240 ECTS); Pre-Primary Education (4 Years, 240 ECTS); Early Childhood Education (4 Years, 240 ECTS).

A. Introduction

This part includes basic information regarding the onsite visit.

The site visit with Larnaca College took place on March 6th 2025.

The EEC was welcomed by the Head of the College, Mr Charalambos Neophytou, along with senior members of the College management. Over the course of the visit, meetings were held with senior staff and programme coordinators from the School of Education as well as:

- academic staff – both full time and part time teaching on the programme
- representatives of administrative, technical and library staff
- members of the internal evaluation committee
- members of the current student body
- recent graduates of the programme
- the College's external evaluator

Members of the EEC were able to ask questions and engage in a fruitful and open dialogue throughout the day. The committee felt that the event was extremely well organised and the presentations were very helpful.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Valerie Sollars	Chair	University of Malta
Prof. Joe O'Hara	Member	Dublin City University
Assoc. Prof Maria Figueiredo	Member	Polytechnic Institute of Viseu
Ms. Anastasia Alexopoulou	Student Member	University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The application was carefully formulated and Larnaca College was well prepared for the evaluation process. The findings from the onsite visit were generally positive. Everybody who attended the meetings was active, well equipped with knowledge and information. The members of the EEC were satisfied with the engagement of all participants in the process and felt that they got a comprehensive overview of the functioning of Larnaca College in general and the Bachelor of Education Programme in particular.

1.1: Policy for Quality Assurance

The **Quality Assurance Policy and Procedures** for the **Bachelor of Education (240 ECTS Credits)** programme is formally established and publicly accessible. These procedures and policy underpin the organisation of the quality assurance system through structured regulations and processes, ensuring that teaching staff, administrative personnel, and students actively uphold their respective roles in maintaining quality standards.

The internal quality assurance and evaluation procedures are systematically structured. Since these processes are largely system-based, there is a tension between the generic, College QA structures and the particularities of practicum-based professional preparation that is at the core of an Initial Teacher Education (ITE) programme. There is potential to enhance student engagement. This can be achieved through co-learning, the development of learning communities linked to practicum experiences that might be used to illustrate programme quality across a number of domains.

The programme upholds academic integrity and freedom, actively safeguards against academic misconduct, and ensures a learning environment free from intolerance or discrimination against students or staff. Furthermore, it encourages the participation of external stakeholders in the continuous improvement of educational quality.

Attention should also be paid to the emerging challenge of AI in all assessment spaces.

1.2: Design, approval, on-going monitoring and review

The Bachelor of Education programme is structured with well-defined objectives aligned with the institutional strategy and articulated through explicit intended learning outcomes. There is a clear hierarchy of outcomes that are defined at both programme level and at the level of each of the sub-specialisms – Primary, Pre-Primary and Early Childhood. The inclusion of Aims, Goals, Objectives and linked learning outcomes at meso level is welcome and it apparently translates to micro programme level. However these could be more explicitly stated.

Quality Assurance at programme level is maintained through a collaborative process that engages students and key stakeholders while benefiting from external expertise. The programme broadly adheres to the Council of Europe's 4 key higher education principles and is designed to ensure a smooth and coherent student progression pathway. More explicit links could be made to the CYQF/NQF and the EQF: identifying linkages could help the programme in general.

Assessment methods, including examinations and assignments, are apparently aligned with the programme's academic level and ECTS requirements. More clarity in some areas might be welcomed.

The School Experience and necessary support mechanisms are integrated to enhance students' practical learning experiences. Extensive, bespoke assessment and support instruments are available. QA for the School Experience component at both design and implementation level should be explored.

There is evidence of a formal institutional review process to maintain academic rigor and compliance with national and international standards. The review process considers societal needs, student workload, assessment procedures, and student expectations, needs, and satisfaction. The BA in Education is a responsive and evolving programme. While there is evidence of structures used to continuously refine the programme there is an absence of key data around progression and graduation rates as well as data relating to post-qualification employment.

