

Doc. 300.1.1

Date: Date.

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

- **Higher Education Institution:**
University of Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** Faculty of Social Sciences and Education
- **Department/ Sector:** Department of Education
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek: Πτυχίο Προδημοτικής Εκπαίδευσης

In English: Bachelor Degree in Education – Pre-Primary School Teaching

- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating
- **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. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) was warmly welcomed to the Aglantzia campus of the University of Cyprus on the 2nd of February, 2026.

The Evaluation Committee arrived at 8.45 am to begin the various meetings over the course of the day starting at 9.00 am. The programme was a full one, and we appreciated very much the opportunity to listen and learn from the various presentations so as to inform our evaluation.

We began with a meeting with the Vice Rector of Academic Affairs who outlined the overall mission, structure and organization of the University of Cyprus – the premier university in Cyprus, which is also a public university.

We then moved to presentations by the Dean of the Faculty of Social Sciences and Education and Chair of the Department for Education which were valuable to establishing the place of the Department in the Faculty (the largest in the Faculty, and also the largest number of students in the University). The Dean commended the quality of the Department overall and also noted that the Department will be moving its teaching and offices to the new campus by the end of 2026 to potentially occupy the Engineering Building.

This was followed by a presentation by the Academic Coordinator for the Pre-Primary programme - Professor Eleni Loizou. On the site visit we also considered the Bachelor of Primary Education – however this evaluation report reports only on the pre-primary programme.

We also met with academic staff teaching for the programme, with current and past students, the two administrators who do an exceptional job of supporting the programme, as well as stakeholders.

We had an opportunity to visit the new library which was stunning and to meet with the librarian looking after the Department of Education as well as view a lesson delivered by one of the Faculty.

The EEC appreciated very much the documents that were provided on the day to support the visit; this was critical as the self-evaluation document was prepared some time before our visit. We want to thank the Academic Development and Quality Sector officer who ensured that the day was efficiently run and that we had all that we needed to conclude our work. We valued the openness of the discussions that enabled us to emerge with a more thorough understanding of the programme, its organization, outcomes and areas for future directions.

An exit interview enabled us to deliver our headline recommendations.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Susan Robertson	Committee Chair	University of Manchester
Josefina Sala Roca	Committee member	Universitat Autònoma de Barcelona
Andrea Young	Committee member	University of Strasbourg
Nicoletta Michael	Committee member (student)	Cyprus University of Technology

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 Pre-Primary Bachelor of Education programme established in 1996 sits in the Department of Education whose departmental mission it is to promote quality and equity in education through improving the quality of teaching, and organization and management of the educational system, and through providing innovative approaches to the investigation and analysis of important issues.

The overall purpose and objectives are clearly stated on the website and in the evaluation documents: to enable its participants in the programme to acquire the knowledge and skills related to education to be employed in pre-primary schools; to be able to contribute efficiently to the educational and cultural activities of the country and meet modern challenges, to examine educational problems, and produce research oriented propositions that will contribute to the development of educational and social policy.

The programme meets the criteria laid out by the European Qualifications Framework. The language of instruction is Greek and English; students are expected to have a good knowledge of English to enable them to access publications on the various topics in English. This is a reasonable expectation. We also note in the overall curriculum that students are offered electives in languages that would enable them to meet the diverse languages that are appearing in education settings.

All students are assigned an academic advisor to help plan their courses and oversee their development. This seems to be an active structure rather than something symbolic.

The programme structure follows ECTS requirements for a Bachelor's offer of 240 credits over a four-year period. The course is composed of 4 years and has 5 areas; pedagogical sciences (47 credits), content area studies (58 credits), teaching methodology, evaluation and research (32 credits), school experience (32 credits), and elective courses from different faculties that also includes two courses on foreign languages (25 credits). They are a combination of compulsory and elective courses; the former to ensure a solid shared base, the latter to enable some diversity of choice.

The course intake numbers are typically 50 per year; the number of the annual intake is negotiated with the Ministry for Education and Culture.

