

Date: 04.08.2025

Higher Education Institution's Response

- **Higher Education Institution:** National and Kapodistrian University of Athens

- **Town:** Nicosia

- **Programme of study**

Name (Duration, ECTS, Cycle) Undergraduate Study Programme in Pedagogy and Primary Education

In Greek:

Programme Name

In English:

Programme Name

- **Language(s) of instruction:** Language(s)

- **Programme's status:** Choose Status

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

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

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Though the information about QA was extensive in the documentation, an easy understanding of the flow of information, actions and decisions was less clear. The EEC therefore asked the applicants to develop a graphical representation of the QA cycle and how this involves critical stakeholders at the different stages in the process in the Cyprus context.</p>	<p>This is done according to NKUA QA Policy. A relevant graphical representation is available at the Annex 2.3. More information on the NKUA QA policy can be found at the Annexes 2.1. & 2.2.</p>	<p>Choose level of compliance:</p>
<p>We recommend that the newly stated overarching competences are being rephrased in terms of competences that next to an 'area' also point at the final target behaviour to be attained in students. This could additionally enrich the draft version of the matrix that was presented during the on-site meeting of July 28th.</p>	<p>The document which was presented during the interview (Annex 5) provided a matrix in which the program-level learning objectives are aligned with each course. The aim is to map how individual courses contribute to the programme's goals. For each described goal, a competence area is highlighted. Of course, the Curriculum Committee responsible for the study programme can take into consideration all relevant suggestions and make relevant amendments.</p>	<p>Choose level of compliance:</p>
<p>The current version of the competence and course matrix seem to neglect some state-of-the-art developments in teacher education worldwide; namely the emphasis on inquiry-based teaching and the emphasis on data-driven teacher decision making.</p>	<p>The first program outcome (Outcome 1: Critical Thinking: <i>Critically approach, analyze and synthesize research data related to teaching and learning</i>) described in the matrix which was sent and also presented to EEC (Annex 5) concerns critical approach of research data. Following the apt comment from the EEC, Outcome 1 could be enriched and rephrased as follows: <i>Outcome 1: Critically approach to research data</i>:</p>	<p>Choose level of compliance:</p>

	<p><i>Critically approach, analyze and synthesize research data related to teaching and learning (e.g. inquiry-based teaching, data-driven decision-making).</i></p> <p>It should be stressed that the theory of inquiry-based teaching approaches is taught in the framework of compulsory and elective compulsory courses. Apart from that, inquiry-based teaching approaches and data-driven decision making is already applied in NKUA parent department mostly in elective courses and 'lab-approach' courses (as student numbers in compulsory and elective compulsory courses exceed 360 per year). Given the relatively small (40) number of students in Cyprus Branch the adoption of these methods in compulsory courses as well, is apparently feasible.</p>	
The number of stakeholders could be enlarged to mirror additional society and cultural stakeholders inside and outside the school context.	<p>Significant stakeholders from Cyprus are the representatives of ELENEION, of the Theological School, of Cyprus Pedagogical Institute, the University of Cyprus etc. Additionally, the most important stakeholders are the graduates of the USP in NKUA Greece who are of Cypriot origin and work in public and private schools in Cyprus.</p> <p>More specifically, in the 41 years of operation of the parent department, hundreds of Cypriot graduates (undergraduates, postgraduates, PhDs) are employed at schools and educational structures of the Ministry of Education of Cyprus as teachers and education executives without any additional appointment</p>	Choose level of compliance:

process than that applicable to graduates of Cypriot universities. Also, graduates of the parent department are employed as members of the teaching staff of Universities of Cyprus, public and private, and have risen to positions of responsibility, such as Ministers of Education (as mentioned in the presentation of the Department's Head and during the interview with the stakeholders, July 28, 2025).

