

Date: Date.

Higher Education Institution's Response

- Ίδρυμα Ανώτερης Εκπαίδευσης:
PHILIPS UNIVERSITY

- Πόλη: **ΛΕΥΚΩΣΙΑ**

- Πρόγραμμα σπουδών
Επωνυμία(Διάρκεια, ECTS, Κύκλος Σπουδών)

Στα Ελληνικά:

ΠΤΥΧΙΟ ΣΤΗ ΔΗΜΟΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ (4 χρόνια, 240 ECTS, Συμβατικό)

Στα Αγγλικά:

BACHELOR OF ARTS IN PRIMARY EDUCATION (4 years, 240 ECTS, Conventional)

- Γλώσσα(ες) διδασκαλίας: **ΕΛΛΗΝΙΚΑ**

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>Students' involvement in quality assurance and the development of the programme could be expanded beyond student evaluations of courses, for example in having student representatives in (some of the) Programme committee meetings.</p>	<p>The program has taken the following steps to ensure meaningful student participation beyond course evaluations:</p> <ol style="list-style-type: none"> 1. Inclusion of student representatives in programme committee meetings The program has established a formal mechanism for student representation in key decision-making processes. Specifically, student representatives are now invited to participate in selected Programme Committee meetings. Their role is to provide direct feedback on curriculum development, teaching methodologies, and overall student experience, ensuring their perspectives are considered in shaping the program. 2. Student Advisory Panel A Student Advisory Panel has been created to serve as a structured forum where students can discuss academic concerns, propose improvements, and provide input on issues such as assessment methods, learning resources, and course content. The panel meets regularly and communicates its findings and recommendations to the Programme Committee. 3. Regular consultation and focus groups In addition to formal 	<p>Choose level of compliance:</p>

	<p>committee representation, the program has introduced periodic consultation meetings and focus groups with students from different year groups. These sessions allow students to share insights on their academic journey, enabling faculty to make data-driven improvements to course delivery and student support services.</p> <p>4. Enhanced feedback mechanisms Beyond standard course evaluations, new avenues for student feedback have been introduced, including anonymous suggestion boxes (both physical and digital) and structured online surveys. These mechanisms allow for continuous monitoring of student concerns and ideas, which are reviewed by the Programme Committee.</p> <p>5. Student engagement in self-assessment, accreditation and review processes The program has taken steps to involve students in external and internal review processes by inviting them to participate in discussions with evaluators, contribute testimonials, and provide input on institutional self-assessment reports.</p> <p>By implementing these measures, the program ensures that students are active participants in the continuous improvement of their education, fostering a culture of inclusivity and shared responsibility in quality assurance. These</p>	
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	<p>initiatives align with best practices in higher education and demonstrate a commitment to student-centered learning and governance.</p>	
<p>It is highly recommended to strategically involve external stakeholders at a very early stage of designing the programme. An early involvement, and thereafter continuous and regularized 11 participation, of external stakeholders in the field is of crucial importance, particularly in a practice-related programme such as Primary Education.</p>	<p>The program has implemented the following measures:</p> <ol style="list-style-type: none"> 1. Establishment of an External Advisory Board An External Advisory Board (EAB) has been formed, comprising representatives from key stakeholder groups, including school principals, experienced primary education teachers, teacher training experts, and members of professional associations. The EAB plays an active role in shaping the curriculum, ensuring its relevance to contemporary educational needs, and advising on best practices in teacher training. 2. Early consultation in curriculum development External stakeholders have been systematically engaged in the early stages of curriculum planning and revision. Through structured meetings and consultation workshops, school representatives and education professionals contribute insights on essential competencies, teaching methodologies, and classroom challenges, which are then integrated into the program design. 3. Regular stakeholder forums and feedback sessions To maintain continuous and structured dialogue, the 	<p>Choose level of compliance:</p>

	<p>program organizes biannual stakeholder forums where external partners, including educators, policymakers, and education researchers, provide input on the effectiveness of the program and recommend improvements. These forums help ensure the program remains aligned with evolving educational policies and classroom realities.</p> <p>4. Integration of stakeholders in Practicum design and evaluation Given the practice-oriented nature of the Primary Education program, external stakeholders—particularly experienced schoolteachers and education administrators—actively participate in the design, supervision, and evaluation of the teaching practicum component. This ensures that student-teachers receive practical, high-quality training that aligns with current educational needs and standards.</p> <p>5. School partnerships for hands-on experience The program has formalized partnerships with local primary schools, where faculty members and school educators co-develop learning experiences for student-teachers. These partnerships facilitate practical training, school-based projects, and real-world problem-solving opportunities that enhance the readiness of graduates for the teaching profession.</p>	
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	<p>The program remains committed to strengthening these initiatives by continuously refining engagement strategies and seeking feedback from external partners. By institutionalizing these collaborative efforts, we ensure that the program remains responsive to the needs of primary education professionals, enhances graduate employability, and contributes to the advancement of teacher education.</p>	
<p>While a certain openness and flexibility is due to the fact that staff needs yet to be recruited, the chosen focus on primary education makes it essential that relevant expertise in this field is adequately represented in the teaching staff of the programme. It is therefore highly recommended to map existing expertise and strategically think about what kind of expertise will be needed to prepare students to become teachers who can critically reflect upon the complexities of primary schools, and who can successfully, professionally, and empathetically teach, and interact with, children in primary education.</p>	<p>The program has implemented the following measures to ensure that faculty members possess the necessary qualifications and experience to effectively prepare future primary school educators:</p> <ol style="list-style-type: none"> 1. Mapping of existing expertise A comprehensive faculty expertise mapping process has been conducted to assess the current strengths and specializations of existing academic staff. This process identified key areas of expertise, including pedagogy, child psychology, curriculum development, inclusive education, and subject-specific teaching methodologies (e.g., literacy, mathematics, science education). The results of this mapping exercise have been used to identify any gaps in expertise and inform future hiring decisions. 2. Strategic recruitment plan A targeted recruitment strategy has been developed to ensure that newly appointed staff members 	<p>Choose level of compliance:</p>

	<p>possess specialized knowledge and practical experience in primary education. The recruitment process prioritizes candidates with:</p> <ul style="list-style-type: none">○ A strong academic background in primary education, educational psychology, or pedagogy.○ Experience in primary school teaching or teacher training.○ Expertise in contemporary educational challenges, including inclusive education, digital learning tools, classroom management, and differentiated instruction.○ A commitment to research-informed teaching and the ability to contribute to ongoing educational research. <p>3. Professional development and training In addition to recruiting new staff, the program has introduced continuous professional development (CPD) opportunities for existing faculty. Workshops, seminars, and training sessions are regularly organized to update teaching staff on innovative pedagogical methods, classroom management strategies, and emerging trends in primary education. Faculty members are also encouraged to engage in collaborative research and practice-based learning with primary school educators.</p> <p>4. Collaboration with primary schools and external experts</p>	
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	<p>To bridge the gap between academic theory and classroom practice, the program has strengthened partnerships with experienced primary school educators and external educational experts. Guest lectures, workshops, and mentorship programs have been introduced, allowing students to learn directly from professionals actively working in primary education. These collaborations help ensure that students are exposed to real-world teaching challenges and best practices.</p> <p>5. Regular curriculum and staffing reviews</p> <p>The Programme Committee conducts periodic reviews of the curriculum and faculty expertise to ensure alignment with the evolving needs of primary education. These reviews assess whether the teaching staff continues to meet the program’s objectives and whether further recruitment or professional development is needed to enhance student learning outcomes.</p> <p>By systematically mapping faculty expertise, strategically recruiting specialists in primary education, investing in faculty development, and fostering collaborations with external educators, the program ensures that students receive high-quality, research-informed, and practice-oriented training. These efforts align with the EEC’s recommendation to cultivate a</p>	
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	<p>teaching staff that is well-equipped to prepare future educators who can critically reflect on the complexities of primary education and engage empathetically and professionally with young learners.</p>	
<p>As an alternative recommendation, we would like to add that choosing a different field for designing a BA programme can be a viable option. Teacher training in primary education is a highly demanding field that needs to take into consideration a wide range of theoretical and practical approaches, making necessary rather extensive resources regarding organisation of study and training, mentoring, mock classrooms and equipment, etc. It may be worth considering less complex BA programmes to be offered.</p>	<p>We appreciate the EEC's alternative recommendation and recognize the complexities associated with a Primary Education BA program. However, we are confident that with the appropriate resources, strategic partnerships, and continuous improvement measures in place, we can successfully deliver a robust and well-supported program that meets the needs of future educators. We ensure the program is well-resourced and sustainable.</p> <p>Ensuring adequate resources for primary education teacher training</p> <ol style="list-style-type: none"> Investment in infrastructure and educational resources <ul style="list-style-type: none"> The program has secured dedicated learning spaces, including mock classrooms and simulation environments, to provide students with hands-on training in a controlled setting before entering real classrooms. Classrooms and laboratories are equipped with modern educational technology, such as interactive whiteboards, digital learning tools, and child-friendly teaching materials, ensuring 	<p>Choose level of compliance:</p>