1.3 Public Information

The BA in Education Handbook which was submitted with the application is laudable. Clear, accurate and easily accessible information regarding most key aspects of the study programme are included with reference to selection criteria, intended learning outcomes, qualifications awarded, teaching and learning approaches, and assessment procedures.

The College website currently provides some information about the BA in Education by listing the titles of the courses/modules and the specialisation. However, this sorely needs to be updated.

There are some gaps in information provision in the area of data relating to progression and graduate testimonials. In addition there is a case to be made for a clearer outlining of the professional networks that inform and support ITE students at local and national levels.

1.4 Information Management

The programme systematically collects, monitors, and analyses data across key areas to support its effective management. However, while these processes are in place, there are gaps in the scope and depth of the publicly available data collected, which may limit potential students' ability to make fully informed decisions.

Currently, data collection focuses on fundamental aspects such as student enrolment, satisfaction, teaching effectiveness and assessment outcomes. Additional mechanisms for tracking the long-term impact of the programme on graduates' career trajectories and further studies could be strengthened.

Strengths

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

The Bachelor of Education is a developing programme that has progressed through its first cycle and is continuing to mature. In the area of programme design and development there are a number of strengths that need to be acknowledged. These include:

- An integrated, multi-layered and inclusive approach to Quality Assurance across the College and the BA programme that draws on the knowledge and experience of key stakeholders.
- A commitment to providing voice and agency to academic staff, students, administrative and support staff in a well calibrated QA system that operates at institutional, programme and modular levels.
- A broadly sympathetic and well calibrated appeals system that acknowledges the necessity for transparent and easily understandable criteria for questioning academic outcomes.
- An awareness of the importance of academic integrity and freedom, the need to safeguard against academic misconduct, and the creation of a learning environment free from intolerance or discrimination against students or staff.
- A commitment to making a wide range of key information available to a range of audiences including:
 - Students
 - Staff
 - Potential students
 - Key external stakeholders.
- An awareness, in theory at least, of the need to review key programme outcomes regularly.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

While the programme is operating at an appropriate level in the linked areas of design and development, there are a number of aspects that need to be explored further :

- There needs to be greater clarity around the new modular structure which is being proposed. Documentation around operation and issues relating to student capacity to undertake the programme in this revised structure need to be elaborated upon. For example, how do the school experience modules achieve the same, iterative and reflective learning outcomes in a truncated 5 week period as opposed to the extended semester period?
- Despite being asked to accredit a blended learning programme, it is unclear to the EEC how the general principles and support for blended learning described in the documentation, will be applied to the BA Education course in general and to the modules in particular.
- There is potentially tension between the requirements of a quality assurance system designed for a learning institution and the specific requirements of individual programmes. While these may be moderated in practice, the nature of initial teacher education programmes usually require a focused set of QA and moderation structures to take account of the particularities of School Experience. A more explicit statement of the current practice in this area – as explained in the face to face meeting - should be included in the QA and other documentation.
- Considering this is the second round of accreditation for the BA in Education, it would have been helpful to include a list of changes to the current proposal in comparison to the first iteration of the programme.
- There is a need to explore the potential disruptive impact of Artificial Intelligence on all elements of quality control, assessment and academic monitoring. The College needs to develop a policy on the use of AI across all aspects of the Bachelor of Education and to regularly engage with key stakeholders to ensure that the policy remains current and effective.