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Though a rich variety of instructional strategies is being presented, the EEC suggests <u>looking for innovative instructional strategies</u> that are commonly found in state-of-the-art teacher education programmes, such as the lesson study approach, co-creation, collegial consultation ...</p>	<p>We are grateful for this comment, because it gives us the opportunity to elaborate on the organisation of teaching already applied in the parent Department. The theory of inquiry-based teaching approaches is taught in the framework of compulsory and elective compulsory courses. Despite the fact the number of students attending compulsory and compulsory elective courses in the department in Greece usually exceeds 360 per year, there is a wide range of elective courses offered where the number of students attending may range from 20 to 60, as well as compulsory and elective compulsory courses that are taught in a 'lab-approach' where students are divided in groups of 20 - 30 persons. These courses give the teaching staff the opportunity to adopt modern student-centred approaches, such as the design thinking methodology, the action research approach, the problem-based learning, the project-based education, case studies based on real-life situations, etc. These and other approaches, such as the lesson study plan, foster a collaborative culture among teachers who co-design and reflect on their teaching practices and their students' learning. Therefore, it is apparent that a variety of innovative teaching strategies are employed in the study programme according to state-</p>	<p>Choose level of compliance:</p>

	<p>of-the-art teacher education programmes.</p> <p>Given the relatively small number of students in the Cyprus branch, it is feasible to develop such teaching strategies in compulsory courses as well and co-create synergies with teachers, students, headteachers, school counsellors, etc.</p>	
<p>Building on the above, professional development of staff could be geared to enriching the teacher education specific instructional strategies.</p>	<p>NKUA's Support Center for Teaching and Learning Excellence (KYDIMA) that carries out a variety of training programmes for faculty and other staff places significant emphasis on continuous professional development.</p> <p>In addition, the NKUA Centre for Continuing Education and Lifelong Learning (KEDIVIM) offers a variety of continuing professional development programmes to NKUA Faculty and Staff gratis (e.g. AI in teaching and research) https://cce.uoa.gr/.</p> <p>Moreover, research and teaching awards are announced each academic year per School. Faculty members from each school together with the Dean suggest the applicants and the decision is taken by the Senate. The awards ceremony is open for attendance. These awards do not imply salary increase as the Greek legislation on faculty salaries does not provide this option.</p> <p>https://www.uoa.gr/anakoinos_eis_kai_ekdiloseis/prokiryxeis/prokiryxeis_brabeion/ The same applies to NKUA Cyprus Branch.</p>	<p>Choose level of compliance:</p>
<p>The EEC strongly recommends thinking about the integration of the practical</p>	<p>Practical components of the foundation courses are incorporated in many course</p>	<p>Choose level of compliance:</p>

<p>component of the foundation courses into the design and development of the teaching practices in schools.</p>	<p>subjects (e.g. Mathematics Education, Physics Education, Teaching Biology etc.). However, this is more feasible in the second year of study to assist students develop their teaching skills. It is also important for students to develop solid theoretical foundations in certain core areas (e.g. Maths/History) before teaching practice.</p>	
<p>Given the rich cultural and historical context of Nicosia and Cyprus, the EEC suggests expanding the practice activities. The EEC refers to the poetry festival, the direct access to museums in the neighbourhood and the history buildings.</p>	<p>We highly appreciate the EEC's insightful recommendation to enhance practice activities by leveraging the rich cultural and historical environment of Nicosia and Cyprus, including initiatives like the poetry festival, local museums, and historic buildings.</p> <p>It is common practice in NKUA Greece to provide students with the opportunity to enrich their knowledge and understanding cultural and historical context. A significant initiative is "NKUA in the City" where poetry, literature, theater festivals are employed to open discussions on significant modern time issues. In these initiatives prominent Cypriot authors and poets (e.g. Kyriakos Charalampidis) were also addressed.https://hub.uoa.gr/t-o-ekpa-stin-poli-anaskopisi-draseon-periodou-2024-2025</p> <p>The multi-year know-how that the parent department has already developed (see Annex 3, e.g. Cooperation with the Fairy Tale Museum of Nicosia and Larnaca's International Poetry Festival) can easily be transferred to the practice activities of the Cyprus Branch.</p>	<p>Choose level of compliance:</p>