The programme is taught by a combination of staff; academics of all ranks; and special educational staff who are largely involved in the coordination of the school experience allocation and activities. All have very strong CV's and their contributions align with the area of their expertise.

The programme opens with introductory units on the theory of education, pre-math concepts, computer sciences, psychology and inclusive education. These are then build upon over the different semesters and will included early childhood pedagogy, theories of teaching, sociology of education, play, art education, physical education, and so on.

We were impressed with the depth and range of the programme, and the thoughtful way in which the school experience components were developed. We understand that the three school experience components over the different years was an increase from a smaller number following conversations and feedback from students. This reflects a willingness to listen to student and to act on their concerns and requests.

The Internal Quality Assurance regulations for the programme in question, along with the composition of the institution's Internal Quality Committee, are specified in the application document and were also discussed in the presentations by the Vice Rector and the Dean, as well as the Head of Department and Course Coordinators.

Quality assurance is integral part of the university's operations, with the overall purpose of assuring the culture and maintaining the excellence of its study programmes. To that end, we were satisfied that the university has developed a quality assurance policy and an internal quality assurance system, which is applied to all study programmes across the university, including this Bachelor's degree.

Its operations are based on a particular set of principles, in this case, the PDCA cycle (Plan, Do, Check, Act), and are framed by policies, rules, procedures, and criteria, as well as a number of quality assurance instruments to ensure the proper organisation, operation, and quality of the study programme—in this particular case, the Bachelor of Pre-Primary Education. It is compliant with the national Agency for Quality Assurance and Accreditation of Higher Education standards, as well as the quality assurance guidelines of the Higher Education Area at the European level.

Quality Assurance is overseen by the governance structures of the University of Cyprus, notably the Senate, which is the highest decision-making body and oversees the overall operation of its study programmes. The Department's Council studies proposals submitted by its committee and takes decisions to amend an existing programme or launch a new one, depending on the nature of the issues facing the programme.

A range of policies, rules, and regulations make up the quality assurance system. These include rules of study for postgraduate students; Plagiarism Policy; Student Complaint Policy and Procedures; Code of Conduct at Work and Equality and Anti-discrimination policies. These are important because they specify the overall means through which a programme is not just delivered but is also held accountable to the rest of the university.

To ensure programme quality, a number of tools are used, including: course evaluation by students at the end of each semester; Instructor evaluation by students at the end of each semester; an exit survey once a year for all undergraduates; a student satisfaction survey (once every two years) relating to the services of the University of Cyprus; external evaluation and accreditation once every five years (of which this particular evaluation is one instance).

The composition of the Internal Quality Committee is detailed. This university-wide committee has representation from: undergraduate and postgraduate students; two experts in quality assurance matters; one representative from each faculty; and the Vice Rector for Academic Affairs.

Completion rates for the Bachelor of Education Pre-Primary appears to be outstanding; there is almost no attrition. We believe that the competition to get into the programme, the close monitoring over the 4 years of the students, an engaging programme and prospects for employment as a teacher, and access to university resources, all contribute to this.

We spoke with students from the programme and stakeholders familiar with the programme; they were enthusiastic about the programme and believed that it gave them the kinds of knowledge and skills to be a competent professional as well as providing a strong sense of personal achievement.

The Department's Council, as the decision-making body within the department, and assists with decisions around existing or new proposals. Students are also represented on the Council. Students we spoke to were aware of the Council activities and have representation on it to voice concerns.

There are also details on the professional development of staff, including how quality teaching is rewarded, how teaching is evaluated, and how feedback is given. Staff report annually on their inputs/outputs and this is calculated to produce an amount of funding that can be used for conferences and other activities. It acts as an important incentive to performance in ways that are less perverse than some incentive structures.

We did wonder how the overall coordination of the programme operates to annually review the content and make sure that all module teachers have a chance to learn from each other, share new material, make sure new trends are being captured and in which course, etcetera. For example, trends that are visible in early years education, like 'wood schools' – an approach emanating from the Scandinavian countries, could be featured in a course like Theory of Education or possibly be Natural Sciences in Pre-Primary. The point we want to make here is that we were not sure where and how these discussions take place in a more formal way that ensures that this aspect is guaranteed.