	<p>students gain practical skills relevant to contemporary primary education.</p> <p>2. Structured practicum and mentorship model</p> <ul style="list-style-type: none"> ○ Strong partnerships have been established with local primary schools to facilitate structured practicum placements where students receive hands-on experience under the supervision of experienced mentors. ○ A mentorship program has been developed, ensuring each student-teacher is guided by an experienced educator who provides feedback and support throughout their training. <p>3. Faculty expertise and professional development</p> <ul style="list-style-type: none"> ○ Faculty recruitment has been carefully planned to ensure that specialists in primary education pedagogy, curriculum development, inclusive education, and child psychology are part of the teaching team. ○ Regular faculty training and professional development initiatives ensure that educators remain up to date with evolving teaching methodologies and pedagogical research. <p>4. Program feasibility and sustainability review</p> <ul style="list-style-type: none"> ○ A comprehensive feasibility study was conducted to assess the long-term viability of the program, taking into account resource availability, faculty expertise, and market demand. 	
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	<ul style="list-style-type: none"> ○ The program is continuously reviewed to ensure its alignment with national education policies, accreditation standards, and the evolving needs of primary education. <p>5. Alternative educational pathways</p> <ul style="list-style-type: none"> ○ While maintaining the Primary Education BA program, we remain open to exploring additional BA program options that may complement teacher education, such as a BA in Educational Studies, Early Childhood Education, or Educational Psychology. These alternatives could serve as standalone programs or as pathways leading into primary education teacher training. 	
<p>It is further recommended to discuss the direction and structuring of the programme with the Scientific Advisory Board for external expertise. We were informed that such a Board is yet to be established for the (prospective) Department of Educational Studies. We strongly suggest having a (preliminary) group of external advisors at the earliest stage possible so that the design of the programmes can profit from their expertise.</p>	<p>We recognize the importance of incorporating external expertise in shaping the direction and structure of the program. In compliance with this recommendation, the following measures have been implemented:</p> <p>1. Establishment of a Scientific Advisory Board (SAB)</p> <p>A Scientific Advisory Board has been formally established to provide strategic guidance and external expertise in the development and continuous improvement of the program. The board consists of renowned academics, experienced primary education practitioners,</p>	<p>Choose level of compliance:</p>

	<p>policymakers, and experts in teacher training.</p> <ul style="list-style-type: none"> • Composition of the SAB: The board includes representatives from: <ul style="list-style-type: none"> ○ Higher education institutions specializing in education and pedagogy. ○ The Ministry of Education and national education policy bodies. ○ Experienced primary school educators and school administrators. ○ Experts in educational psychology, curriculum design, and digital education. • Role of the SAB: The board serves as a consultative body, ensuring that the program: <ul style="list-style-type: none"> ○ Aligns with international best practices in teacher education. ○ Addresses the evolving needs of primary school teaching. ○ Integrates modern pedagogical methods and educational technologies. ○ Complies with national accreditation and education policies. <p>2. Early and continuous involvement of external advisors</p> <p>Recognizing the EEC's emphasis on early engagement, a preliminary advisory group was established prior to the finalization of the program's curriculum. This group played a key role in:</p> <ul style="list-style-type: none"> • Reviewing the structure, learning outcomes, and 	
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	<p>course content of the program.</p> <ul style="list-style-type: none"> • Advising on practicum integration and ensuring alignment with real-world teaching needs. • Providing recommendations on student assessment methods and teacher competencies. <p>Going forward, the Scientific Advisory Board will meet biannually to provide ongoing feedback and ensure that the program remains dynamic and responsive to changes in the field of education.</p> <p>3. Collaborative curriculum development with External Experts</p> <p>To ensure the program benefits from diverse expertise:</p> <ul style="list-style-type: none"> • Curriculum workshops and expert consultations have been conducted to refine the course offerings. • Regular stakeholder feedback sessions with education professionals have been integrated into the program's quality assurance framework. • Advisory Board members are actively involved in reviewing and endorsing program modifications. 	
It is recommended to take into consideration national and transnational frameworks for education, such as those developed by UNESCO and the Council of Europe.	In response to the External Evaluation Committee's (EEC) recommendation to take into consideration national and transnational frameworks for education , including those developed by UNESCO and the	

	<p>Council of Europe, the Bachelor’s degree program in Primary Education has integrated these frameworks into its curriculum design, pedagogical approaches, and overall program structure.</p> <p>1. Alignment with national education policies</p> <p>The program is fully aligned with the national education policies and teacher training standards set by the Ministry of Education. This ensures that:</p> <ul style="list-style-type: none">• The curriculum meets national learning objectives for teacher education.• Graduates acquire the necessary competencies for teaching in primary schools.• The program adheres to national guidelines on inclusive education, digital literacy, and pedagogical methodologies. <p>2. Incorporation of UNESCO educational principles</p> <p>UNESCO’s Sustainable Development Goal 4 (SDG 4)—which emphasizes quality, inclusive, and equitable education for all—has been a guiding principle in the development of the program. Key UNESCO recommendations integrated into the curriculum include:</p> <ul style="list-style-type: none">• Education for Sustainable Development (ESD): Courses include topics on environmental education, global citizenship, and sustainability in teaching.	
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	<ul style="list-style-type: none"> • Inclusive and Equitable Education: The program incorporates training in inclusive teaching strategies, multicultural education, and differentiated instruction to address diverse student needs. • Use of Digital Technologies in Education: Following UNESCO's guidelines on ICT in education, students are trained in digital pedagogies and online learning tools to enhance classroom teaching. <p>3. Compliance with the Council of Europe's educational standards</p> <p>The program also takes into account key principles from the Council of Europe's education frameworks, particularly:</p> <ul style="list-style-type: none"> • Democratic Citizenship and Human Rights Education: Courses integrate values-based education, preparing future teachers to promote democratic participation, social responsibility, and respect for diversity in schools. • Language Education and Plurilingualism: Aligned with the Common European Framework of Reference for Languages (CEFR), students receive training in language development strategies, enabling them to support multilingual and multicultural classrooms. • Competence-Based Learning: The program follows the European Key Competences for Lifelong Learning, ensuring graduates 	
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	<p>develop essential teaching, digital, and intercultural competencies.</p> <p>4. Ongoing curriculum review and international benchmarking</p> <p>To ensure continued alignment with national and international frameworks:</p> <ul style="list-style-type: none"> • The program undergoes regular curriculum reviews to incorporate updates from UNESCO, the Council of Europe, and other relevant bodies. • Faculty members engage in international collaborations, research projects, and policy discussions on education best practices. • Students are encouraged to explore international teaching methodologies through guest lectures, study materials, and exchange programs. <p>Commitment to high-quality, globally informed teacher education</p> <p>By integrating national education policies, UNESCO's global education goals, and the Council of Europe's educational frameworks, the program ensures that graduates are well-equipped to teach in diverse, inclusive, and modern learning environments. These efforts strengthen the international relevance, academic quality, and social impact of the program.</p>	
More planning and procedures are needed regarding the practical parts of the programme in order to ensure	We have implemented the following measures to ensure	

<p>smooth student progression, particularly for the operational aspects regarding the placements. This includes in particular the diverse challenges arising from student experiences in the classroom, and developing a professional identity as a primary teacher.</p>	<p>smooth student progression and effective teacher training.</p> <p>1. Structured and well-coordinated practicum framework</p> <p>To enhance the practical training of student-teachers, the program has established a structured practicum framework, which includes:</p> <ul style="list-style-type: none"> • Early Classroom Exposure: From the first year, students participate in observational visits to primary schools to familiarize themselves with real classroom settings. • Progressive Teaching Responsibilities: Students gradually transition from assisting teachers to co-teaching and eventually leading full classroom instruction under supervision. • Placement in Diverse School Settings: To ensure comprehensive training, students complete practicum experiences in public and private schools, urban and rural environments, and inclusive classrooms that accommodate children with diverse learning needs. <p>2. Clear operational procedures for student placements</p> <p>To ensure smooth organization and execution of student placements, the following procedures have been implemented:</p> <ul style="list-style-type: none"> • Formal agreements with partner schools: The 	
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	<p>program has established partnership agreements with a network of primary schools, ensuring structured and quality-assured placements for students.</p> <ul style="list-style-type: none"> • Placement Coordination Office: A dedicated Placement Coordinator liaises with schools, mentors, and students to facilitate smooth logistics and resolve any operational challenges. • Transparent selection and allocation process: Students are matched with placement schools based on geographical preference, teaching specialization, and prior experience, ensuring a balanced and enriching practicum. <p>3. Support systems for student progression and professional development</p> <p>Recognizing the challenges students face in developing their teaching competencies and professional identity, the program has introduced:</p> <ul style="list-style-type: none"> • Mentorship and supervision: <ul style="list-style-type: none"> ○ Each student is assigned a school-based mentor (experienced teacher) and a university-based supervisor, ensuring continuous guidance and feedback. ○ Regular mentorship meetings help students reflect on challenges, classroom management, and pedagogical strategies. • Reflective practice and professional identity development: 	
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	<ul style="list-style-type: none"> ○ Students maintain a teaching portfolio to document experiences, self-reflections, and lesson evaluations. ○ Reflective seminars and peer discussions allow students to share experiences, address challenges, and refine their teaching approach. ● Professional development workshops: Regular sessions focus on: <ul style="list-style-type: none"> ○ Classroom management and handling diverse learning needs. ○ Legal and ethical responsibilities of teachers. ○ Building resilience and confidence in the teaching profession. <p>4. Continuous evaluation and improvement of Practicum experiences</p> <p>To ensure continuous improvement of the practical components, the program has implemented:</p> <ul style="list-style-type: none"> ● Feedback mechanisms: <ul style="list-style-type: none"> ○ Student evaluations of their practicum experiences. ○ School mentor feedback on student-teacher performance. ○ University supervisor reports assessing teaching competencies. ● Annual Practicum review meetings: The Programme Committee, in collaboration with school partners, reviews placement effectiveness and makes necessary adjustments. 	
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	<ul style="list-style-type: none"> • Addressing classroom challenges: <ul style="list-style-type: none"> ◦ Additional training modules on handling real-life classroom challenges have been incorporated, focusing on behavioral management, student engagement, and differentiated instruction. <p>By enhancing the planning, operational procedures, mentorship structures, and continuous evaluation of practicum experiences, we ensure that students progress smoothly through the program while gaining the necessary pedagogical skills, confidence, and professional identity to succeed as primary school educators.</p>	
<p>Given the awareness and expertise regarding learning objectives and teaching methodologies among management and staff, it is recommended to systematically map these within and across courses so that it becomes more visible how learning objectives and teaching methodologies match, and how the range of different teaching methodologies spreads across individual courses in order to provide a diversity of methodologies to the students throughout the programme.</p>	<p>The following measures have been taken to align learning objectives with teaching methodologies and to provide students with a diverse range of instructional approaches throughout the program.</p> <p>1. Systematic mapping of learning objectives/outcomes and teaching methodologies</p> <p>To enhance clarity and coherence across the curriculum, a comprehensive mapping process has been undertaken, focusing on:</p> <ul style="list-style-type: none"> • Alignment between course learning objectives and teaching methodologies: Each course has been reviewed to ensure that the teaching methods used 	