	<p>Furthermore, the Department of Pedagogy and Primary Education in Athens participates in the program "Internship for Higher Education Students of the National and Kapodistrian University of Athens", which is co-financed by the European Union and by National Resources, and is part of the Operational Program "Education & Lifelong Learning", of the Ministry of Education, Research and Religious Affairs. The internship is carried out by undergraduate, third and fourth year students in Public and Private Institutions (e.g. museums, NGOs, libraries, public and private schools, etc.). In this context, the University in order to make the practice beyond schools, formalizes collaboration via MoUs with local museums, municipal cultural departments and companies in the area of civilization and tourism. By establishing memoranda with the abovementioned stakeholders access and planning of activities is supported.</p> <p>The same applies to NKUA Cyprus Branch where the rich cultural and historical context of Nicosia and Cyprus can be revealed and incorporated.</p>	
We also refer to stakeholders that could play a role in developing step by step this additional kind of practice activities.	Significant stakeholders' organisations e.g. Eleneio has strong ties with the NKUA Branch. In addition, other organisations, such as the Pedagogical Institute of Cyprus and prominent graduates as well as teachers graduates of NKUA, offer opportunities to expand the	

	stakeholders list and offer practical activities.	
Though the number of practice hours for teachers fit the regulations, the EEC suggests looking at alternative practice schemes in other countries where students already start getting acquainted with school reality from the first year on, meanwhile respecting the academic foundations of a programme.	<p>Thank you for the valuable comment. We are always open to alternative practices followed by other countries, because it enriches teacher education, broadens educational perspectives, improves quality and promotes thinking beyond the local.</p> <p>The introduction of teaching practice from the first year on is a discussion that needs to be based on understanding epistemological differences and perspectives in relation to balance between theory and practice. The USP suggests a solid academic background where theory and practice are intertwined as significant prerequisites prior to teaching practice in school settings.</p> <p>The reason why the practicum does not begin earlier, or from the first year of study, lies in our pedagogical rationale that a solid foundation of theoretical knowledge must first be established. First-year students are not yet equipped with the skills that are necessary to do effective observations and interpret what they observe. They need time to transit from the role of student to the role of teacher and shape their professional identity. The first year of studies, as mentioned during the interview (July 28, 2025) contains courses focused on introductory theory (e.g. Introduction to Pedagogy, Introduction to Linguistics, etc.) This theoretical grounding is essential, as it serves as the basis upon which the subsequent stages of</p>	Choose level of compliance:

	<p>professional development are gradually built following a scaffolding structure.</p> <p>Starting from the second year, students are introduced to microteaching sessions, simulation workshops and practical examples via video, allowing them to begin making meaningful connections between theory and educational practice.</p> <p>From the third year onwards, students progressively engage with the school context by observing real-life teaching and classroom dynamics. This step-by-step approach allows them to enter into the spirit of teaching gradually, with increasing levels of responsibility, reflection, and competence.</p> <p>Getting acquainted with school reality from the first year on, as the EEC suggests, is an issue to be negotiated with the relevant stakeholders i.e. the Cypriot Ministry of Education, Cyprus Pedagogical Institute, the Schools' Governing Bodies, Pancyprian teachers' federation and the Teachers' Union (as this involves mentoring and union-related matters).</p>	
<p>The EEC asks the applicants to develop an integrated assessment and evaluation practice at programme level. They could graphically represent the evolution in these practice following the consecutive semesters and how this is related to the development and attainment of the list of competences.</p>	<p>Assessment is a significant component of the course. Student progress is evaluated through classroom participation, essay writing, lab work, course quizzes and final course exams. Students have to fulfil the following requirements to obtain their degree: 1. Students have to register electronically at the beginning of each semester. 2.</p>	

<p>Developing this overview could also help to come to conclusions about consistency in these approaches.</p>	<p>Students sit for exams at the end of each Semester (winter and spring). 3. In case they fail, they can resit for exams in September. 4. If they fail again, they can retake the course. 5. Each Semester students register to courses corresponding to 30 ECTS 6. They can also re-register for courses they missed in previous Semesters. 7. In any case, the total number of courses registered does not exceed ten (10). 8. Graduate students can register for up to 15 courses, regardless of Semester and free elective only of the current Semester. 9. Students cannot change the Elective Compulsory Courses they have chosen.</p>	
<p>The EEC suggests looking into the adoption of a comprehensive portfolio to document the attainment level of the teacher competences.</p>	<p>The Study Guide describes in detail each course, its learning outcomes, teaching methods and assessment methods. Some courses that are integral part of the practical training at schools in the parent department already apply a holistic evaluation approach, e.g. portfolio assessment with a collection of evidence, such as teaching plans, reflection sheets, exercises with case studies and teaching scenarios, self-assessment questionnaires.</p> <p>Given the relatively small number of prospective students (40) in the Cyprus branch, it is also feasible to pilot a comprehensive portfolio to document attainment level of the teacher competences that will be evaluated prior to study completion by a relevant internal committee.</p> <p>Currently, the following is followed by the parent</p>	

department and consequently by the Cyprus Branch:

Mapping Assessments to Competences

- Each course within the programme is currently designed with specific learning outcomes and assessment methods (e.g., formative, summative, authentic tasks) that are directly aligned with the core teacher competences (pedagogical, subject-related, digital, inclusive, and reflective competences).