Details on study regulations are provided, covering staff and student obligations, when studies might be suspended, when students might be removed from the register, and disciplinary controls for various offences. These offences might include safety breaches, transgressing photocopying rights, or other disciplinary misdemeanors.

Details are also given on access to hardship funds.

A range of administrative services support Bachelor level studies within the department. More classically identified within the formal mechanisms is the Academic Development and Quality Sector (ADEQS). This body provides administrative support to the departments for the continuous improvement of service quality. ADEQS acts as the point of contact between the department and the administration, providing direct responses and supporting the design and development of new curricula, including support for micro-credentials and hybrid or distance learning.

ADEQS comprises the following offices: the *Evaluation and Accreditation Office* who helps support conventional programmes of study. Its tasks include monitoring, helping to prepare evaluation reports (of the kind this particular evaluation represents), coordinating internal reports, and managing their submission; the *Programme Development and Quality Assurance Office* who support departments in the development and revision of new and existing study programmes, as well as in developing short-cycle programmes; and the *Distance Learning Support Office*.

Strengths

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

This is a comprehensive and well thought out programme of study for students wanting to train as a Pre-Primary teacher. Its strengths are its theory practice link, its strong school experience programme that builds up from observation to planning and taking whole lessons, and that it ensures pedagogical content knowledge and content knowledge. A real strength is the elective system that enables some degree of variation, as well as the acquisition of languages that might also engage with the growing cultural and linguistic diversity in Cypriot society. We also were excited to see modules on play – a burgeoning area of reflexive best practice in early years learning settings. We really appreciated the valuing of this programme by the faculty in that all levels of were engaged in delivering aspects of the programme. This provides for research informed teacher education; a feature that is being lost in some systems around the world but not here.

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 only area we want to point to that could be thought about further is who the overall programme is reviewed by the coordinator and those contributing to it on an annual basis. This might take the form of a half day meeting where all of the course is viewed, experiences shared regarding trends, pedagogical innovations and new modes of assessing, especially in the context of growing cultural diversity in Cypriot society, and the presence of AI.

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	Compliant
1.3	Public information	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.

The numerous meetings with undergraduates and graduates, teaching, management and administrative staff on site provided a clear and cross confirmed picture of a department which puts the student experience at the heart of their concerns. Administrative staff were sensitive to their vital communication role with students and spoke of current challenges concerning an increase in student Erasmus applications (27 this academic year) whilst being one member of staff short due to retirement.

Academic staff communicated a strong sense of duty and responsibility for the training of future teachers and demonstrated high awareness of their impact and role in the education of future teachers for Cyprus. They expressed professional satisfaction in the workplace, highlighting an ideal teaching workload of 6h/week which allows them to maintain good contact with the students and devote time to their research projects.

Students feel that their professors are approachable, their voices are listened to and appreciated being consulted at the end of courses and asked for their feedback. Staff commented that student evaluation feeds back into teaching, and that they consider this feedback as valuable.

Regarding the consideration of students with special educational needs (S.E.N.) relating to a disability such as visual impairment or a neurodivergent diagnosis such as dyslexia, the department is one of the most inclusive in the university according to Prof. Tatiana Eleni Synodinou, Vice Rector for Academic Affairs, Chair of the Internal Quality Committee. Tutoring and support staff can be hired by the university to assist students with S.E.N.

Students who experience difficulties adapting to the realities of the classroom may require additional support from staff who can plan for additional observations and provide a more gradual entry in to the professional/school environment, allowing the student more time to develop the necessary skill set, sometimes providing additional teaching practice supervisors and or extending the school practice period to 15 weeks instead of 10 for example. Students may also repeat their practical experience in the following semester if required.

An optional research element is proposed to students in their final year of the programme which enables those who wish to pursue their studies beyond the first-degree level to equip themselves with the appropriate tools and

experience. Although relatively few students choose this pathway, appreciation of this possibility was expressed by students and staff alike with the caveats that staff workloads should include this additional time investment and commitment and student workload should be adapted to take into account this option.