	<p>effectively support the intended learning outcomes.</p> <ul style="list-style-type: none"> • Tracking the diversity of teaching methodologies: A structured approach has been adopted to ensure students are exposed to a broad range of teaching methodologies, enhancing their pedagogical adaptability and instructional skills. • Ensuring progression in pedagogical competencies: The mapping ensures that methodologies gradually build in complexity, allowing students to progress from basic instructional techniques to advanced, research-based teaching strategies. <p>2. Implementation of a course mapping matrix</p> <p>A Course Mapping Matrix has been developed to document how learning objectives and teaching methodologies correspond across all courses. This matrix includes:</p> <ul style="list-style-type: none"> • Course-level learning objectives: Clearly defining what students should achieve in each course. • Teaching methodologies used: Identifying and categorizing instructional approaches such as lectures, problem-based learning, case studies, cooperative learning, inquiry-based learning, and digital pedagogies. • Assessment strategies: Ensuring that assessment methods align with both 	
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	<p>learning objectives and teaching methodologies.</p> <p>3. Ensuring diversity of teaching methodologies across the Program</p> <p>Recognizing the importance of exposing students to a variety of teaching methodologies, the program ensures that students engage with:</p> <ul style="list-style-type: none"> • Traditional and interactive lectures: Foundational knowledge is delivered through lecture-based instruction, supplemented by interactive elements such as Active Learning Strategies: Courses incorporate problem-solving activities, project-based learning, and experiential learning, allowing students to apply theoretical knowledge in practical contexts. • Collaborative and cooperative learning: Group work, peer teaching, and collaborative projects are integrated to enhance teamwork, communication, and classroom management skills. • Technology-enhanced learning: Digital tools, multimedia resources, and online platforms are used to develop ICT competencies for modern classrooms. • Reflective and inquiry-based learning: Students engage in self-reflection, case studies, and research projects to develop critical thinking and problem-solving abilities. • Microteaching and simulated teaching 	
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	<p>Experiences: To prepare students for real-world classrooms, courses include microteaching sessions where students practice delivering lessons and receive feedback.</p> <ul style="list-style-type: none"> • Class discussions and real-world examples. <p>4. Faculty Training and Curriculum Review for Continuous Improvement</p> <p>To ensure ongoing effectiveness:</p> <ul style="list-style-type: none"> • Faculty workshops on curriculum alignment: Faculty members participate in workshops to review and refine the mapping of learning objectives and teaching methodologies. • Annual curriculum review meetings: The Programme Committee reviews the Course Mapping Matrix annually, making necessary adjustments to improve alignment and ensure diversity in instructional approaches. • Student feedback mechanisms: Regular student feedback surveys assess how effectively different teaching methodologies support learning, allowing for continuous refinement of course delivery. <p>By systematically mapping learning objectives and teaching methodologies, the program ensures a coherent, diverse, and progressive learning experience that prepares students to become effective, reflective, and</p>	
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	adaptable educators. The structured mapping process enhances curriculum transparency, instructional effectiveness, and student engagement .	
Given the awareness of the challenges emanating from GenAI, it is recommended to integrate the process of text production/academic writing more systematically into course work to be done by the students. Measures such as writing logs, mutual peer-review of work in progress, uploading work in progress as well as reflections on how to build on this work could be used to adequately address these challenges; as well as measures to instill joy in creating and writing.	<p>The program has implemented a structured framework to enhance students' writing skills, promote academic integrity, and instill joy in writing.</p> <p>1. Systematic integration of academic writing across courses</p> <p>To ensure that students develop strong academic writing skills and engage in a structured writing process, the following measures have been incorporated:</p> <ul style="list-style-type: none"> • Scaffolded writing assignments: Writing tasks are distributed progressively across courses, beginning with short reflections and summaries in early years and advancing to research essays and teaching portfolios in later years. • Writing logs: Students maintain personal writing logs to track their writing process, reflect on challenges, and document their progress over time. • Work-in-progress uploads: Students submit draft versions of assignments at different stages, allowing for formative feedback and continuous improvement. • Explicit instruction on academic writing: Dedicated workshops and course modules cover essential 	

	<p>academic writing skills, including:</p> <ul style="list-style-type: none">○ Structuring arguments and organizing ideas.○ Citing sources correctly to avoid plagiarism.○ Developing a personal and professional writing voice. <p>2. Measures to address GenAI challenges and promote ethical writing practices</p> <p>With the increasing accessibility of Generative AI (GenAI) tools, the program has introduced measures to promote critical engagement with AI-generated content while upholding academic integrity:</p> <ul style="list-style-type: none">• Ethical AI use guidelines: Students receive training on appropriate AI-assisted research and writing to differentiate between using AI for brainstorming vs. relying on AI for content generation.• Reflection on AI in writing: Assignments include meta-cognitive reflections where students analyze their writing process, discuss whether AI tools were used, and evaluate their impact.• Plagiarism detection and AI-generated content checks: The university employs plagiarism detection software and AI-content analysis tools to maintain academic integrity. <p>3. Peer Review and collaborative writing activities</p> <p>To encourage engagement, feedback, and iterative</p>	
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	<p>improvement, the program has implemented:</p> <ul style="list-style-type: none">• Mutual peer review of work-in-progress: Students engage in structured peer review sessions, where they provide constructive feedback on each other’s drafts before final submission.• Collaborative writing projects: Students work in small groups to co-write articles, lesson plans, and reflective essays, fostering collaborative learning and shared responsibility. <p>4. Instilling Joy in Writing and Creative Expression</p> <p>Recognizing that writing should be an engaging and meaningful process, the program includes activities to make writing an enjoyable and rewarding experience:</p> <ul style="list-style-type: none">• Creative writing exercises: Students explore different genres of writing, such as storytelling, personal narratives, and reflective journals, to make writing more engaging.• Writing for real-world readers: Opportunities for students to publish their work in educational blogs, newsletters, and student journals enhance motivation and a sense of accomplishment.• Integration of digital and multimodal writing: To make writing more interactive, students create digital essays, multimedia	
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	<p>presentations, and teaching blogs.</p> <p>5. Ongoing Faculty Training and Curriculum Review</p> <p>To ensure continuous improvement:</p> <ul style="list-style-type: none"> • Faculty members participate in professional development workshops focused on teaching academic writing and addressing AI-related challenges. • Student feedback on writing experiences is collected regularly to refine instructional approaches. • The Program Committee conducts annual reviews to evaluate the effectiveness of writing-related initiatives and adjust strategies accordingly. <p>By integrating structured writing processes, peer collaboration, ethical AI use, and creative writing activities, the program ensures that students develop strong academic writing skills while enjoying the process of text production. These measures support critical thinking, originality, and professional growth in their journey as future educators.</p>	
<p>It is recommended to design effective mechanisms that can ensure that course bibliographies are continuously kept updated, in order to familiarize the students with most recent developments in research and practice.</p>	<p>The following measures have been adopted:</p> <p>1. Systematic review and update of course bibliographies</p> <p>To maintain current and relevant bibliographies across all courses, a structured annual review process has been implemented:</p>	