Progression Over Courses and Semesters

- In the early semesters (1st–2nd year), the focus is on formative assessments (e.g., reflective journals, essays, group presentations) to foster foundational knowledge and reflective thinking.
- In later semesters (3rd–4th year), performance-based assessments (lesson planning, classroom observation) are introduced.
- During the final practicum and capstone projects, students are assessed on the synthesis and application of competences in real educational settings.

Under this perspective the course / semester / year assessment build on students' Portfolio to document the attainment level of the teacher competences.

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The institution should provide a clear and detailed annual recruitment plan for the Cyprus Branch, specifying the number, type (full-time/part-time), and academic level of staff to be hired each year. This plan should include a description of the recruitment and academic development procedures to be applied, ensuring alignment with national legislation and adherence to good practices regarding transparency, merit-based selection, and equal opportunities.</p>	<p>According to NKUA Branch regulations and operations in Cyprus. The institution is fully committed to developing and maintaining a transparent, merit-based, and inclusive recruitment process for its Cyprus Branch, in alignment with national legislation and international best practices. Each year, the institution prepares and approves an annual recruitment plan for the Cyprus Branch, which is included as an annex in the institution's overall staffing plan.</p> <p>The annual recruitment plan specifies in detail:</p> <p>The number of staff to be recruited per academic year, based on projected teaching and research needs as well as student enrolment trends.</p> <p>The type of positions (full-time or part-time) required, clearly indicating the expected workload and contractual terms for each post.</p> <p>The academic level of the positions to be filled (e.g., Professor, Associate Professor, Assistant Professor, Lecturer, or other categories as applicable).</p> <p>The recruitment plan is developed through a consultative process involving the Cyprus Branch leadership, the central HR department, and the academic units</p>	<p>Choose level of compliance:</p>

	<p>concerned. It is formally approved by the institution's governing bodies and submitted to the relevant national authorities, as required.</p> <p>Recruitment and Academic Development Procedures:</p> <p>All vacancies are publicly advertised, ensuring open access to information and equal opportunities for all applicants.</p> <p>The selection process is based on clearly defined and published criteria related to qualifications, experience, teaching and research competencies, and alignment with the branch's strategic objectives.</p> <p>The evaluation of candidates is carried out by selection committees comprised of senior academic and administrative staff, ensuring impartiality and transparency.</p> <p>Procedures for appeals and complaints are available for all candidates, in line with national legal provisions.</p> <p>Following recruitment, new staff benefit from induction and academic development programmes, including mentorship, ongoing training, and opportunities for career progression within the institution.</p> <p>The entire process adheres to the principles of non-discrimination and equal treatment, actively promoting diversity and gender balance.</p>	
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	<p>All recruitment and academic development procedures are periodically reviewed and updated to ensure ongoing compliance with national legislation and continuous improvement according to international standards.</p>	
<p>In addition, the institution should ensure the recruitment of teaching staff with proven expertise and experience in the Cypriot educational system. This will be essential to contextualise the programme content, guide students toward local professional practice, and align the educational offering with the expectations of Cypriot society and the labour market.</p> <p>Furthermore, it is recommended that a structured mentoring and integration framework be developed, enabling effective collaboration between staff from the Athens and Cyprus branches. The institution should ensure that a sufficient number of qualified teaching staff are physically present in Nicosia throughout the academic year to deliver high-quality teaching and provide students with appropriate academic support and guidance.</p>	<p>According to NKUA Branch regulations and Cypriot Law. The institution acknowledges the importance of fostering effective collaboration and integration between the Athens and Cyprus branches. To this end, a structured mentoring and integration framework is being developed, aimed at facilitating knowledge sharing, joint academic initiatives, and the professional development of staff across both locations.</p> <p>Key elements of this framework include:</p> <p>Mentoring programmes that pair experienced staff from the Athens branch with colleagues at the Cyprus branch, promoting best practices in teaching, research, and student support.</p> <p>Regular joint meetings and workshops (both virtual and in-person) to encourage ongoing dialogue, exchange of expertise, and alignment of academic practices.</p> <p>Cross-branch participation in curriculum development, research activities, and quality assurance processes.</p> <p>In addition, the institution is fully committed to ensuring that a sufficient number of qualified teaching staff are physically present in Nicosia throughout the academic year. This is achieved through:</p>	Choose level of compliance:

	<ul style="list-style-type: none"> • Careful annual planning of teaching assignments, ensuring that all courses and modules are delivered face-to-face by appropriately qualified staff. • Maintaining a core team of resident academic staff at the Cyprus branch, complemented by visiting faculty from the Athens branch as necessary. • Providing ongoing academic support and guidance to students through office hours, tutorials, and other face-to-face activities. <p>These measures ensure that students at the Cyprus branch receive high-quality education and robust academic support, in full alignment with the institution's standards and national regulatory requirements.</p>	
In addition, the institution should ensure that students are able to meet with their subject lecturers for academic tutorials in person.	This is common practice in NKUA as faculty members are assigned with specific office hours per week, where they can receive students. The same applies to the NKUA BRANCH.	Choose level of compliance:
The institution should clearly confirm whether a formal training programme for university teaching competencies exists and whether the Cyprus Branch will have free and full access to it. If such a programme is in place, the institution must provide a precise description of its content, structure, delivery format, and eligibility criteria;	In accordance with the Greek Legislation "NKUA's Support Center for Teaching and Learning Excellence (KYDIMA)" are established in all Greek Universities, including NKUA aiming to continuous professional development of the Faculty. In addition, faculty members have the opportunity to receive scholarships for participation in	Choose level of compliance:

<p>ideally accompanied by a reference or hyperlink to an official document.</p>	<p>national and international conferences, publications and mobility plans (Erasmus+). NKUA Branch follows NKUA practices and policies in this field.</p>	
<p>Whether or not an existing training plan is available, the institution should develop and implement a structured training programme specifically tailored for academic staff at the Cyprus Branch. It should support continuous pedagogical development, including:</p> <p>Enhancement of teaching methods</p> <p>Integration of educational technologies</p> <p>Adoption of innovative, evidence-based approaches to higher education.</p> <p>Access to this training—especially for newly appointed teaching staff in Nicosia—should be guaranteed from the outset, with clear guidelines on how staff can enrol and complete the programme.</p>	<p>NKUA's Support Center for Teaching and Learning Excellence (KYDIMA) that carries out a variety of training programmes for faculty and other staff places significant emphasis on continuous professional development.</p> <p>In addition, the NKUA Centre for Continuing Education and Lifelong Learning (KEDIVIM) offers a variety of continuing professional development programmes to NKUA Faculty and Staff gratis (e.g. AI in teaching and research) https://cce.uoa.gr/.</p>	<p>Choose level of compliance:</p>
<p>The institution should clarify the criteria and procedures used for academic staff promotion, explicitly addressing how teaching quality, pedagogical development, research output, and international or inter-institutional mobility are taken into account. This would enhance transparency and support excellence in both teaching and research.</p>	<p>The Department follows NKUA policies and strategies and the relevant national legislation.</p> <p>Promotion Criteria and Process:</p> <p>Academic staff promotion at the National and Kapodistrian University of Athens (NKUA) is governed by national legislation and internal university regulations.</p> <p>The evaluation process is rigorous, merit-based, and takes into account a balanced set of criteria across three major domains:</p>	

	<p>1. Teaching and Pedagogical Development</p> <ul style="list-style-type: none"> Teaching quality is assessed through: <ul style="list-style-type: none"> The quantity and range of undergraduate and postgraduate teaching assignments. Course design, innovation in teaching methods, and use of digital tools. Student feedback, where applicable. Emphasis is placed on curriculum development, supervision of theses, and mentoring. <p>2. Research and Academic Output</p> <ul style="list-style-type: none"> Evaluation includes: <ul style="list-style-type: none"> Peer-reviewed publications, books, and edited volumes. Participation in national and international research projects. Citations, impact factor, and research leadership. Interdisciplinary and applied research is also recognized. <p>3. Internationalization and Institutional Engagement</p> <ul style="list-style-type: none"> Active participation in international networks, academic mobility, and Erasmus+ programmes. Contribution to inter-institutional partnerships, conferences, and collaborative projects. Service in academic committees and university governance is also considered. <p>Promotion Procedure</p> <ul style="list-style-type: none"> The promotion process is transparent and conducted through: 	
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	<ol style="list-style-type: none">1. Submission of a full academic dossier by the candidate.2. Review by a faculty committee and external academic evaluators.3. Decision by the relevant academic body based on predefined criteria. <p>All criteria and procedural steps are publicly available in the university's regulations and align with European standards for academic progression.</p>	
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4. Student admission, progression, recognition and certification