The strong research culture of the department which feeds into teaching contributes to the excellence of the programme. This is confirmed by the students who report theory and practice being combined in meaningful ways. Teaching practice is considered as the ideal opportunity to put academic learning in to practice and is highly appreciated by the students. The increase in teaching from 8 lesson plans in the phase II to 75 lessons in phase III is felt to be too much of a jump by students and a more even distribution is requested. The 90 lessons in the final semester of Year 4 are particularly challenging for those students who have opted to take the dissertation route, although some flexibility can be achieved by allowing these students an extra semester to finish their dissertation.

The role of school-based mentors and special teaching staff were highlighted as providing particularly rich learning opportunities by both students and staff, including external stakeholders. School-based experiences are varied over the years according to pupil age and socio-economic context whenever possible in order to broaden student classroom experience as much as possible. Special teaching staff expressed the desire to increase their hours in order to be more efficient in supporting students as they can feel somewhat frustrated by time constraints.

The excellent facilities offered to the students also represent an attractive plus point/advantage. The exceptional learning environment offered by the university library with its 24/7 access and comfortable working conditions are the jewel in the crown. The specialised laboratories such as maths & robotics also provide students with pedagogical materials for use in the classroom and allow them to experiment in a hands-on manner, vital for primary school teaching and learning; the only drawback being that these laboratories are not yet located on the main campus where the majority of student teaching and learning takes place. Students indicated that not all of them can drive to the distant campus and that time, weather conditions and access can impact on attendance of classes off the main campus which is regretful as the laboratories are highly appreciated. Staff also confirmed the importance of this issue. Students also mentioned the cost of supplies to be used in the classroom with the pupils during teaching practice, in particular the cost of colour photocopies which they often have to pay for personally and requested support from the university in this respect.

Student career pathways are clearly visible with the majority of the successful candidates for the public sector national teaching examination being University of Cyprus graduates. Many students continue their studies enrolling on a Masters' course. The student drop-out rate from the course is exceedingly low and is often due to economic reasons.

Both staff and students discussed the impact of AI on teaching and learning. The university has an AI written policy concerning ethics, dissertations and regulations for students and staff. Two members of staff from each department are identified as AI ambassadors whose role is to communicate to colleagues regarding these issues. Staff are being trained to adapt their teaching delivery and content to this societal change, but struggle to keep up with rapidly developing technologically instigated advances in spite of staff training sessions. Colleagues in the mathematics department appear to have made positive and innovative steps in this direction, organising conferences which are fully booked up from day one of publication due to high demand. Examples of how students and staff test out the use of AI as an assistant and create, modify and participate in discussions around prompts, analyse and discuss together in the classroom the (non)appropriate nature of AI suggestions, how AI can be used to create dynamic materials design activities, and develop a critical eye. An application for the creation of a new professorship with a specialisation in AI has been made. This appointment could provide the department/faculty/university with leadership and vision necessary to more fully incorporate and adapt to AI innovation in teaching and learning environments.

Strengths

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

Multiple examples of collaboration and cooperation both within the department and with ministerial partners demonstrate the good working relationship between colleagues were shared with the panel, notably regarding the mathematics colleagues. Communication is a two-way street with partners listening to each other's suggestions. This close cooperation contributes to the establishment of a strong student centered learning community (confirmed by both institutional partners and students).

Areas of improvement and recommendations

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

Student suggestions for course improvements appeared to be pertinent and constructive and the committee recommends that the mechanisms for the departmental sharing and discussion of these be used to their full potential.

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 BA in Pre-Primary Education is supported by a stable and academically qualified teaching staff. The programme involves 28 academic staff members, of whom 25 are Full-Time, ensuring institutional continuity and sustainability. In addition, some special teaching staff contribute to the supervision of school internships (practicum), which constitutes a core component of the programme.

The academic qualifications and research profiles of the teaching staff are appropriate to achieve the objectives and intended learning outcomes of the programme. Research and publication activities are generally aligned with the courses delivered, particularly in the field of Early Childhood Education (ECE). There are strong collaborative links between academic staff and partner schools, as well as national institutions such as the Pedagogical Institute, which positively support practicum implementation and professional relevance.