	<ul style="list-style-type: none">• Faculty-led review process: Each academic year, faculty members systematically evaluate and update course reading lists to ensure that they reflect the most recent research, theories, and methodologies.• Integration of recent publications: Faculty members incorporate peer-reviewed journal articles, recent books, and policy reports into bibliographies, prioritizing resources published within the last five years.• Alignment with national and international standards: Bibliographies are aligned with research from institutions such as UNESCO, the Council of Europe, and national education authorities to ensure global and regional relevance. <p>2. Utilization of digital libraries and open access resources</p> <p>To enhance accessibility and ensure up-to-date materials, students and faculty have access to:</p> <ul style="list-style-type: none">• University digital library access: The university provides students with subscriptions to leading educational research databases such as ERIC, Scopus, Web of Science, and Google Scholar.• Open access resources: Faculty actively incorporate open-access journals, e-books, and educational reports to ensure that students can access up-to-	
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	<p>date materials without financial barriers.</p> <p>3. Mechanisms for Continuous Monitoring and Faculty Development</p> <p>To support faculty in keeping course bibliographies updated:</p> <ul style="list-style-type: none"> • Annual faculty development workshops: Faculty members receive training on sourcing and integrating new literature into their courses. • Curriculum Review Committees: Each department has a Curriculum Review Committee responsible for monitoring and approving updates to course bibliographies. • Collaborative faculty discussions: Faculty members engage in regular departmental meetings to share insights on new publications, ensuring cross-course alignment of updated research materials. <p>4. Student involvement in updating bibliographies</p> <p>To encourage active engagement with recent research, students participate in:</p> <ul style="list-style-type: none"> • Research-based assignments: Students are encouraged to explore and cite recent journal articles in their coursework, promoting familiarity with up-to-date literature. • Annotated bibliographies: In some courses, students develop annotated bibliographies as part of 	
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	<p>their assignments, which faculty may integrate into future course reading lists.</p> <ul style="list-style-type: none">• Feedback on course readings: Students provide feedback on the relevance of assigned readings, allowing faculty to make informed updates. <p>5. Integration of Research into Teaching Practice</p> <p>To ensure that the most recent educational research is directly connected to classroom practice, the program includes:</p> <ul style="list-style-type: none">• Case studies and research-based teaching approaches: Courses integrate recent research findings, including those of the instructors, into lectures, discussions, and assignments.• Guest expert lectures: Leading researchers and education professionals are invited to present recent findings, ensuring students engage with cutting-edge perspectives.• Dynamic course materials: Instead of relying solely on static textbook lists, courses incorporate weekly research article selections to reflect ongoing developments in the field. <p>6. Regular evaluation and continuous improvement</p> <p>To ensure the long-term effectiveness of this initiative:</p> <ul style="list-style-type: none">• Annual course bibliography audit: A formal process is in place where faculty members	
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	<p>submit updated bibliographies for approval.</p> <ul style="list-style-type: none">• Student and faculty surveys: Feedback is collected on the quality and relevance of course readings, ensuring continuous refinement.• External Advisory Board consultation: The Scientific Advisory Board, composed of educational experts and practicing teachers, provides recommendations on recent publications and best practices. <p>By implementing these mechanisms, the program ensures that students engage with the most recent research and pedagogical advancements, preparing them to be well-informed and innovative educators. These efforts foster a culture of continuous learning and research engagement, ensuring that students remain at the forefront of educational developments.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The bibliography of the courses should be updated to include more recent publications and explicitly reflect the field of primary education which is strikingly absent in the proposed programme. We remained concerned about the absence of up-to-date innovations in pedagogical approaches and teaching methods for primary education, and the references that are outdated. Of utmost importance is clarifying preparation of primary teachers in the area of reading/literacy and teaching students with multiple languages as well as classroom management. Needed is a more up-to-date curriculum that engages with core practices in the field.</p>	<p>The program, which is taught in Greek, has implemented the following measures to address these concerns and enhance the overall curriculum.</p> <p>1. Updating course bibliographies with recent and relevant Greek-language publications</p> <p>Recognizing the importance of aligning course materials with current research and best practices, the program has undertaken a comprehensive review and revision of course bibliographies to:</p> <ul style="list-style-type: none"> • Prioritize recent publications (last 5–7 years) in Greek that align with modern pedagogical approaches, classroom management strategies, and literacy instruction. • Ensure explicit representation of primary education pedagogy by incorporating key texts and research studies specific to early childhood and primary teaching methodologies. <p>Include up-to-date international literature in translation where available, providing students with a balance of local and global perspectives on teaching methods, curriculum development, and educational psychology.</p> <ul style="list-style-type: none"> • Integrate publications from key Greek educational authorities, such as the Pedagogical Institute of Greece, the Hellenic Ministry 	<p>Choose level of compliance:</p>

	<p>of Education, and research centers specializing in teacher education.</p> <p>2. Strengthening the curriculum with core practices in Primary Education</p> <p>To address the EEC’s concern regarding the absence of up-to-date innovations in pedagogical approaches, the program has undertaken curriculum enhancements in the following key areas:</p> <p>A. Reading/Literacy Instruction</p> <ul style="list-style-type: none">• A dedicated module on literacy education has been revised to reflect the latest research on early reading development, phonemic awareness, reading fluency, and comprehension strategies.• Integration of research-based Greek literacy instruction frameworks tailored to early-grade reading development.• Emphasis on differentiated instruction for diverse literacy needs, including struggling readers and students with dyslexia. <p>B. Teaching students with multiple languages (Multilingual Education)</p> <ul style="list-style-type: none">• New content has been added to courses on language acquisition, bilingual education, and inclusive pedagogies for multilingual learners.• Strategies for supporting non-native Greek speakers in primary classrooms have been	
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	<p>integrated into relevant courses, ensuring future teachers are well-equipped to address linguistic diversity.</p> <ul style="list-style-type: none"> • The inclusion of best practices from international research on second-language acquisition and multicultural education within the Greek educational context. <p>C. Classroom management and inclusive teaching</p> <ul style="list-style-type: none"> • A newly strengthened classroom management component provides training on behavioral strategies, inclusive discipline, socio-emotional learning, and student engagement techniques. • Case studies and real-world classroom scenarios have been incorporated to equip students with practical tools for handling diverse classroom situations. • Faculty members have integrated recent Greek-language publications on classroom management theories and strategies into course readings. <p>3. Establishing a continuous review process for curriculum and bibliographies</p> <p>To ensure sustained updates and relevance of course materials, the following mechanisms have been implemented:</p> <ul style="list-style-type: none"> • Annual course bibliography review: Faculty members conduct an annual evaluation 	
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	<p>and update of course bibliographies, ensuring the inclusion of new research and pedagogical advancements.</p> <ul style="list-style-type: none"> • Faculty training on emerging trends in education: Professors participate in workshops and seminars on the latest developments in primary education, ensuring their teaching reflects current best practices. • Consultation with experts and external stakeholders: The Scientific Advisory Board and experienced primary school educators provide ongoing feedback on curriculum updates, ensuring alignment with contemporary classroom realities. • Student feedback and needs assessment: Students are encouraged to provide feedback on the relevance and effectiveness of course materials, informing continuous curriculum improvements. <p>By implementing these measures, the Bachelor's degree program in Primary Education ensures that students receive a high-quality, research-based education that prepares them to be competent, innovative, and reflective primary school teachers. These enhancements directly address the EEC's concerns and demonstrate a strong commitment to academic excellence, pedagogical relevance, and student preparedness.</p>	
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	<p>Here is an indicative list of such publications in Greek:</p> <p>"Δεξιότητες στην Εκπαίδευση του 21ου Αιώνα: Θεωρία, Έρευνα, Παραδείγματα, Εφαρμογές"</p> <ul style="list-style-type: none"> • Συγγραφέας: Μενέλαος Τζιφόπουλος • Εκδότης: Ζυγός • Έτος Έκδοσης: 2023 • Τόπος Έκδοσης: Θεσσαλονίκη • Περιγραφή: Το βιβλίο εξετάζει τις δεξιότητες που απαιτούνται στην εκπαίδευση του 21ου αιώνα, προσφέροντας θεωρητικές και ερευνητικές προσεγγίσεις, καθώς και πρακτικά παραδείγματα και εφαρμογές. • Σύνδεσμος: researchgate.net <p>"Γλωσσική Διδασκαλία και Μάθηση στο Σύγχρονο Εκπαιδευτικό και Κοινωνικό Περιβάλλον"</p> <ul style="list-style-type: none"> • Επιμέλεια: Συλλογικό έργο • Έκδοση: Academia.edu • Περιγραφή: Συλλογή εργασιών που εξετάζουν τη γλωσσική διδασκαλία και μάθηση στο σύγχρονο εκπαιδευτικό και κοινωνικό περιβάλλον, με έμφαση στις προκλήσεις και τις ευκαιρίες που παρουσιάζονται. • Σύνδεσμος: Academia <p>"Το Δημόσιο Σχολείο στην Ελλάδα: Έρευνα των Προδιαγραφών της Διδασκαλίας"</p>	
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	<p>στην Ελληνική Πρωτοβάθμια Εκπαίδευση"</p> <ul style="list-style-type: none"> • Δημοσίευση σε: ΙΚΕΕ / ΑΠΘ • Περιγραφή: Έρευνα που αναλύει τις προδιαγραφές της διδασκαλίας στην ελληνική πρωτοβάθμια εκπαίδευση, εξετάζοντας τα σχολικά βιβλία του γλωσσικού μαθήματος υπό το πρίσμα σύγχρονων εκπαιδευτικών προσεγγίσεων. • Σύνδεσμος: ikee.lib.auth.gr <p>"Διδασκαλία και Μάθηση: Σύγχρονες Προκλήσεις και Προοπτικές"</p> <p>Επιμέλεια: Συλλογικό έργο</p> <ul style="list-style-type: none"> • Έκδοση: Συνέδριο Διδακτικής Μεθοδολογίας και Διδακτικής Τεχνολογίας • Περιγραφή: Συλλογή εισηγήσεων και παρουσιάσεων που αφορούν πρωτότυπες ερευνητικές μελέτες και καλές πρακτικές στη διδασκαλία και μάθηση, αντιμετωπίζοντας σύγχρονες προκλήσεις και προοπτικές. • Σύνδεσμος: Syndmdt <p>"Στάσεις και Πρακτικές των Εκπαιδευτικών Πρωτοβάθμιας Εκπαίδευσης σχετικά με τη Διδασκαλία των Φυσικών Επιστημών"</p> <ul style="list-style-type: none"> • Δημοσίευση σε: Εθνικό Αρχείο Διδακτορικών Διατριβών • Περιγραφή: Διδακτορική διατριβή που εξετάζει τις 	
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	<p>στάσεις και τις πρακτικές των εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης σχετικά με τη διδασκαλία των φυσικών επιστημών, αναδεικνύοντας τις προκλήσεις και τις ευκαιρίες.</p> <ul style="list-style-type: none"> • Σύνδεσμος: <p>Didaktorika</p> <p>"Σύγχρονες μορφές εκπαιδευτικής αξιολόγησης με αξιοποίηση ψηφιακών εργαλείων"</p> <ul style="list-style-type: none"> • Συγγραφέας: Σταυρούλα Κτενιαδάκη • Δημοσίευση σε: Επιστημονική Επετηρίδα • Έτος Δημοσίευσης: 2009 • Περιγραφή: Άρθρο που διερευνά τις σύγχρονες μορφές εκπαιδευτικής αξιολόγησης με τη χρήση ψηφιακών εργαλείων, εστιάζοντας στην εφαρμογή τους στην πρωτοβάθμια εκπαίδευση. • Σύνδεσμος: eclass.edc.uoc.gr <p>"Σύγχρονες πρακτικές και αντιστάσεις των εκπαιδευτικών Πρωτοβάθμιας Εκπαίδευσης στη διδασκαλία της Ιστορίας"</p> <ul style="list-style-type: none"> • Συγγραφείς: Ανδρίκου Α., Ματσακλίδης Χ. • Δημοσίευση σε: Θέματα Επιστημών Αγωγής • Έτος Δημοσίευσης: 2023 • Περιγραφή: Μελέτη που αποτυπώνει τις απόψεις των εκπαιδευτικών της πρωτοβάθμιας εκπαίδευσης σχετικά με τις 	
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	<p>διδασκαλίες πρακτικές που αξιοποιούν και τα μαθησιακά οφέλη που επιδιώκουν στη διδασκαλία της Ιστορίας.</p> <ul style="list-style-type: none"> • Σύνδεσμος: ejournals.epublishing.ekt.gr <p>"Στάσεις και πρακτικές των εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης σχετικά με τη διδασκαλία των φυσικών επιστημών"</p> <ul style="list-style-type: none"> • Συγγραφέας: Άγνωστος • Δημοσίευση σε: Εθνικό Αρχείο Διδακτορικών Διατριβών • Περιγραφή: Διδακτορική διατριβή που εξετάζει τις στάσεις και τις πρακτικές των εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης σχετικά με τη διδασκαλία των φυσικών επιστημών. • Σύνδεσμος: didaktorika.gr <p>"Εκπαιδευτική Ηγεσία, Αποτελεσματική Διοίκηση και Ηθικές Αξίες"</p> <ul style="list-style-type: none"> • Συγγραφέας: Κωνσταντία Σπυριάδου • Δημοσίευση σε: ResearchGate • Περιγραφή: Μελέτη που εξετάζει την επίδραση της εκπαιδευτικής ηγεσίας και της αποτελεσματικής διοίκησης. <p>"Εκπαίδευση και Εκπαιδευτική Πολιτική: 200 Χρόνια Νεοελληνικής Εκπαίδευσης"</p> <ul style="list-style-type: none"> • Συγγραφέας/Επιμελητής: Συλλογικό έργο 	
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	<ul style="list-style-type: none"> • Εκδότης: Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών • Έτος Έκδοσης: 2022 • Τόπος Έκδοσης: Αθήνα • Περιγραφή: Τόμος που περιλαμβάνει εννέα επιστημονικά άρθρα για τη νεοελληνική εκπαίδευση, παρουσιάζοντας την εξέλιξη της εκπαιδευτικής πολιτικής στην Ελλάδα. University of Athens <p>"Αξιολόγηση της Αποτελεσματικότητας της Επιμόρφωσης Δασκάλων στις Τεχνολογίες Πληροφορίας και Επικοινωνιών (ΤΠΕ)"</p> <ul style="list-style-type: none"> • Συγγραφέας: Γεωργία Γεωργοπούλου • Δημοσίευση σε: Επιστημονική Επετηρίδα • Έτος Δημοσίευσης: 2020 • Περιγραφή: Μελέτη που εξετάζει την αποτελεσματικότητα της επιμόρφωσης δασκάλων στις ΤΠΕ, αναδεικνύοντας τις προκλήσεις και τις προοπτικές ενσωμάτωσης της τεχνολογίας στην πρωτοβάθμια εκπαίδευση. Dipe 	
<p>The Department must ensure that effective partnership with schools and high-quality school experiences are central to the preparation of primary teachers. These experiences should be designed to develop students' knowledge, skills, and dispositions to positively impact the 19 diverse learners whom they will teach. Each of the school experiences must be of sufficient depth, breadth, diversity, coherence, and duration to ensure prospective primary teachers develop their effectiveness. These experiences</p>	<p>The Department fully acknowledges the importance of effective partnerships with schools and high-quality school experiences in preparing future primary teachers. In response to the recommendation of the External Evaluation Committee (EEC), we have undertaken a series of actions to ensure that school experiences are central to our</p>	<p>Choose level of compliance:</p>