- Arguably the policy documents provided undersell the complexity and efficacy of certain aspects of the College's QA, review and design processes. For example:
 - Most internal QA systems have an inbuilt external element to facilitate greater objectivity and transparency. While this is present at Larnaca College, in practice it should be included in the formal QA policy document. When examining how this area might be developed in future review cycles, the College might also consider having programme specific external support / review for the Bachelor of Education Programme.
 - The external staff support and review element that is present in the College should be included formally in the College's policies either as a subset of the QA policy or in a separate policy relating to staff professional development.
 - The extent to which external stakeholders are involved in the design, implementation and review of the Bachelor of Education Programme is not reflected in the documentation provided. The in person meeting clarified that there is a process in place to facilitate this and it should be formally recognised in the policy documents. From our engagement with the programme team, it was amply clear that they recognise the importance of this process as education has a social impact. Graduates from this programme will rely on engagement with extensive networks of practitioners, policy makers and community representatives to initiate and progress in their careers.
- While the information contained in the programme documentation is comprehensive it could be presented in a more coherent manner across a range of programme inputs. We would suggest that the programme team consider developing graphic or tabular representations of key aspects of the programme design. These would include:
 - A clearer outline of the links between and across programme and specialisations at the level of
 - Aims
 - Goals
 - Objectives
 - Outcomes
 - These might also be mapped onto the outcomes / assessment modes of modules or at least groups of modules
 - Insights and excerpts of the internal QA mechanism were shared through a powerpoint presentation during the in-person meeting. Such information should be included in the student / QA handbook and shared succinctly and clearly.
- Given the importance of Qualification Frameworks at both national and European levels a more explicit statement as to the manner in which micro and meso outcomes, goals etc for the Bachelor of Education programme map onto the CYQF/EQF might be considered.
- Additional data relating to progression and completion rates as well data relating to graduate employment rates could be made available to students and staff to facilitate future career and course planning.
- Consideration should be given to sourcing testimonials from graduates of the Bachelor of Education in College Publications.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals
- A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.

2.3 Student assessment

Standards

- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.
- Assessment is appropriate, transparent, objective and supports the development of the learner.
- The criteria for the method of assessment, as well as criteria for marking, are published in advance.
- Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.
- Assessment, where possible, is carried out by more than one examiner.
- A formal procedure for student appeals is in place.
- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- The regulations for assessment take into account mitigating circumstances.
 - The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.
 - A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.

You may also consider the following questions:

- How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).
- How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?
- How is the development of students' general competencies (including digital skills) supported in educational activities?
- How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?
- Is the teaching staff using new technology in order to make the teaching process more effective?
- How is it ensured that theory and practice are interconnected in teaching and learning?

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

From the conversations with staff and students, it is clear that the needs of the students play a central role in the conceptualisation and delivery of the programme. This was amply highlighted by the President of the College and reinforced by the student representatives later in the day.

The consideration which is being proposed in this application, namely about offering the programme of studies in English and in Greek, through both the semester AND modular routes and through a blended learning approach, are further indication of the College's attempts to take on board student needs.

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

Based on the information provided in the BA Education Handbook, as well as the conversations with staff and with student representatives, a variety of methods are adopted across the modules. These provide students with opportunities to develop a range of skills, competences and values. Such teaching strategies foster/encourage participation and include discussions, presentations, group work, project work and observations.

It was also very evident that within the College, there is a strong emphasis on the inter-personal relationships and students' well-being. The communication with staff is varied and flexible, taking advantage of different forms of communication. Staff also highlighted that each student is assigned an academic advisor.

2.2. Practical Training

Students are followed, supported and mentored by one member of staff from the College for their practical training component. This in itself has a positive impact, although it may present some issues. Having one individual monitoring all the students contributes to a degree of consistency when assessment is being considered. It also gives the member of staff the opportunity to get to know the students closely.

2.3. Student Assessment

Student assessment and feedback for the modules proceeds smoothly. In general, there are internal policies which address assessment and feedback procedures across all aspects of the programme. Written feedback is provided; internal discussions and second opinion reviewers are appointed if/where necessary. There are also clear assessment procedures for the School Experience/practice component.

