Doc. 300.1.1

Date: April 20, 2021

External Evaluation Report

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

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

  In Greek:

  Πηπρίν _Δπηζηεκώλ _Αγσγήο _

  In English:

  Bachelor in Education
- **Language(s) of instruction: English**
- **Program's status:** New
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

The members of the External Evaluation Committee want to start their report with some words of appreciation:

- The “online” onsite visit was well prepared, supported with adequate IT tools and a flexible schedule.
- On demand, meetings, timing … could be adapted to meet the requests of EEC members.
- They express their appreciation for the very open and focused discussions during the meetings of April 13th 2021.
- They want to stress how the discussions have deepened their understanding of the application, the background, the context and ideas about the ways forward.
- They observed an eagerness to learn from the experience in terms of upgrading the application and the Bachelor in Education program.

The EEC also stresses that their “appreciative evaluation” respects the fact that this is an application for a “new” program in the context of a smaller higher education institution in the Cyprus context. The advantage of working in such a context is that interactions and communications are more intense, more personal and can build on a strong sense of community. A potential disadvantage is that the perspectives and discussions of the applicants might have been very internal and are less geared to the outside context. The discussions with the staff helped understanding the actual perspectives the context of the college and the potential for developing broader and/or alternative perspectives.

The EEC also wants to stress that it is/was not their intention to criticize the choices made in designing and developing this application. We respect/respected the local choices and limit/limited our qualitative appreciation in terms of the criteria put forward by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education and as an elaboration of the EC quality frameworks. The underlying rationale for asking questions was to understand whether the Larnaca College team was “in control’ of the requirements that are needed to meet criteria being put forward.

In view of the online onsite visit, the EEC members screened all materials, modules, documentation … made available by the contact person of Larnaca College. This resulted in an extensive list of themes and questions that helped directing the consecutive discussions with the management, coordinators, heads, staff members, administrative staff and technical support units.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Martin VALCKE	Chair	Ghent University
Roland REICHENBACH	Member	Universität Zürich
Arto KALLIONIEMI	Member	University of Helsinki
Name	Position	University
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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1. Study program and study program's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the program of study:*
  - *has a formal status and is publicly available*
  - *supports the organization of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The program of study:*
  - *is designed with overall program objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the program and the number of ECTS*

- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the program is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the program*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the program of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the program of study is collected, monitored and analyzed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programs*
  - *learning resources and student support available*
  - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

INPUT FROM THE EEC

Study program and study program's design and development

Findings

GENERAL

- Larnaca College, the institution submitting this application is a rather recent player in the field of Cyprus Higher Education. With its foundation in 2010, it started its actual educational activities in 2011 mainly in the field of Business administration related courses. The initial programs did build on strong connections with professional bodies, both at the national and international level.
- The EEC observed how Larnaca College mobilized a large number of staff, departments and units to support the application process and the meetings with the external committee.
- The available information and the online discussions with the teams, units, management … reflected the availability of a sound functional and structural organisation to back the design and development of educational programs.
- The latter implies that the application could build on an already established "machinery" to guarantee that key ingredients in view of Quality Assurance were present. The language used, the units/responsibilities/roles defined in the application reflected an engrained concern to put forward an application that wants to meet key EU and Cyprus criteria.
- Within the context of this young academic institution, the EEC observed how the application for the Bachelor in Education program was a rather "new" undertaking. The college illustrated how efforts were made to attract new staff, develop a new unit 'School of Education' and foster a long process to design and develop the application.
- The discussions with the management reflected a very honest and open attitude as to the newness of the program Bachelor in Education for the College.

1.1 Policy for Quality Assurance

- The application fulfils the critical requirements as to QA in relation to the duration (4 yrs) and number of credits (N 240) for an 'academic' bachelor program.
- The available documentation helped depicting a very concrete and operational picture of a structure and system that might guarantee Quality Assurance at institutional level and in terms of the application being submitted.
- The organisational units, structures, procedures seem being available and have an established status in the context of Larnaca College.
- Quality assurance tools and instruments were being referred to. At the time of the visit, these were generic and derived from the already available QA cycles set up in relation to the other academic programs in the institution.
- From the available documentation, we can confirm that in a future QA cycle all stakeholders will be involved staff, students and external stakeholders.
- Quality assurance seems geared to both the microlevel (course level) and meso-level (program level).