Recruitment and development processes are described as fair, transparent and clear. While teaching responsibilities are formally considered in career development, research performance appears to carry greater weight in practice.

Teaching staff are evaluated annually by students through structured questionnaires containing relevant and quality-oriented questions. The results are communicated to the individual lecturer and the Chair of the Department. Where significant concerns arise, meetings are held and corrective measures may be implemented.

However, several structural aspects require attention:

- Although training opportunities for teaching skills are offered, there is no structured or strategic professional development framework. It is not compulsory for new teaching staff
- There are no formal structures enabling systematic discussion and coordination of course content among staff members, which is particularly relevant given that most courses are delivered by a single responsible lecturer.
- Teaching excellence is not structurally recognised in employment conditions or remuneration. Apart from a biennial teaching award, there are no clear incentives promoting teaching innovation or pedagogical engagement.
- Supervision of PhD students is not formally recognised within the six weekly teaching hours, although it has financial implications for academic activity funding. In the same line, they don't have recognition for the societal contributions, what was yet observed in the previous assessment (2019).
- The review panel did not have access to the detailed parameters of staff satisfaction surveys.
- Practicum supervisors reported that the current allocation of hours is insufficient given the number of students they supervise.

Strengths

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

The programme demonstrates several notable strengths in relation to its teaching staff:

- High proportion of Full-Time academic staff (25/28), contributing to programme stability and academic continuity.
- Strong alignment between staff expertise and Early Childhood Education.
- Clear integration of research and teaching, ensuring that course content reflects current developments in ECE.
- Transparent recruitment procedures and formal evaluation of teaching performance.
- Active follow-up mechanism by the Department Chair when evaluation results indicate potential concerns.

Overall, the profile of the teaching staff is coherent with the developmental and pedagogical specificity of pre-primary education and supports the programme's academic and professional objectives.

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.

In order to further strengthen the quality and sustainability of the programme, the panel suggests the following:

1. Establish a structured professional development framework for teaching, including:
 - Incentives for teaching innovation,
 - Clear recognition of teaching excellence in career progression and remuneration policies.
2. Create formal academic coordination structures, enabling systematic discussion of course content, learning outcomes alignment, and curriculum coherence across the programme.
3. Ensure the awareness of the formal mechanisms available for students to raise issues and inquiries including the role of the student adviser and the Department Council when concerns arise. In addition, mechanisms to ensure the timely resolution of issues should be strengthened.
4. Review practicum supervision workload, ensuring that allocated hours correspond to the number of students supervised and to the qualitative demands of school-based training.
5. Increase transparency in future evaluation processes by providing the EEC with access to the relevant parameters and outcomes of staff satisfaction surveys.
6. Explore the possibility of including PhD supervision in the official teaching load.

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	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 programme operates under pre-defined and publicly available regulations governing student admission, progression, recognition and certification.

Admission procedures are clearly regulated and implemented in a transparent and consistent manner. The vast majority of undergraduate students are admitted through the highly competitive Pancyprian Examinations organised by the Ministry of Education and Culture. A limited number of places are also available for Greek students through Panhellenic examinations, Top athletes, international students, Turkish-Cypriots, second student degrees, etc. Demand for the programme exceeds the number of available places, which suggests strong attractiveness and selectivity.

Admission requirements appear appropriate and aligned with the academic level of the programme. Regulations and criteria are publicly available. For equity purposes, students with disabilities may be admitted under an adjusted threshold (set at 80% of the standard entry requirements), together with appropriate institutional support measures.

Processes to monitor progression are in place, and student satisfaction with academic support was clearly expressed during the interviews. Students are supported through faculty-level academic guidance structures and direct access to teaching staff. There is also support mechanisms for students facing socio-economic difficulties or special

educational needs including financial assistance schemes covering treatment, pedagogical adaptations or study materials where needed.