Strengths

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

- Each student has an academic advisor.
- The current number of students allows staff to get to know the students well. There is a positive professional relationship between the staff and the students.
- The School Experience is acknowledged as an important dimension of the programme.
- There are two separate, detailed and thorough documents for students: the Practicum Guide and the BA in Education Handbook.
- The Practicum Guide has clear expectations and provides explicit guidance.
- Students reported receiving continuous feedback from their supervisor especially during School Experience.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- A programme structure that seeks to shape learning and interaction through a series of interlinked aims, goals, objectives and learning outcomes. These link across different specialisations to provide insight into the core aims and philosophy of the programme.
- Clarity of information about the students' contribution, participation and assessment procedures for the different modules in order to map out and illustrate the diversity of assessments over the four year programme as well as the range of skills and competences which students will be acquiring.
- Increasing the visibility of the assessment procedures by mapping of the assessments of all the modules. This would ensure transparency and consistency. It would ensure a degree of uniformity across modules with regard to expectations (example duration of an exam; length of student presentations; length of written assignments for modules with the same ECTS value to be similar). This could also take the form of a list of assessments which are chosen for the specific modules.
- (Re)-consideration of the range of assessment choices and the weighting assigned to these modes, for each module to better reflect the specific nature of an Education programme.
- Limited choice where students can complete their School Experience may restrict exposure to diverse teaching environments.
- Although significant amount of thought and investment has gone into eLearning, study guides for the specific online Education programme and how eLearning will be incorporated or applied to modules were not included.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- Institutions ensure the competence of their teaching staff.
- Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.
- Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.
- Innovation in teaching methods and the use of new technologies is encouraged.
- Conditions of employment that recognise the importance of teaching are followed.
- Recognised visiting teaching staff participates in teaching the study programme.

3.2 Teaching staff number and status

Standards

- The number of the teaching staff is adequate to support the programme of study.

- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The visit was helpful in clarifying topics regarding teaching staff, professional development, and research activities. During the several meetings, the managers, administrators, co-ordinators and teaching staff engaged actively and enthusiastically. There is a strong team spirit revealing trust and a focus on sharing and discussing practices and issues regarding the programme. The overall sense of autonomy to develop the teaching is accompanied by a sense of support from the coordinating structures and a commitment to openly review and discuss what is done.

The teaching staff's expertise is broadly aligned with the Bachelor of Education programme, combining professional experience in different areas and entities related to education. However, the research developed by the members of staff is only marginally relevant to the core of the programme. It was acknowledged that this is a developing area.

There are formal and informal mechanisms for professional development of staff and these are connected to the QA system. There are some research funds made available for the staff in order to further their research interests, and to support presentations and attendance at conferences.

3.1: Teaching staff recruitment and development

There is a strong concern with professional development, acknowledging recent innovations in teaching and in connection to the development of the College itself. This was the case with distance learning.

Staff reported additional informal team-based dynamics of professional development, based on the existing open relationship and the QA procedures. The reviews were described as learning opportunities.

The relationship climate among members of staff was good and the overall feeling was of being supported in their teaching. Academic staff seem drawn towards Larnaca College showing a strong commitment to the Institution, to the programme and to the students.

3.2: Teaching staff number and status

The application lists in total 20 teaching staff members, 65% of whom are full-time. Fifteen are lecturers and 75% hold a PhD. It is worth mentioning that the school experience courses are connected to lecturers, with no participation of associate professors. The staff members have different professional experiences bringing diverse expertise to the programme, including working in the professional field. Overall, teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme.

3.3. Synergies of teaching and research

The biographies of the members of staff include research experience, with a focus on publications. The management of the college strongly stressed the importance of research, acknowledging it as a priority that needs policy and investment. Members of staff shared similar views about the importance of research. During the discussion, staff were openly discussing their current and potential research studies.

The EEC was told about a policy being developed for research. The financial support already in place is directed at research as an individual endeavour of staff members. Support for team-based or cross-disciplinary approaches has not yet been considered, neither for collaboration with other researchers outside the college. An additional challenge is the need to research topics relevant to the teaching on the different specialisations. This investment in studies about practice could also support a better alignment between didactics courses and the school experience.

Strengths

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

- The successful recruitment and retention of staff with expertise in different disciplines.
- Acknowledgement of some research funds to promote and support research activities.