- The documentation provided to the EEC reflects concerns for integrity of all involved, a caring attitude, a strong emphasis on academic integrity (see fraud/plagiarism) and a focus on caring for diversity.
- Mechanisms are in place for dealing with conflicts and appeals.
- But, the EEC also observed how the Internal Quality Committee (IQC) checked the current application and did not give one single remark as to this application (see annex 4). For every individual indicator they gave a score of 5. Given the analysis and observations made in this report about the application, this looks strange. Rereading the outcomes of the IQC we see that they applied the indicators in a very generic way without considering the unique features of this Bachelor in Education program. A typical example is e.g., the focus on mobility (p.74). The text states: “Larnaca College signed an inter-institutional agreement, within the context of Erasmus+ Program (2017-2020), with the Eastern Macedonia and Thrace Institute of Technology, Greece (http://www.teikav.edu.gr/). Through this initiative, the two institutions agreed to cooperate for the exchange of students and/or staff in the context of Erasmus+.” But checking the nature of this partner institution show that this is not an institution geared to a Bachelor in Education nor Teacher Education. This makes the information irrelevant and also invalidates the quality assurance perspective as to this indicator.
- Nevertheless, Larnaca College demonstrates that it is ready – from an organisational point of view – to be engaged in mobility for teachers and students.

1.2. Design, Approval, ongoing-monitoring and review

- The current program is a compilation of courses. The EEC observes that – though many courses are interesting – there is not a clear picture of how these courses contribute to specific teacher competences. This introduces again the lack of an overarching teacher education framework that lists the key competences teachers have to attain. The EEV questions whether this does not result in a program that lacks a holistic understanding of the teacher profession in modern society? Starting from a predefined framework could instead have been helpful to validate the content of the courses and help being more selective. The EEC has the impression that the course curriculum is now overloaded with topics in such a way that the actual contribution of these topics to the competence development in the subsequent practice settings will not be possible.
- From the discussions it became clear that the program was designed in an inductive and organic way, by building on the expertise, experience and credentials of the new staff members in the program.
- The former results in a program where - at this stage - there is still a diversity in language being used (see e.g., wording of learning outcomes, the labelling of courses, modules or units).
- The former also results in many choices that have been made to be less explicit. This does not imply these choices are wrong. Making these choices explicit can help to develop gradually an even more consistent program (e.g., criteria for assessment, links between courses, the shared focus on priorities in what teachers have to deal with in society).
- In the discussions about the design of the program, the EDC observed how a critical analysis of what the Cypriot society and schools experience as key challenges, was less present. Attention was drawn towards a focus on reasons why teachers leave the profession, on

issues about the need for aggression management competences in teachers, the need for learning to develop a shared school vision, the understanding of key difficulties that emerge from student diversity in schools, the difficulties in the relationship with parents …

- The internal design and development procedure followed a pragmatic approach that is clearly described in the application (see p. 19 and further).
- When it comes to the internal approval procedure, the EC observes how the Internal Quality Committee (IQC) of Larnaca College played its role at every step in the design, development and internal review process.

1.3 Public Information

- All course information is available in a standardized format.
- The application was well documented with documents, forms, that - though often derived from other programs – are available.
- The application covered all topics related to
    - selection criteria
    - intended learning outcomes
    - qualification awarded
    - teaching, learning and assessment procedures
    - pass rates
    - learning opportunities available to the students
    - graduate employment information

  But, as will be stressed later on, the EEC stress that this information was often very abstract or defined at a very generic program level. To understand how the description fit the specific nature of the Bachelor in Education program was less clear.
- In a number of cases, the EEC wondered whether all information was “valid”. For instance, are all the job opportunities being put forward valid for the Cyprus setting? Is this the result of an actual consultation of the professional field.
- A second general observation was the often weak interconnections in the information being described. For instance: the EEC pointed out that assessment approaches did not always fit the nature of the learning outcomes. They pointed at the critical need to consider the stages in Bloom’s taxonomy to ground learning outcomes.