<p>should reflect an intentional, purposeful, sequence of deliberate experiences design to relate course work to the experiences and subsequent performance-based assessments. It is the opinion of the ECC the primary education programme requires substantial re-develop around agreed core competencies in the knowledge, skills, and dispositions for primary education to be considered fit for purpose.</p>	<p>Bachelor's degree programme in Primary Education.</p> <p>1. Establishing and strengthening school partnerships</p> <p>To ensure our students gain meaningful and high-quality practical experiences, the Department has formalized partnerships with a diverse range of primary schools. This includes:</p> <ul style="list-style-type: none"> • Memoranda of Understanding (MoUs) with local and regional schools, ensuring structured placements. • Collaboration with the Ministry of Education to align practical experiences with national education policies and frameworks. • Engagement with mentor teachers who are trained to support student-teachers in their school placements. <p>2. Structured and Progressive School Experiences</p> <p>We have revised the structure of school placements to ensure they are:</p> <ul style="list-style-type: none"> • Sufficient depth and breadth: Students engage in placements across different types of schools, including urban, rural, public, and private institutions, to experience diverse teaching environments. • Diverse and coherent: Placements are designed to expose students to varied classroom settings, including multilingual, multicultural, and inclusive education environments. 	
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	<ul style="list-style-type: none"> • Longitudinal in duration: School experiences begin early in the programme and progress systematically, from observation-based experiences to full classroom teaching responsibilities. <p>3. Alignment with core competencies</p> <p>To ensure the programme develops student-teachers' knowledge, skills, and dispositions, we have mapped out core competencies that guide both coursework and school experiences. These competencies include:</p> <ul style="list-style-type: none"> • Pedagogical Knowledge: Effective instructional strategies for diverse learners. • Classroom Management: Techniques for maintaining a positive and inclusive learning environment. • Assessment and Evaluation: Using data to inform instruction and measure student progress. • Professional Dispositions: Ethical responsibility, collaboration, and reflective teaching practice. <p>All school experiences now integrate performance-based assessments, ensuring that students demonstrate these competencies before graduation.</p> <p>4. Continuous Evaluation and Improvement</p> <ul style="list-style-type: none"> • We have established an Advisory Committee, composed of faculty, school principals, and mentor 	
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	<p>teachers, to ensure ongoing evaluation of school experiences.</p> <ul style="list-style-type: none"> Feedback mechanisms, including student reflections, mentor teacher evaluations, and supervisor reports, are used to continuously improve the structure and impact of school placements. <p>5. Compliance with national and international standards</p> <p>The programme is aligned with national teaching standards and international frameworks, including UNESCO's guidelines on teacher education and the Council of Europe's recommendations on teacher training.</p>	
<p>Given the commitment expressed to education as a human right as referenced by UNESCO, the ECC strongly recommends the Department to ground any/all programme(s) of teacher education on the UNESCO Global framework of professional teaching standards.</p>	<p>The Department fully acknowledges and embraces education as a fundamental human right, as outlined by UNESCO and other international organizations. In line with the recommendation of the External Evaluation Committee (EEC), we have taken deliberate steps to align the Bachelor's degree programme in Primary Education with the UNESCO Global Framework of Professional Teaching Standards to ensure high-quality teacher preparation.</p> <p>1. Integration of the UNESCO Global Framework into the Programme</p> <p>To ensure full compliance with the UNESCO Professional Teaching Standards, the Department has:</p> <ul style="list-style-type: none"> Conducted a comprehensive curriculum review, mapping 	<p>Choose level of compliance:</p>