- The collaborative approach and camaraderie among members of staff is to be commended.
- The collaborative approach with academic members of staff is being developed with staff from other Higher Education Institutions (HEIs).
- The culture of QA embedded in the institution, facilitated the discussion and collaborative approach among staff from a range of disciplines/domains.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Building on the strengths of the current academic team, to reflect the widening interests and offerings of the College.
- Give better acknowledgement and recognition to the staff professional development initiatives, both internally and externally in order to ensure that the existing professional expertise is maximised and, in future, passed on successfully to new recruits.
- Promote research projects which draw on the expertise of groups of academics within the college.
- Individuals who are currently engaged (or will be recruited in future) to monitor, assess/examine students during School Experience practice placements, should continue to be supported and encouraged to ensure they are appropriately qualified in Early Childhood and/or Primary Education.
- Opportunities for staff mobility (administration/academic) and internationalisation ought to be explored.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC does not identify any technical issues with the quality indicators of the Bachelor of Education programme. The programme builds on existing procedures and regulations that have already been implemented in other academic programmes. The EEC considers the quality indicators to be compliant with required standards. However, it is recommended that these are reviewed to be better aligned with the profile of future students expected to enrol in the programme.

4.1 Student admission, processes and criteria

- The application clearly outlines the admission criteria. However, the description is somewhat brief and not specifically tailored to this particular Bachelor of Education programme.
- International students must provide proof of language proficiency, such as IELTS, IGCSE, TOEFL.
- Students are admitted twice a year (October, February).

4.2 Student Progression

- Students must achieve at least 50% in all courses to complete the programme.
- There is an opportunity for re-examination in failed courses. If a final-year student fails in their last semester, they can retake the exams in the next available session.

- Students can carry up to two failed courses into the next semester, allowing them additional chances to pass.
- There are also clear exit routes identified in the documentation for students who are unable to complete the full programme of studies.

4.3 Student Recognition

- Whilst the recognition of prior learning and qualifications exists and follows EU standards and the Lisbon Recognition Convention, it is not clear how this applies to prospective applicants.
- Students who have completed courses at other higher education institutions may apply for credit transfer, provided that courses are recognized by Larnaca College.

4.4 Student Certification

- Upon completion of their studies, students receive a Bachelor of Arts (BA) degree.
- The degree includes details such as duration of study, language of instruction, student registration number, and official signatures.
- A Diploma Supplement is issued, providing a detailed transcript, including course content, level, and study outcomes.
- Students may request a certified translation of their degree, approved by the Ministry of Education.

Strengths

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

- Flexible entry: the college accepts applications/admissions twice a year (October, February).
- Allows for transfers from other recognized institutions.
- Offers financial assistance to students to help cover/meet the costs of the programme.
- Offers an English Language foundation programme for international students.
- The programme is divided into clearly defined semesters with compulsory and elective courses.
- Offers continuous assessment and multiple chances for exam retakes to help students succeed.
- Includes internships in public and private educational institutions to ensure hands-on experience.
- Students can specialize in Primary Education, Pre-Primary Education, or Early Childhood Education, enhancing employability.
- Uses a credit-based system (240 ECTS), making it compatible with European higher education standards, thus making it more amenable to mobility.
- Students receive a Diploma Supplement alongside their degree, detailing their academic achievements.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- The admission criteria include the possibility of accepting international students; however, an English-speaking class cannot be established with fewer than 8 students, and so far, this has not been implemented.
- The recruitment of international students seems to have been designed with the initial programmes offered at Larnaca College in mind. Extending the offering of the BA (Education) to international students goes beyond simply offering the modules in English. Consideration must be given to the School Experience placement and the mismatch in the language proficiency for students when communicating with children in schools; secondly, the accreditation of the BA(Education) programme may be appropriate for some countries/contexts but not others.
- The courses listed in the study guide do not include a detailed description of the methods used to assess students. Each course has its own evaluation method, which does not solely rely on mid-term and final exams.
- In the modular route of delivery, there need to be specific policies and regulations about progression in instances where students fail or are expected to resubmit their final assignments/exams.
- If the College is intent on actualising its internationalisation policy, it needs to give some serious attention to the recognition of possibilities available for mature students who have travel restrictions.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Partially compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The site visit to Larnaca College gave the EEC a comprehensive understanding of the efforts being made by the staff, for the students to provide them with a positive learning environment. The available resources, be they physical or human, adequately support teaching and learning of all the programmes, including the BA in Education. However, it is worth noting that the current resources and premises are adequate considering the existing student cohorts.