1.4 Information Management

- The fact this is an application for a new program makes it less easy to find factual information about this set of standards. The EEC did not really get a picture about:
    - What will be the key performance indicators that determine pass/fail in view of the learning outcomes?
    - The profile of the future student population. The EEC asked whether the application/program did build on what they know about student profiles in competing programs in other universities/colleges. Such knowledge seemed not being present.
    - What is or will be student progression, success and drop-out rates? Of course, this is difficult to state for a new program, but such knowledge could be projected on the

base of data from other existing Bachelor in Education programs. The EEC asked e.g., what would happen if students did not progress in the way the program is constructed. The Larnaca College partners indicated they would not get access to the school experience. Ok. This sounds a “good” rule. But the reality - in most teacher education programs - is that students do not abide to the ideal and many miss out on courses but anyway want to start a School Experience. So, what will happen in such a case?

- Future student satisfaction with the program can yet not be determined.
- In the course/unit/module descriptions the resources are described. But rather as a list of “literature”. Is this a learning resource? The same applies to the student support availability. The student services are available and described but not in terms of the future Ba in education program.
- As to the career paths of graduates, the EEC was somewhat critical. They are described, but it is not clear whether this is valid information and based on an assessment of what the society needs in terms of numbers and quality of the graduates.

Strengths

GENERAL

- The EEC confirms that they experienced an engrained concern for defining and checking quality.
- The Internal Quality Committee (IQC) of Larnaca College clearly played an active role in all steps of the application.
- The involvement of a new team of staff members, geared to the future academic program is already available and was involved in the design process.

1.1 Policy for Quality Assurance

- The EEC applauds the availability and the actual activities of an established “machinery” to support QA activities.
- The EEC confirms that they experienced an engrained concern for defining and checking quality.
- The Internal Quality Committee (IQC) of Larnaca College played a role in all steps of the application. But, as pointed out, there are remarks about the critical role the IQC did play.

1.2. Design, Approval, ongoing-monitoring and review

- The EEC could observe that there has been a team-based consultation that grounded the design and development of the new academic bachelor program.
- The EEC applaud the involvement of a new team of academic staff to ground the design and development of the program.
- It is a strength that the design and development of the new program could benefit from an already existing QA infrastructure.
- There is a clear awareness is all parties involved that some extra design and development work is needed to deliver a fully-fledged program that reflects a consistent and shared educational approach.

1.2 Public Information

- The currently available description of the courses is a good starting point for further development activities.
- All procedures are being described or are being referred to at institutional level. Up to a point they are already stated in terms of the new Bachelor in Education program.

1.3 Information Management

- When it comes to information management, the EEC confirms that staff has clearly been involved in providing and analysing information and planning.

- When it comes to the very specific information that is needed to play a role as key quality indicators, we already stressed that information is missing or yet not made explicit (key performance indicators, profile of the student population, student progression, success and drop-out rates, specific learning resources, specific student support and valid information about career paths of graduates.

Areas of improvement and recommendations

GENERAL

- The EEC repeats it adopted a very positive attitude towards this new program and it understands that starting program definitions from scratch is not easy undertaking. Nevertheless, it has a number of recommendations.
- These recommendations are not conditional that they will determine whether the application will be evaluated positively or negatively. Again, they are meant to push the applicant to a higher level and to help them looking at their own process and product from some distance, before restarting the design and development process.