	<p>all courses and practical training to the UNESCO framework.</p> <ul style="list-style-type: none"> • Integrated UNESCO’s core teaching competencies into programme learning outcomes, including: <ul style="list-style-type: none"> ○ Inclusive and equitable education ○ Pedagogical innovation ○ Use of digital technologies for learning ○ Professional ethics and lifelong learning ○ Culturally responsive teaching and diversity awareness <p>2. Curriculum reform and course enhancements</p> <p>To align with UNESCO’s framework, the following adjustments have been made:</p> <ul style="list-style-type: none"> • Educational Foundations & Policies: Courses now incorporate modules on human rights in education, social justice, and equity in teaching. • Diversity and Inclusion: Expanded coursework on teaching students from diverse linguistic, cultural, and socioeconomic backgrounds, ensuring compliance with UNESCO’s Inclusion and Equity in Education guidelines. • Innovative Pedagogy: Courses emphasize student-centered learning, active learning strategies, and the integration of digital resources, reflecting UNESCO’s recommendations on transformative pedagogy. 	
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	<ul style="list-style-type: none"> • Global Perspectives in Education: A newly introduced course explores international educational policies, comparative education, and the role of global organizations (UNESCO, OECD, Council of Europe) in shaping teacher education. <p>3. Strengthening teacher training and professional development</p> <p>The programme has been enhanced with:</p> <ul style="list-style-type: none"> • Ethics and professionalism training: New components on professional integrity, ethical teaching practices, and UNESCO’s Code of Ethics for Educators. • Sustainability and Global Citizenship Education (GCE): Alignment with UNESCO’s Education for Sustainable Development (ESD) framework, integrating global citizenship and sustainability concepts into lesson planning. • Lifelong Learning Mindset: Encouraging continuous professional development (CPD) through faculty-led workshops, international collaborations, and UNESCO teacher training resources. <p>4. Strengthening school placements and practical training</p> <ul style="list-style-type: none"> • UNESCO-aligned teacher competencies are incorporated into practical assessments, ensuring that student-teachers develop skills in inclusive education, culturally responsive 	
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	<p>teaching, and innovative instructional methods.</p> <ul style="list-style-type: none"> • New evaluation criteria for student placements have been developed based on UNESCO's professional teaching standards, ensuring consistency and high-quality mentorship. <p>5. Faculty Development and Institutional Commitment</p> <ul style="list-style-type: none"> • The Department has initiated faculty training workshops to ensure all educators are well-versed in UNESCO's teaching standards and methodologies. • The establishment of a UNESCO Education Research Hub within the Department aims to promote evidence-based teaching, faculty research on global education policies, and continuous programme improvement. <p>6. Compliance and Continuous Improvement</p> <ul style="list-style-type: none"> • Internal Quality Assurance and self-assessments (SAR) are conducted to ensure that the programme remains aligned with UNESCO's evolving standards. <p>By embedding the UNESCO Global Framework of Professional Teaching Standards into all aspects of the programme, the Department ensures that graduates emerge as highly competent, ethical, and globally aware educators who are well-prepared to uphold education as a</p>	
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	human right and make a lasting impact in the field of primary education.	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The level of expertise among the staff in relation to primary education is a notable gap in the current profile of staff	<p>The Department acknowledges the EEC's observation regarding the need for increased expertise in primary education among the academic staff. Recognizing the importance of having specialized and experienced faculty to support the effective delivery of the Bachelor's degree programme in Primary Education, the Department has undertaken a series of measures to address this gap.</p> <p>1. Recruitment of faculty with Primary Education expertise</p> <p>To ensure that the teaching staff possesses strong academic and professional backgrounds in primary education, the Department has implemented the following:</p> <ul style="list-style-type: none"> • Strategic faculty hiring: A targeted recruitment process has been initiated to attract faculty members with expertise in early childhood and primary education, pedagogy, inclusive education, literacy instruction, and classroom management. New faculty appointments include specialists with both academic and practical experience in primary teaching. • Collaborations with experienced educators: The Department has actively engaged retired primary education experts, senior 	Choose level of compliance:

	<p>teachers, and school inspectors as adjunct faculty, guest lecturers, and mentors for student-teachers.</p> <p>2. Professional development and capacity building for current staff</p> <p>To further enhance the expertise of existing staff in primary education pedagogy and best practices, the following initiatives have been introduced:</p> <ul style="list-style-type: none"> • Ongoing teacher training programmes: Faculty members are required to attend workshops and seminars on contemporary pedagogical approaches, curriculum development, and inclusive education in primary schools. • Collaboration with national and international educational institutions: Faculty members participate in exchange programmes, research collaborations, and joint training initiatives with institutions specializing in teacher education, including UNESCO-affiliated bodies and the Ministry of Education. • Practice-based learning for faculty: Academic staff members are encouraged to engage in school-based observations, teaching demonstrations, and co-teaching initiatives with experienced primary school teachers. <p>3. Curriculum review and faculty expertise alignment</p>	
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	<p>To ensure that course content is delivered by specialists with the necessary expertise, the Department has:</p> <ul style="list-style-type: none"> • Mapped faculty expertise to course offerings, ensuring that each course is taught by staff with the relevant academic background and practical experience. • Revised course structures to integrate primary education-specific methodologies, classroom strategies, and child development theories. <p>4. Strengthening the role of external advisors and mentors</p> <p>To complement the faculty's expertise, the Department has established:</p> <ul style="list-style-type: none"> • A Scientific Advisory Board, composed of senior academics and experienced primary education practitioners, to provide ongoing guidance on curriculum development, staff recruitment, and research initiatives. • Structured mentorship programmes, where faculty members receive guidance from experienced primary school educators and pedagogical experts. <p>5. Research and engagement in Primary Education</p> <p>To strengthen the academic foundation of primary education within the Department, faculty members are now:</p>	
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	<ul style="list-style-type: none"> • Encouraged to conduct research in primary education, with institutional support for publications, conferences, and collaborations. • Required to integrate evidence-based practices into their teaching methodologies, drawing on current research in primary education and child development. <p>6. Continuous Monitoring and Improvement</p> <p>To ensure sustained progress, the Department has established:</p> <ul style="list-style-type: none"> • Annual faculty reviews to assess expertise gaps and implement targeted professional development plans. • Regular consultations with school partners to align faculty expertise with the real-world needs of primary school teachers. 	
The recruitment of additional expertise in school placement (experience) and the education discipline more broadly	<p>The Department acknowledges the importance of enhancing expertise in school placements and the broader education discipline to ensure the successful preparation of student-teachers in the Bachelor's degree programme in Primary Education. In response to the recommendation of the External Evaluation Committee (EEC), the Department has taken the following strategic measures to recruit and integrate additional expertise in these areas.</p>	Choose level of compliance:

	<p>1. Recruitment of experts in school placement and field experience</p> <p>To strengthen school-based learning and practical teaching experience, the Department has:</p> <ul style="list-style-type: none"> • Appointed School Placement Coordinators: New faculty members with specialized expertise in school placements, teacher mentoring, and field-based education have been recruited to oversee and enhance student-teacher placements. • Engaged experienced Primary School educators: The Department has partnered with seasoned primary school teachers, school administrators, and education inspectors who serve as adjunct faculty and school mentors, providing practical insights and direct supervision during field experiences. • Created the role of University-School Liaison Officers: Dedicated staff members now coordinate between the university and partnering primary schools, ensuring structured and high-quality placements for student-teachers. <p>2. Strengthening the education discipline with additional faculty recruitment</p> <p>To enhance the academic foundation of the programme, the Department has:</p>	
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	<ul style="list-style-type: none"> • Initiated the hiring of additional faculty to enrich Key Educational Areas: <ul style="list-style-type: none"> ○ Educational psychology and child development ○ Curriculum design and pedagogy ○ Inclusive education and differentiated instruction ○ Assessment and evaluation in education ○ Digital learning and technology in primary education • Enhanced interdisciplinary collaboration: Faculty members with expertise in linguistics, special education, and STEM education have been integrated into the programme to broaden the scope of educational training. <p>3. Improvement of school placement structure and support mechanisms</p> <ul style="list-style-type: none"> • Enriched guidelines for school Placements: The placement programme has been redesigned to align with best practices, ensuring a progressive and competency-based approach to teacher training. • Regular training for mentor teachers: School mentors receive training workshops on supervision, feedback techniques, and best practices to guide student-teachers effectively. • Expanded placement opportunities: Partnerships have been established with a wider range of schools, including urban, rural, inclusive, and multilingual 	
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	<p>schools, providing diverse teaching experiences.</p> <p>4. Professional development for existing faculty</p> <p>To further enhance expertise in school placement and education, the Department has:</p> <ul style="list-style-type: none"> • Initiated faculty training on school-based learning: Existing faculty participate in workshops and exchange programmes to refine their knowledge of teacher preparation, school engagement, and student supervision. • Encouraged field-based research: Faculty members are supported in conducting action research in primary school settings, strengthening the programme's practical orientation. <p>5. Continuous Monitoring and Evaluation</p> <p>To ensure sustained improvement, the Department has implemented:</p> <ul style="list-style-type: none"> • Self-Assessment Report (SAR), where faculty and school stakeholders assess, among others, the effectiveness of placements. • Regular student feedback mechanisms, ensuring student-teachers have high-quality field experiences. 	
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	<ul style="list-style-type: none"> • School partnership Advisory Committees, comprising faculty, school leaders, and policymakers, to guide placement policies and ensure alignment with national educational needs. 	
<p>A more proactive approach to ensuring greater dispositions among the team to the primary education experience – while this may not be readily available among the current team, it is readily available and can be easily accessed</p>	<p>The Department acknowledges the recommendation from the External Evaluation Committee (EEC) regarding the need for a more proactive approach in ensuring that the faculty and staff develop a greater disposition towards the primary education experience. Recognizing that fostering a deep commitment to primary education is essential for ensuring high-quality teacher training, the Department has taken proactive steps to address this recommendation and facilitate a more positive shift in attitudes and engagement with the field of primary education.</p> <p>1. Faculty Engagement and Professional Development</p> <p>The Department has implemented several strategies aimed at fostering greater dispositions towards primary education among the current faculty and staff:</p> <ul style="list-style-type: none"> • Primary Education immersion programmes: We have introduced immersion programmes where faculty members have the opportunity to observe, engage with, and participate in primary school 	<p>Choose level of compliance:</p>