5.1: Teaching and learning resources

Of particular relevance to this programme being reviewed, there were resources for supporting the teaching of young children. The space which has been allocated for setting up a model classroom is a noteworthy feature which signals the commitment of staff towards hands-on/practice-based teaching.

5.2: Physical resources

The premises are adequate. Protocols are in place with an Association to support the Physical Education course.

5.3: Human Support resources

There is a dynamic administrative staff who contribute to the overall efficient organisation of the operation which ultimately is of benefit to staff and students.

5.4: Student support

Each student has an academic advisor.

Structural and timetabling changes are addressed in order to encourage and allow students to follow the course, especially for those who are in employment. This is particularly notable with regard to older and mature students.

Some lectures are offered online or recorded for the benefit of students who are unable to be physically present at College.

Staff is very open to supporting the students by responding to queries or difficulties via a range of channels.

Students reported having an active voice in the institution.

Strengths

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

- Physical resources are adequate. Lecture rooms are generally spacious.
- A library is available and there has been investment to ensure access to online resources.
- Investment in infrastructure to allow for online teaching has been made.
- Labs are being furnished/equipped for future expansion and new programmes.
- There is a lab for infant and toddler care.
- The premises are available even on the weekend.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Current premises are not accessible to students with mobility challenges. However we are aware that the College is actively considering relocating.
- Despite the EEC being asked to consider accrediting the programme for a blended mode of delivery, there is a lack of clarity around key aspects associated to the technical support which staff and students will need in practice.
- Because the specific mode of assessment is not clearly indicated in the application documents under review, it is not clear whether students actually engage in research-oriented projects and whether staff who are research-active in Education, involve students in their projects.
- Support for student mobility needs improvement. The exploration of short-term mobilities (eg. through blended-intensive programmes - BIPs) and international weeks could offer a solution to the challenges.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC is appreciative of the warm welcome received from the Larnaca College staff and students, and of the time taken to prepare and present us with extensive information on the Bachelor of Education programme, and to address our questions.

The committee concludes that the Bachelor of Education is a good programme that meets market needs. It addresses an area of national importance in Cyprus and there is a commitment to building on the work already done in the area during the delivery of the first iteration of the programme. There is also a commitment demonstrated by all associated with the College to the creation of a genuinely welcoming and supportive learning environment. All the evidence that the EEC gleaned suggests that Larnaca College has a strong record of nurturing students' well-being. The programme will undoubtedly continue to follow this well-established model of excellence.

The EEC urges Larnaca College to continue to support its academic staff and facilitate their targeted professional development to allow them to enhance both programme delivery and programme design. Such focus on staff development could make significant contributions towards the programme transformations envisaged in both the online and modular offerings proposed in the application.

The EEC also recognises the efforts on the part of the College community to create a learning environment that supports the student body through the provision of academic resources through the library, technology-supported learning spaces and learning labs targeted at specific sub-categories of the programme.

There are some areas that need to be clarified relating to the manner in which the programme manages its different pathways at the modular level and in particular to flesh out how the structures that have been created for a semesterised programme will be delivered in both modular and blended modes. In addition, the College needs to be conscious of the importance of continually reviewing the programme with the help of a wide range of stakeholder groups – both internal and external, documenting the changes.

Overall we commend the work of the learning community at Larnaca College and wish them well in their ongoing development of education programmes in their institution.



E. Signatures of the EEC

Name	Signature
Prof Valerie Sollars (Chair)	
Prof Joe O'Hara (Member)	
Associate Prof Maria Figueiredo (Member)	
Anastasia Alexopoulou (Student member)	
Click to enter Name	
Click to enter Name	

Date: 7th March 2025