1.1 Policy for Quality Assurance

- As stated during the online site visit, the EEC did not express critical concerns as to the QA policy approach.
- But, the EEC stressed at multiple times that the specific nature of the Bachelor in Education program was not reflected in what was being described. Most of the information rather reflected the generic “machinery” that guarantees QA, but not the specific machinery that might be needed for this specific Bachelor in Education program. Rereading these sections in the application will help the applicants understand that little information was given that showed how the “machinery” should/could/could cater for specific aspects of the Bachelor in Education program.
- From the understanding of the EEC, the current QA approach is based on the other Larnaca College programs. This might not always be effective to meet the demands of the Bachelor in Education program. An example is the strong emphasis in the latter program on the School Experiences, the emphasis on another type of research competences, a focus on other society stakeholders. Describing the specificity of the Policy when looking from the perspective of the current application could benefit all parties involved.
- The involvement of the IQC has to be reconsidered. Giving a maximum score in relation to each indicator in the framework is not realistic given the mistakes that the EEC could identify.

1.2. Design, Approval, ongoing-monitoring and review

- A key element in designing and developing an academic/professional program is fitting the needs of society. The EEC appreciates the pragmatic choices in designing and developing the program but kept repeating how they felt that the perspective of the society needs seem to be missing. Given the future employment of graduates in Cypriote schools, little information

was found that explored the problems, needs, issues that teachers in these schools are confronted with: dealing with drugs, with aggression, with aggressive parents, with a non-manageable diversity in attainment levels, unwilling principals, unrealistic demands from the curriculum, lack of mastery of the school language … Also in Cyprus teacher attrition is a problem with many teachers dropping out of the profession already after a couple of years. The latter observation gave the EEC the feeling that society stakeholders might have been too little involved in the definition of the competence framework of the list of generic competences that are required of future teachers.

- In terms of the "framework" that guides the design of a program, the EEC was presented with a list of generic and a list of specific learning outcomes. The validity of this list was not very clear. The EEC asked to ground the framework by linking it to (a) international teacher competence frameworks and (b) the national teacher qualifications framework. This validation exercise might help the design and development team to upgrade the course design.
- Start from a competence framework that fits teacher education to validate the content of the courses: what is critical, what can be omitted? Focus on what students have to do with the content in terms of their academic and professional competences. A solution related to this recommendation is to develop a 'matrix' that shows how courses interact with competences/learning outcomes. This will help the applicants to identify blind spots in the curriculum or overloaded spots.
- The EEC appreciated the pragmatic and inductive program design approach. But the EEC also stresses the need for more discussions among the staff to develop a shared understanding of what each understands, stresses, adopts … The instructional design of the program is based on "courses" this is a valid choice that is not criticized by the EEC. But this choice has well-known risks: a lack of collaboration between courses, a lack of guaranteeing interconnection at the horizontal and vertical level … Examples are: Why is the course about sociology not linked to the course about interculturality? Why is "doing research" only made explicit in the dissertation-oriented courses and not in the other 'academic' courses?
- The shared nature of some design decisions is not yet clear for the EEC. For instance, what is the typical kind of research that is being pursued in every course and in the program as a whole. How does every course contribute step by step to the research competence?
- Next to very specific course related learning outcomes, there is a number of teacher competences that is generic in nature and starts from the critical needs in Cypriote schools. We already asked for a list of these critical competences. They can e.g., be related to dealing with this diversity in students (SES, multilingualism, prior knowledge, migration status …). But dealing with this type of competences cannot be solved by adding a course about "diversity" in the curriculum. This kind of competence should be a central point of focus in every course. Language difficulties in future student populations in schools will affect whatever course tackled in the program. The same applies to classroom management related competences, parent participation issues, leadership issues.
- A last recommendation is to look at the language being used in defining the learning outcomes ('Bloom's Taxonomy) and the label 'courses' versus 'modules', versus 'units'. These concepts are now used intermittingly, but they have a specific meaning that might not be applicable to this program. We question e.g., whether the concept 'modules' is correct. It

seems a concept that is inherited from the Business Administration programs that are set up in a flexible way.