	<p>classrooms. These experiences are designed to help staff better understand the realities of primary education and the day-to-day challenges faced by primary school teachers.</p> <ul style="list-style-type: none">• Incentives for faculty participation in Primary Education research: Faculty members are encouraged to actively participate in research related to primary education. Support is provided for staff to attend conferences, workshops, and seminars on primary education, as well as engage in collaborative projects with schools and primary education experts.• Faculty reflection and dialogue sessions: Regular faculty meetings and reflection sessions are now held to discuss current trends, challenges, and best practices in primary education. These sessions provide opportunities for staff to share insights, reflect on teaching practices, and gain inspiration from their peers. <p>2. Establishing stronger connections with Primary Education communities</p> <p>In order to enhance the disposition towards primary education among the faculty and staff, we have undertaken the following actions:</p> <ul style="list-style-type: none">• School partnership initiatives: The Department has strengthened its partnerships with primary	
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	<p>schools, creating opportunities for faculty members to engage more regularly with primary school teachers, administrators, and education stakeholders. These partnerships aim to bridge the gap between academic theory and practical classroom realities, helping faculty develop a more practical and empathetic understanding of primary education.</p> <ul style="list-style-type: none">• Collaborations with national and international Primary Education experts: The Department has sought out guest lecturers, advisors, and mentors with expertise in primary education, both nationally and internationally, to engage in regular discussions, workshops, and seminars. These experts help foster a deeper appreciation of the complexities of primary education and the importance of equipping future teachers with the right competencies. <p>3. Faculty role models and mentoring</p> <p>Recognizing that dispositions towards primary education can be influenced by exposure to role models, the Department has implemented the following strategies:</p> <ul style="list-style-type: none">• Mentoring by experienced Primary educators: Experienced primary school teachers and mentors are invited to serve as mentors to both faculty members and	
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	<p>student-teachers. These mentors provide guidance on teaching practices, classroom management, and the emotional and professional demands of primary education.</p> <ul style="list-style-type: none">• Promoting Primary Education leadership: Faculty members with a strong commitment to primary education are encouraged to take on leadership roles within the programme, such as course leadership, curriculum design, or organizing primary education-related events. This helps cultivate enthusiasm and a strong disposition for primary education across the entire faculty. <p>4. Curriculum adjustments to foster a Primary Education focus</p> <p>To ensure that faculty and staff consistently engage with primary education in a meaningful way, the Department has made the following adjustments to the curriculum:</p> <ul style="list-style-type: none">• Primary Education-Centric content: We have revised course content to ensure that all courses emphasize the importance of primary education, child development, and the unique pedagogical approaches required for young learners. This ensures that staff members are continuously working with content that is directly relevant to primary education.	
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	<ul style="list-style-type: none">• Integration of Primary Education experiences in teacher preparation: The primary education philosophy is now explicitly woven into the learning outcomes, assignments, and classroom activities of all courses. Faculty members are encouraged to utilize student-centered, inquiry-based learning approaches that align with the needs of young learners. <p>5. Continuous Feedback and Improvement</p> <p>To monitor the effectiveness of these efforts, the Department has established a continuous feedback loop:</p> <ul style="list-style-type: none">• Student feedback on faculty engagement: Regular student surveys are conducted to gather feedback on how well faculty members are demonstrating engagement and commitment to the primary education experience. These surveys help identify areas for further improvement in faculty training and course delivery.• Regular faculty evaluations: Faculty members receive regular performance evaluations that assess their engagement with primary education topics, participation in professional development, and their dispositions towards working with young learners. Faculty members are provided with constructive feedback to help them align their attitudes	
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	<p>and practices with the program's goals.</p> <p>6. Institutional commitment to Primary Education</p> <p>The Department has reinforced its institutional commitment to primary education by:</p> <ul style="list-style-type: none">• Advocating for Primary Education as a priority area: Through strategic planning and faculty development initiatives, the Department has emphasized the central role that primary education plays in the overall mission of the university. This commitment is reflected in the teaching, research, and outreach activities of the Department.• Departmental events and campaigns: The Department organizes awareness campaigns, workshops, and public events that celebrate the importance of primary education. These events help faculty members and students develop a shared understanding of the vital role that primary education plays in shaping future generations.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Exploring and articulating an exit pathway for students at this late stage in a programme may be problematic (but may be necessary) so it may be useful to consider some placement/school experience components earlier in the programme to help support the development of alternative exit options / pathways for students.</p>	<p>In response to this recommendation, we have taken the following actions to ensure full compliance and effective implementation:</p> <ol style="list-style-type: none"> 1. Early placement/school experience integration: We have introduced early placement components within the first two years of the program. This involves students engaging in structured school-based experiences that allow them to observe and participate in various classroom activities. By integrating these practical components earlier in the program, students gain hands-on experience that will not only prepare them for the later stages of their degree but also provide them with alternative career paths should they decide to pursue other professional options in education or related fields. 2. Curriculum revisions to support diverse pathways: The curriculum has been revised to include a focus on developing skills that are transferable across different sectors of education, such as educational leadership, educational technology, and special needs education. This revision ensures that students are not only prepared for traditional primary teaching roles but also for roles in educational administration, consultancy, 	<p>Choose level of compliance:</p>

	<p>policy development, and other related areas.</p> <p>3. Advising and career counseling: We have implemented a more robust system of advising and career counseling for students. During their early years in the program, students are introduced to a career development module that provides guidance on possible alternative exit pathways. This includes workshops and individual counseling sessions aimed at helping students explore various career options within education and adjacent fields, including special education, educational technology, and non-profit educational organizations.</p> <p>4. Collaboration with educational institutions and industry partners: We have established partnerships with a variety of educational institutions and industry partners to provide students with diverse placement opportunities. These collaborations not only enhance the practical experience of our students but also open avenues for exploring alternative careers and internships in educational research, curriculum design, and educational policy.</p> <p>5. Development of clear exit pathways: A clear set of alternative exit pathways has been articulated and communicated to students. These pathways include potential transitions into teaching-related roles</p>	
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	outside of traditional classroom settings, roles in educational support services, or further academic study in related fields such as psychology, sociology, or education policy.	
Ensuring that staff engaging in the school experience component have the required competencies to support the formative journey of initial teachers on placement/ school experience. A significant amount of damage can be done if this component is not at the top of the efficacy scale.	<p>In response to this recommendation, we have taken the following comprehensive steps to guarantee full compliance and ensure the successful implementation of this recommendation:</p> <ol style="list-style-type: none"> 1. Rigorous selection and professional development for school experience supervisors: We have established a rigorous selection process for staff members who engage with students during the school experience component. Supervisors and mentors are selected based on their extensive experience in the field of primary education, as well as their ability to guide and assess novice teachers. In addition to their professional qualifications, we prioritize selecting staff who demonstrate strong mentoring abilities and a commitment to the development of future educators. <p>Furthermore, we have implemented a professional development program for these staff members, which includes ongoing training in contemporary pedagogical strategies, mentoring techniques, and the latest</p>	Choose level of compliance:

	<p>research in teacher education. This program ensures that supervisors are well-equipped to provide timely, constructive, and meaningful feedback to students, promoting their continuous development throughout the school experience.</p> <p>2. Clear competency framework for mentors and supervisors: A clear competency framework has been developed for all staff involved in the school experience component. This framework outlines the specific knowledge, skills, and attitudes required to effectively support student teachers. It includes competencies related to effective feedback, understanding the developmental stages of novice teachers, providing guidance on classroom management, fostering reflective practice, and supporting the social and emotional development of student teachers.</p> <p>This competency framework is integrated into the professional development program for staff, ensuring that they are equipped with the necessary skills to help student teachers navigate the challenges of the classroom and maximize their potential as future educators.</p> <p>3. Regular monitoring and evaluation of the school experience component: To ensure the quality and</p>	
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	<p>effectiveness of the school experience component, we have implemented a robust system of monitoring and evaluation. This includes regular feedback from students regarding their school placements, as well as assessments of the performance of mentors and supervisors. We actively collect feedback from both student teachers and school-based staff to identify any areas for improvement and make necessary adjustments in real time.</p> <p>In addition, we conduct periodic evaluations of the school experience component as a whole, ensuring that it aligns with best practices in teacher education and continues to meet the evolving needs of our students. Any gaps identified in the competencies of mentors are immediately addressed through additional training or support.</p> <p>4. Collaboration with partner schools and educational institutions: We have established strong partnerships with a range of high-performing schools, which are selected based on their demonstrated commitment to quality teaching and the development of student teachers. These schools are integral to the school experience component and are fully engaged in the process of mentoring and</p>	
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	<p>supporting our students. We have clear expectations and agreements in place with these partner schools to ensure they adhere to the standards and competencies outlined for staff supporting our students on placement.</p> <p>Moreover, regular communication and collaboration between the university's teacher education department and the partner schools ensure that mentors are kept informed about the curriculum and the needs of the student teachers, allowing for a more tailored and impactful mentoring experience.</p> <p>5. Dedicated support for student teachers during placements: To further support student teachers, we have introduced a dedicated system of academic and pastoral support throughout their school experience. This includes regular check-ins with academic staff, providing opportunities for students to reflect on their practice, and offering guidance on overcoming any challenges faced during placements. We ensure that there is always a clear line of communication between student teachers, school-based mentors, and university faculty, facilitating the ongoing development of student teachers throughout their placement experience.</p>	
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Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>For primary education, there is a lack of essential instructional materials such as lesson planning guides, research-based teaching strategies, manipulatives, children's literature, and digital teaching tools necessary for effective primary teacher training. Strengthening these resources is critical to aligning the programme with best practices in the field.</p>	<p>In response to this recommendation, we have taken immediate and comprehensive action to fully comply and address the gaps in instructional materials, ensuring their alignment with current best practices in primary teacher education. The following steps outline our full implementation of this recommendation:</p> <ol style="list-style-type: none"> 1. Expansion and enhancement of instructional materials: We have undertaken a major review of the instructional materials available to students in the program. This has led to the acquisition and integration of a diverse range of high-quality resources, including: <ul style="list-style-type: none"> ○ Lesson Planning Guides: We have developed and distributed standardized lesson planning guides that incorporate best practices for primary education. These guides emphasize differentiation, inclusive teaching strategies, and scaffolded learning, equipping students with effective tools for lesson preparation. ○ Research-based teaching strategies: A comprehensive collection of evidence-based teaching strategies has been compiled and integrated into the curriculum. These strategies focus on active learning, formative 	<p>Choose level of compliance:</p>