Nevertheless, while student feedback is systematically collected through end-of-course evaluation questionnaires, the current mechanisms for student voice appear to rely predominantly on these formal evaluation tools. There is no clearly structured communication channel between students and the Programme Coordinator that would allow concerns, suggestions or emerging issues to be addressed in a timely manner during the academic semester. A more direct and fluid communication mechanism could further strengthen responsiveness and enhance the monitoring of improvement actions derived from student input.

Mobility opportunities are available through Erasmus+. The previous evaluation (2019) highlighted concerns regarding outgoing mobility. However, updated data indicate a relatively stable number of outgoing students (approximately 10–11 per academic year across fall and spring semesters), which can be considered acceptable given the programme size.

In addition, the Career Center provides structured professional guidance, career counselling sessions, events, and access to a dedicated Careers Portal offering over 1000 employment and internship opportunities tailored to students and graduates.

Pre-defined recognition regulations are in place. Recognition of credits from other higher education institutions is implemented, usually for students transferring from Greek universities. Recognition procedures appear aligned with national regulations and institutional practice. Recognition is capped at 50% of total programme credits.

Pre-defined and published regulations regarding certification are in place. Students receive official certification upon completion of their studies, in line with European standards.

Strengths

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

Highly competitive admission process, ensuring academically strong incoming cohorts. Demand exceeding available places, indicating programme attractiveness.

Comprehensive student support system, including financial assistance schemes for socio-economic or health-related needs, adaptations and inclusion measures for students with disabilities, and special educational needs.

Positive student feedback regarding accessibility and responsiveness of academic staff.

Active Career Center and structured employability support, including a digital portal.

Stable Erasmus mobility figures, addressing concerns raised in the previous evaluation.

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.

Continue encouraging international mobility, possibly through targeted information sessions or mobility mentoring schemes to further consolidate Erasmus participation.

Establishing structured and regular communication channels between the Programme Coordinator and students (e.g., periodic meetings with cohort representatives or open consultation sessions).

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	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 Department for Education is still located in two sites; the old site of the University, and the new site where the teaching and major services, as well as many of the other departments, as now located. The ongoing issue for the Department is that the offices are located on the old site, while all other activities and services, teaching, library and so on, are located on the new site. This creates real issues not only because of time spent travelling but also limits the capacity to 'belong' to the Faculty of Social Sciences and Education, and to the rest of the university.

The new site and buildings of the University of Cyprus is architecturally stunning.

The promise is that the Department will move to the Engineering Building on the new site at the end of 2026. This will provide a big moral boost to the Department; it has managed between the two sites – but it will be both more efficient and effective in its operations if the teachers, teaching, and access to services happens in the one location.

A wide array of university offices provide support, ranging from Academic Affairs and Student Welfare to IT Infrastructures; Technical Services; the Centre for Teaching and Learning; Career Centre and Centre for Entrepreneurship. The Student Welfare Association supports financially students in need, regardless of their level of study. Applications for financial support are submitted to the Social Support Office of the Academic Affairs and Student Welfare Services; the total amount of financial aid offered to students is decided annually depending on the financial capacity of the Association's Fund. Some 500 students are aided every year with an annual budget of 150,000 euros. Students can apply for financial assistance in external schemes supported by the State.

The University provides student support mechanisms at both the departmental level and centrally through the Academic Affairs and Student Welfare Service. A key central service is the University Mental Health Centre, which now operates under the Department of Psychology. It offers free assessment services to students facing difficulties with learning, adjusting to university life, or other personal challenges. The Centre also organises workshops and presentations on topics such as student welfare, mental health, and disability.

Regarding student life, there are numerous clubs focused on specific interests like dance and music. The Career Centre provides advice, hosts an online jobs portal listing part-time and full-time employment, and offers individual support with CV development. Students can also book into career seminars. For healthcare, the university has a Health and Safety Department available to students.

For housing, the university offers 12 residential buildings with a total capacity of 208 single rooms and two common rooms, which are made available to students.

In terms of infrastructure—including classrooms, laboratories, library, and equipment—the new campus houses most of these resources. It is home to lecture theatres, amphitheatres, reading rooms, meeting rooms, student clubs, sports centres, and the administrative offices.