1.3 Public Information

- The EEC already stressed in this report that information the public information is now rather abstract and does not reflect the nature of the Bachelor in Education program.
- A second recommendation was to check the consistency of the information. Key is for instance the often-weak link between the assessment approach and the nature of the learning outcomes. Is e.g., "a written final exam" the way to assess a course in the 8th semester that is geared to application-oriented learning outcomes? We understand from the discussions that the 60% criterion is formal descriptor from the Ministry. But this is independent of how this 60% will actually be operationalized.
- In a comparable way, the EEC ask to validate the information about the employability possibilities. The projected job opportunities seem very far away from the actual learning outcomes being pursued mainly in school settings.

1.4 Information Management

- The above analysis made clear that some key quality indicators that normally are provided in an application are now not yet available. We suggest looking for information that is available in relation to already existing Bachelor in Education programs that are geared to Teacher Education. What are key performance indicators that can be adopted? What is the typical profile students that enrol in teacher education programs (it is well known that this is a less academic geared profile)? What are experiences about tumble stones in students' progress and drop-out reasons? And what are the most valid definitions in terms of career paths of graduates?

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

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

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology
2.2 Practical training
2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

INPUT FROM THE EEC
Student – centred learning, teaching and assessment (ESG 1.3)

Findings

GENERAL

- The site visit was clearly needed to clarify the understanding of the actual approach towards teaching, learning and assessment.
- The discussions helped to clarify misunderstanding or to add more information to develop a better understanding.

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

- The online site visit helped clarifying in a more concrete way what teaching and learning approach the staff envision when implementing the program.
- The discussion also made very clear that the staff puts students at the center. But this general statement was not substantiated in terms of concrete examples (financial, language, learning problems ...) and especially not if this would affect the standard progression in the program.
- The application for this bachelor program is defined as for a “conventional” program. Little was said about alternative or mixed delivery modes. Though Moodle is mentioned in the application and was mentioned during the meetings, this was not in terms of a design decision that would cater for specific alternative delivery needs.
- The EEC did not hear or read about ways to tackle flexible learning paths or how student diversity might affect the individual trajectories of students. It was rather stated in an abstract way that courses would be set up in line with the needs of students. But no

additional operational information was available to help understanding how a potentially needed flexibility will be met. This observation aligns with the earlier observation that no information about future student profiles is available.

- A variety of instructional strategies is listed in the description of the courses. This is not introduced beforehand from a shared design perspective. Teacher seemed to have decided what methodologies they would adopt.
- Though the discussions during the site visit clearly supported the aim of teachers to foster student autonomy and the fact they push their students to take up an active role for their development, this is not systematically and explicitly described in the application.
  The EEC also stresses that an emphasis on self-regulation and lifelong learning competences is actually missing in the application.
  The extent to which the teaching methodology, or the tools and materials used in the definition of the course are innovative, modern or effective is at this stage in the development of the program difficult to judge. There is usage of Moodle as a general backbone system to deliver courses, but the actual way this is implemented is yet not made visible. Moodle can be used as a simple delivery medium, but can also be used as an advanced tool to foster peer assessment, to support self-assessment, to develop ePortfolios, etc. But the EEC repeats that hardly information is/was provided to document the use of the tools. This sounds somewhat strange given the current COVID pandemic and the worldwide move to advanced usage of such tools.
- The staff stressed during the discussions the fact that student needs will be respected and met. This was not substantiated. We already indicated earlier on in this report that no clear picture is available about the expected student profile. As such, it is no surprise that concrete pathways are not presented to tackle specific student needs and requirements. It sounds rather that the staff awaits what will happen during the implementation phase.