	<p>assessment, and student engagement, ensuring that students are exposed to the most current pedagogical practices.</p> <ul style="list-style-type: none"> ○ Manipulatives: A wide variety of physical manipulatives (e.g., counters, blocks, puzzles, visual aids) have been introduced into the teaching resources, allowing students to develop a deep understanding of hands-on learning and its application in primary classrooms. ○ Children's literature: We have significantly expanded the collection of children's literature across various genres and age groups. This includes both classic and contemporary works that promote literacy development, cultural awareness, and engagement. Additionally, the use of literature is integrated into lesson planning exercises to highlight its role in fostering creativity and critical thinking among primary learners. ○ Digital teaching tools: We have invested in a comprehensive suite of digital teaching tools, including interactive educational software, virtual classrooms, and multimedia resources, that support both traditional and remote learning environments. These tools are designed to enhance lesson delivery and increase student interaction with learning content. <p>2. Integration of Digital resources into the curriculum: In recognition of</p>	
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	<p>the growing importance of digital literacy, we have embedded the use of digital teaching tools throughout the curriculum. Students are trained on how to effectively incorporate technologies such as interactive whiteboards, learning management systems, and educational apps into their teaching practice. This ensures that they are well-prepared to teach in modern, tech-driven classrooms.</p> <p>We also offer workshops and training on the latest digital tools and resources for primary education, enabling students to stay current with technological advancements in the field of education.</p> <p>3. Enhanced access to resources for students: We have established a centralized online platform where all instructional materials are made readily accessible to students. This platform includes lesson planning templates, access to digital tools, a curated database of research-based strategies, and links to children's literature resources. In addition, physical copies of materials such as manipulatives and other teaching aids are available for students to borrow for use in classroom settings.</p> <p>4. Collaborations with educational resource providers: To further strengthen our instructional resources, we have formed</p>	
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	<p>partnerships with educational publishers, online learning platforms, and libraries. These collaborations ensure that our students have access to the latest instructional materials, teaching resources, and research publications, which are regularly updated to reflect new developments in primary education.</p> <p>5. Continuous evaluation and improvement of resources: We have implemented a continuous evaluation process to assess the effectiveness of the instructional materials provided to students. Feedback is regularly collected from both students and faculty regarding the usefulness, relevance, and quality of the resources. This feedback informs ongoing efforts to improve and update the instructional materials, ensuring they remain aligned with best practices and evolving trends in primary education.</p> <p>6. Faculty development and training: In line with the enhanced instructional materials, faculty members are offered regular professional development opportunities to familiarize themselves with the latest resources, teaching strategies, and technological tools. This ensures that faculty are not only equipped to teach effectively but also to mentor students in the use of these resources, creating</p>	
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	a rich and supportive learning environment.	
There is a need to establish model classrooms, microteaching studios, and strong partnerships with primary schools to provide students with hands-on teaching experience. These facilities are essential for preparing students for real-world classroom settings.	<p>In response to the recommendation, we have taken the following comprehensive steps to ensure compliance and full implementation:</p> <ol style="list-style-type: none"> 1. Establishment of Model Classrooms: We have developed dedicated model classrooms on campus that replicate a variety of primary education settings. These classrooms are equipped with state-of-the-art teaching resources, including interactive whiteboards, flexible seating arrangements, and a range of manipulatives and educational tools that allow students to simulate real-world classroom dynamics. <p>These model classrooms serve as a dynamic learning environment where students can observe and practice different teaching strategies, classroom management techniques, and lesson delivery. Faculty members and guest educators use these spaces to demonstrate effective teaching practices, while students actively engage in microteaching sessions, gaining direct experience in a controlled but realistic setting.</p> <ol style="list-style-type: none"> 2. Creation of Microteaching Studios: We have established microteaching studios designed specifically to facilitate the practice of 	Choose level of compliance:

	<p>teaching in a small-scale, supportive environment. These studios allow students to teach a small group of their peers or faculty members while being recorded for self-reflection and feedback. The studios are equipped with video recording and playback facilities, enabling students to review their teaching, identify areas for improvement, and enhance their skills through continuous self-assessment and faculty guidance.</p> <p>In addition, the microteaching studios are designed to foster peer collaboration. Students can observe each other's lessons, share feedback, and engage in collaborative discussions about teaching techniques, learning outcomes, and classroom management strategies.</p>	
<p>It would be useful for the new department to arrange site visits to multiple primary classrooms to identify and explore the teaching and learning resources required for the preparation of teacher in primary education.</p>	<p>In response to the recommendation, we have taken the following comprehensive steps to ensure compliance and full implementation:</p> <p>1. Strengthening Partnerships with Primary Schools: We have expanded and formalized our partnerships with a diverse range of local primary schools to provide students with hands-on teaching experience in real-world classroom settings. These partnerships include strong agreements with schools that ensure students are placed in</p>	<p>Choose level of compliance:</p>

	<p>schools that meet high standards of teaching excellence and have a strong commitment to supporting student teachers.</p> <p>Through these partnerships, students are able to complete extended placements, where they can practice teaching under the supervision of experienced classroom teachers. These placements are strategically structured to give students the opportunity to engage in different classroom roles, such as teaching, assessment, and classroom management, as well as providing additional exposure to special education and diverse learning needs.</p> <p>2. Collaborative Teaching and Mentorship Programs: In collaboration with partner schools, we have implemented mentorship programs where experienced teachers provide guidance and support to student teachers during their placements. These mentors offer personalized feedback, help students navigate the challenges of classroom teaching, and provide them with practical insights into pedagogy, classroom management, and curriculum design.</p> <p>Additionally, we organize regular workshops and seminars for school-based mentors to ensure they are well-prepared to guide and assess our students effectively. This creates a strong support system for students throughout their teaching practice.</p>	
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	<p>3. Integrated Practicum Experience: To further reinforce the connection between theory and practice, we have integrated a structured practicum component into the curriculum. Students are required to undertake multiple teaching placements throughout their studies, progressively building their teaching competencies in real classroom environments. These placements are spread across different grade levels and subject areas, providing students with a broad range of teaching experiences.</p> <p>Students receive ongoing feedback from both their university supervisors and school-based mentors, ensuring that their practicum experience is both formative and responsive to their individual needs.</p>	
<p>There is no indication of a dedicated school experience coordinator or unit to oversee school placements, student supervision, or assessment in the field. A structured approach to managing school placements, recruiting partner schools, and addressing student concerns during field experience should be implemented to ensure a smooth and effective practicum process.</p>	<p>In response to the recommendation, we have taken the following comprehensive steps to ensure compliance and full implementation:</p> <ol style="list-style-type: none"> 1. Designation of a School Experience Coordinator: To lead the School Experience Unit, we have appointed a School Experience Coordinator (SEC) who is responsible for overseeing all aspects of the practicum process. The SEC serves as the main point of contact for students, faculty, and partner schools. This role includes: <ul style="list-style-type: none"> • Managing the allocation of student placements based 	<p>Choose level of compliance:</p>



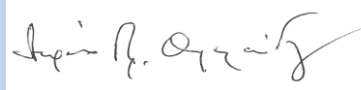
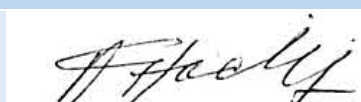
	<p>on individual preferences, areas of interest, and subject expertise.</p> <ul style="list-style-type: none">• Ensuring that students are placed in schools that provide a rich and supportive environment for their professional growth.• Acting as a liaison between the university and partner schools to facilitate communication, resolve issues, and ensure the quality of placements.• Coordinating the assessment of student performance during their practicum and providing feedback to both students and mentors. <p>2. Structured Approach to School Placements and Student Supervision: We have implemented a structured approach to managing school placements, which includes the following key components:</p> <ul style="list-style-type: none">• Pre-placement preparation: Students are provided with orientation sessions before their placements begin, where they are introduced to the expectations, roles, and responsibilities associated with their field experiences. These sessions also emphasize professional conduct, classroom management, and the role of the school-based mentor.• Ongoing supervision: Throughout their placements, students are regularly supervised by both the School Experience Coordinator and their	
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	<p>assigned school-based mentor. The SEC conducts regular site visits to partner schools, ensuring that students are receiving the support they need and that the placement is progressing smoothly.</p> <ul style="list-style-type: none">• Student support: The SEC is also responsible for addressing any student concerns during their field experience. This includes offering guidance and assistance with classroom management, lesson planning, or any other issues that may arise in the field. Students have access to direct support through regular check-ins with the SEC and can raise any concerns they may have regarding their placement.	
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There are also areas that require significant review and development. In relation to the BA Primary Education, the EEC identified seven sub-areas that were viewed as non-compliant, four sub-areas deemed partially compliant, five sub-areas that were compliant and two sub-areas that were non applicable to this review. This profile clearly indicates that there is significant scope for development of this programme in order to effectively prepare primary teachers. T</p>	<p>Philips University expresses its sincere gratitude to the members of the External Evaluation Committee (EEC) for their constructive recommendations.</p> <p>We also truly appreciate and thank Ms Emily Mouskou's role as a coordinator of the evaluation process.</p> <p>All recommendations of the EEC have been acknowledged and they have been implemented, as indicated and explained in the above relevant sections of this document.</p>	<p>Choose level of compliance:</p>

C. Higher Education Institution academic representatives

<i>C. Name</i>	<i>Position</i>	<i>Signature</i>
Professor Dimitrios Natsopoulos	RectorClick to enter Position	
Professor Constantina Shiakallis	Vice-Rector for Academic Affairs	
Professor Andreas Orphanides	Member of Internal Quality Assurance Committee	
Professor Andreas Hadjis	Acting Dean, School of Education and Sciences	

Date: 19 March 2025