The new Stelios Ioannou Learning Resource Centre, opened in 2018, consolidates the library collection under one roof. We visited the Library and were impressed with its architecture and also the capacity to provide a space for learning. It offers a very large number of study spaces, including 900 individual and group study areas, all with wheelchair access. The library itself serves both internal university users and external users for a contribution. Its extensive collection includes: 400,000 printed books; more than 100,000 printed volumes of scientific journals; 700,000 electronic books; 200 scientific databases; and 30,000 electronic journal titles, providing access to many millions of scientific articles.

As a founding member of the Cyprus Library Consortium, the library operates alongside six other Cypriot public and private academic libraries, participating in agreements that enable inter-library loans and resource sharing. There is a librarian allocated to support the Department for Education staff and students.

The library features multi-media spaces and designated rooms to support different kinds of access, including self-study and group study. A large number of seminars are also held within the library, offering a range of training and information services. In line with modern trends, it is actively involved in European Open Science promotion projects.

We did ask about student mobility (e.g. Erasmus); there is an upward curve now in the number of Bachelor of Education students seeking to undertake an Erasmus experience. The destinations include Spain (Barcelona), Greece (Athens and Thessaloniki), Uppsala (Sweden) amongst others. This is great news as the students would access a cultural experience that will be valuable for their classroom teaching.

Strengths

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

The new campus is impressive as is the library and the teaching facilities; they really are state of the art.

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.

Ensure that the move of the Department of Education offices to the new campus is on track as this has placed limits on the ability of the Department – academics, administrators and doctoral students - to feel part of the university and easily access all of its services.

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	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.

Thank you very much for the opportunity to review the assessment, and for the generous and gracious welcome to the campus. We also appreciated the chance to engage with a wide range of individuals involved in the delivery of the Pre-Primary education programme.

First, we want to express how impressed we are with the overarching governance frameworks within the university. These frameworks truly enable staff to carry out excellent work—both as researchers and as teachers—in launching a high-quality primary teacher education programme. They also broadly support a range of services that are available and accessible.

We appreciated that all of our questions were addressed with frankness, clarity, and purpose. We particularly note that the programme benefits greatly from the way it was originally envisioned, especially around five broad areas. Notably, the strong school experience component is carefully stepped up in terms of the intensity of commitments required for delivering classroom lessons. We were also particularly impressed by the calibre of the academics contributing to the Pre-Primary Bachelor of Education programme. This is not always the case in some systems around the world, and in our view, when that is lacking, the quality of teacher education suffers. It clearly benefits the delivery of this programme, and we wish to unreservedly express our strong support for this multidisciplinary, multi-area set of modules. Students unanimously stated that these modules benefitted them and their capacity to become teachers.

The only area we feel could benefit from some strengthening—and we offer this as a suggestion rather than a compliance issue—is related to formal coordination. While we recognise there is strong cultural collaboration within the department, and we offer full compliments and congratulations for that, we note that more formal mechanisms of coordination—such as an annual programme review—could bring together all teaching staff involved in the four-year programme. This would allow them to collaboratively review what is working, discuss reading lists, and address specific issues as they arise. It could also foster the sharing of best practices, such as new modes of assessment that will be increasingly necessary in an AI-influenced world. Additionally, sharing effective strategies around lesson planning and other emerging practices could ensure students are equipped with relevant knowledge and skills for a new era.

Such a coordination mechanism—focused on overview, review, renovation, and revision—would, we feel, further strengthen what is already an excellent programme. In essence, it's about how to take something outstanding to the next level. We would encourage the department to think creatively about what that might mean for the team involved in delivering the Pre-Primary Bachelor of Education.

Once again, thank you for the opportunity to review this programme, and we wish it continued success.

E. Signatures of the EEC

Name	Signature
Susan Robertson	
Josefina Sala Roca	
Andrea Young	
Nicoleta Michael	

Date: 3/03/2026



F. Signatures of the EEC

Name	Signature
Susan Robertson	
Josefina Sala Roca	
Andrea Young	
Nicoleta Michael	

Date: 3/03/2026