2.2 Practical training

- A Practicum Guide manual was presented to the EEC. The focus in this guide was entirely upon “School Experiences”. No practical training opportunities seem to be given in other contexts that seem relevant for graduates. This sounds somewhat in conflict with the ambitious projections as to the employability opportunities of graduates outside the school context.
- The fact this is a new program made it less easy to talk about the actual way of running and implementing the practical training “School Experiences”. The picture being developed was not a picture showing a “plan-in-action”.
- The Practicum Guide is generic. Given the focus of three different specialisations, it is less, clear how this general guide can serve the very different practice settings.
- At a conceptual level some confusion could be taken away when talking about the role of mentors in the School Experience.
- The discussions with the EEC looked at the traditional debate about the theory-practice gap. The EEC acknowledges that such a gap is to a certain extent normal given the need

for a focus on developing a conceptual base. But at the same time, the EEC stresses that theory is a way of understanding "experiences". The focus on "understanding" (also central in Bloom's taxonomy) is less explicit in the programme definition. The practical training is a strong base to guarantee that students develop the experiential base that is the seeding ground for theory conception and understanding.

2.3 Student assessment

- The discussions were very useful to develop a better understand why certain decisions in relation to student assessment were being made. Central in the discussions was the focus on 60% Final written assessment". The EEC now understands in a better way that the government imposes a requirement that 60% of the evaluation has to be decided at the end of the course.
- Less information is found about tools to support the variety of assessment and evaluation approaches. No information is found about e.g., how Moodle might support the assessment approaches.
- The EEC found it difficult to see the way assessment helped mapping "growth" in the mastery of the competences by students. The current level in the description of the assessment is focused on mastery of course-related learning outcomes. As such, an overall perspective on competence development – superseding mastery of the individual course related outcomes – does not seem being available yet.
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Strengths

GENERAL

- The EEC appreciated the fact that the teaching staff was very eager to speak about their teaching and learning approach. They were proud about the richness in instructional experience the staff could bring into the design of this new program.

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

- For each course, the staff put forward a variety of instructional strategies. This variety reflects - in some cases – a clear reflection on the adequate link between the learning outcomes and the way these can be pursued by activating students.
- Lecturing is defended as a key strategy to transmit foundation knowledge. At the same time, the staff emphasizes that "lecturing" is a broad concept that hides a variety of concrete approaches that often go beyond a teacher-centered approach.

2.2 Practical training

- Though there are remarks to be made about the practical training, the EEC applauds that practical training is clearly defined in this curriculum: 4 School Experiences are defined; one for each academic year.
- The available Practicum Guide offers already real-life examples of letters, arrangements, rules, specifications about the future practical experiences.

2.3 Student assessment

- The EEC applauds the fact that assessment approaches are at least defined at course level. The course definition format pushed the curriculum designers to make the course related ideas explicit.
- The focus on 40% mid-term and 60% final assessment fits the requirements of the Ministry of Education and shows how the current version of the program aims at being aligned with technical requirements as to the assessment.

Areas of improvement and recommendations

GENERAL

- A key recommendation starts from the observation that some extra discussion will be needed among the staff to make explicit shared or differences in instructional approaches.
- Secondly, the observation that the actual student profile is not well defined or known at this stage of the application, makes it less obvious that adequate descriptions of flexible ways to adapt to student needs will be tackled.

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

- The management of the institution, and the staff stress the central role of research in the program. This raised questions; Already in relation to the design of the program the EEC asked “What kind of research involvement are you ailing for?” and secondly, they asked “How does research influence all courses? Or In what way are students involved in research activities in other courses, next to the dissertation related courses?”
  The EEC reiterates this question in this context because this standard raised the question about the actual involvement of students in research (see EQF standards)?
  More information should be provided to substantiate the so-called emphasis on research.
  We also repeat the emphasis of the EEC on defining what kind of research is relevant for future graduates that work in the specific employment settings.
- The EEC also observes how questions about research in relation to students are answered by focusing on the personal research of the staff. The latter could be a valid way

of responding to the request of the EEC if a clear research program is/was available that is aligned with the program design. This could help stakeholders to understand how research involvement of staff feeds back to the courses and student involvement in research.