(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Make the Criminal record clearance explicit.	Not required by the Cypriot Law for students. For Faculty members according to NKUA policy and strategies.	Choose level of compliance:

4. Learning resources and student support

(ESG 1.6)

Compliant

5. Additional for doctoral programmes

(ALL ESG)

Not applicable

7. Eligibility (Joint programme)

(ALL ESG)

Not applicable

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The location of the programme, co-located with the theological school in a historically and culturally rich environment, provides unique opportunities for pedagogical integration with local institutions such as museums and archival centres. This setting could support creative and community-engaged forms of education that extend beyond the classroom. We encourage the implementation team to leverage these resources imaginatively and to ensure that the programme takes on a distinct identity while benefiting from the expertise and experience of the home institution.</p>	<p>The programme has already strong connections with relevant bodies and authorities in Cyprus. The Theological school offers its premises. Nonetheless the two programmes are distinct in all aspects, including content, faculty members, administration, certification processes, final degree. The cultural narrative though is common. Therefore, in such a historically and culturally rich surrounding, the unique opportunities for pedagogical integration with local museums, archival centres, art galleries and other cultural institutions are to be fully exploited. Expertise and experience of the home institution are surely a primary factor in taking advantage of the proximity of these resources and elevating their use imaginatively to gradually give the programme its distinct reconnaissance.</p>	<p>Choose level of compliance:</p>
<p>The inclusion of diverse pedagogical practices—ranging from youth work to museum education and literary festivals—reflects an understanding of pedagogy as a dynamic and socially embedded field. Such a perspective is not only desirable but essential in preparing educators capable of contributing meaningfully to both school-based and non-formal educational settings.</p>	<p>NKUA students participate in diverse pedagogical practices in formal, and non-formal settings addressed to socially vulnerable groups. This applies to the NKUA Cyprus Branch too.</p>	<p>Choose level of compliance:</p>

<p>We also highlight the importance of developing the programme with a forward-looking vision. For instance, integrating artificial intelligence and digital literacies into the curriculum, including virtual reality and digital archival work, would position the programme at the forefront of educational innovation.</p>	<p>The establishment of three (3) labs, STEAM, Educational Psychology and Teaching and Practice, together with the IT Labs in Cyprus Branch provides students with the opportunity to co-create material and participate in educational innovation.</p>	<p>Choose level of compliance:</p>
<p>In terms of staffing, we recommend front-loading academic appointments where possible to ensure effective planning and collaboration in the early stages.</p>	<p>According to NKUA institutional plan and regulations and the Cypriot Law.</p>	<p>Choose level of compliance:</p>
<p>A critical mass of academic staff, beyond a minimal skeleton team, will be crucial for maintaining a high-quality student experience and supporting sustainable programme growth.</p>	<p>According to NKUA institutional plan and regulations and the Cypriot Law.</p>	<p>Choose level of compliance:</p>
<p>Additionally, careful attention should be paid to defining student competencies in alignment with European standards, ensuring curricular coherence and progressive learning across the four-year structure. Overall, the EEC strongly supports the programme's development and encourages its aspiration to become not only a national benchmark but also a regional and international exemplar of teacher education.</p>	<p>Relevant recommendations for programmes development and improvement are welcomed and taken into consideration.</p>	<p>Choose level of compliance:</p>

We would like to thank the esteemed members of DIPAE and EEC for the constructive comments and suggestions in the context of the evaluation of the Program and we remain at your disposal for any clarifications.

With our sincere thanks.

Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Konstantinos Skordoulis	Professor, Head of the NKUA DPPE	
Thomas Bampalis	Professor	
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Konstantina Tsoli	Associate Professor	
Anna Tsiboukli	Assistant Professor	

Date: August 4, 2025