- The EEC could detect that theoretical courses could be linked to practical training. These linkages can be made explicit. This is not only helpful for the staff but is especially helpful for students as an indicator of how they can build on the so-called theoretical courses to build up their preparation for practice.
- Make clear how the available educational technology (e.g., Moodle) is being implemented and how the affordances of educational technology enhance the instructional strategies. The focus of this information should be on the way this will enhanced "quality" of teaching (more efficient, more effective, more satisfactory).
- Hardly information is found about specific educational technology that students are being introduced to that fit the demands, needs, of the school settings. Examples are observation tools, game design environment, quiz development tools, ePortfolios …
-

2.2 Practical training

- The EEC observed inconsistencies between the sole focus on school settings as practical training settings and the projected job opportunities outside the school setting. Is there no need to offer – maybe optional or within a fork of choices – additional practical experience settings to go beyond the traditional school setting; e.g., museums, parent education initiatives, welfare centers, parent consultation organizations, publishing houses of educational materials, game designers, learning difficulties centers …
- Check the Practicum Guide and make the "Guide" specific when priorities of the three specializations pop up.
- The application does not reflect the extent to which the College has strong and structured collaborations with the schools that will be involved in the School Experience. The application could be enriched with numbers and types of schools and also indicate whether these settings reflect the complexity of schools/settings in Cypriot society.

2.4 Student assessment

- Check the constructive alignment of learning outcomes and assessment approaches. Check the link between the level in the learning outcomes and the assessment approach.
- The EEC recommends thinking about ways to enhance self-regulated learning, student autonomy and lifelong learning by taking care of fitting assessment approaches: self-assessment, peer-assessment, portfolio-based assessment …
- Provide information about the objectivity in assessment of competences. The teacher education domain is well documented in the literature and practice-related work to support choices for assessment approaches that meet criteria related to validity, reliability, objectivity

… In the current version of the application, less attention is paid to quality criteria for teaching staff to support the quality of their student assessment.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
2.1	Process of teaching and learning and student-centered teaching methodology	Partially compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Partially compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the program's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

INPUT FROM THE EEC

Teaching Staff

Findings

GENERAL

- Meetings with the college management, coordinators and the actual staff helped developing a convincing picture about the motivated nature of the team to start with this program. In addition, the available information shows how Larnaca College succeeded in attracting a number of highly qualified staff members in a new team that now works within the new School of Education.
- Though the EEC met a group of newly hired staff, the committee already experienced how a team spirit was present. Staff members referred to one another, shared ideas, added comments, looked for agreement …

3.1 Teaching staff recruitment and development

- The staff being recruited reflected a wide variety of expertise needed that can be aligned with the Bachelor in Education program.
- The actual recruitment approach was not explained. The management indicated they were newly hired in view of this new Bachelor in Education.
- No information is available that results from a SWOT analysis that could help indicating what expertise is still missing. The EEC observed that while the academic profile of the staff is high, only a limited number of staff has an ongoing (and not just past) involvement in working in the professional field. In many Bachelor in Education programs that focus on Teacher Education, we find a specific group of staff that brings in the school teaching and working experience. They do as such support the practical work, support students in visiting the schools, monitoring the work in the professional context and are as such a bridge between the workplace and the academia. This job profile is not present in the staff being presented. This implies that the teaching staff will have to put on many different “hats”: teaching, research, academic service, professional support services, linkages with the professional field … Is this feasible?
- Professional Development of staff was not explicitly mentioned. The application indicates that there is/will be an investment in professional development. But this is not described in a systematic way. In addition, no SWOT analysis is available that could help indicating what are the priority fields for professional development.
- When professional development was touched upon, this was in relation to the development of individual staff members. Team-based professional development did not seem being stressed.

- At this stage of the application, no visiting teaching staff is present. Nevertheless, the ICQ states in their report (see p. 74) that "The program attracts Visiting professors of recognized academic standing." And gives a score of 5.
- The management of the college stresses that there is an involvement in Erasmus+ programs and that they would promote this in the context of this Bachelor in Education program. But the examples given were all from the Business Administration domain.

3.2 Teaching staff number and status

- The application lists in total 24 teaching staff members. Analysis of staff profiles show that 17 out of 24 are female, 10 out of 24 have an international professional or educational experience and 19 hold a PhD.

3.3 Synergies of teaching and research

- The CVs of the staff were well documented with information about their involvement in research; e.g., by listing research output.
- The management of the college strongly stressed the importance of research. This was illustrated by repeating how staff was hired with a research profile and was further underscored by stressing how staff would be given 25%-30% of their time to be devoted to research.
- In the application, no research program or no research lines were described.
- Research was stressed as an individual endeavor of staff members. At this stage the EEC did not observe how research teams were being constituted.

Strengths

GENERAL

3.1 Teaching staff recruitment and development

- At this stage already a large group of teaching staff has been recruited.
- The recruitment reflects a strong emphasis on staff members with obvious and ongoing research involvement and output.

3.2 Teaching staff number and status

- The number of staff is at this stage more than sufficient to deal with the projected number of students in the first cohorts (see numbers in the feasibility study).

3.3 Synergies of teaching and research

- Most staff reflect a research portfolio that could be aligned with the focus of the educational program.
- There is an eagerness to be involved in research.

Areas of improvement and recommendations

GENERAL

Most recommendations build on:

- carrying out an analysis of the expertise of the current staff in view of the expertise needed for the job to be carried out;
- defining and developing teams that work together in view of e.g., research;
- define professional development needs on the base of a strengths-weaknesses analysis.

3.1 Teaching staff recruitment and development

- The EEC recommends carrying out a SWOT analysis to look for what expertise is still missing in the current team.
- The EEC also asks to clarify the systematic approach towards professional development and how professional development activities will be defined and whether this will be a team-based approach or not.
- Rethink the information and strategy related to future student and staff mobility. The information that has now been given is not related to the Bachelor in Education program. Larnaca College is anyway capable of being involved in mobility programs given their track record with at least one other institution.

3.2 Teaching staff number and status

- At this stage no recommendations are needed as to the 'number' of staff. But the EEC asks to consider whether the staff has sufficient and ongoing connections with the employment sector.
- The applicants could learn from human resource practices in institutions that offer teacher education programs to rethink the staff composition.

3.3 Synergies of teaching and research

- Though we strongly believe that the teaching staff will carry out research, the EEC recommends defining a research program and to define how this research program intersects with the Bachelor in Education program. This could be enriched with ways that explain how future students will be active participants (subject/object) in this research.

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

INPUT FROM THE EEC

Student admission, progression, recognition and certification *(ESG 1.4)*

Findings

GENERAL

- From a technical point of view, the EEC has little to remark as to this set of quality indicators. The Bachelor in Education has the advantage it can build on the existing procedures and regulations that have already been implemented in the context of other academic programs.
- In general, the EEC finds this set of indicators to be compliant. They nevertheless ask to reconsider them in the light of the specific profile of future students that are expected to enroll in the Bachelor in Education program.

4.1 Student admission, processes and criteria

- The application is clear as to the admission criteria (see application p. 12). This description is short and not stated in terms of this Bachelor in Education program.
- A variety of enrolment trajectories have been described that cater for a diversity in academic pathways. Again, this is generic information that could apply to whatever academic program.
- There is a tension in the way international students are being addressed. Given the focus on Cyprus schools as the key employment setting, this seems less realistic. Of course, Greek students could be a target group, given their language background.
- Objection and complaints procedures have been described. The information points out that different procedures exist depending on the focus of the complaint. This reflects a variety of interests of stakeholders and sources of complaint.
- Appeals are dealt with in a transparent way (see p.67).

4.2 Student progression

- The application describes (see p.22-23) the procedure for registration and approval of grades. This might support the progress monitoring.
- The progress in terms of number of credits / semester and minimum requirements to pass from one semester to another are indicated
- The actual description of the way that progress will be monitored is not described in detail. In the application a general statement is written on p.72: “Assessment methods include the whole range of written, oral and practical/tests examinations, projects and portfolios that are used to evaluate the student’s progress”. This is not give the EEC a description of a general tool and procedure.
- There is an awareness to develop recognition procedures that consider credits acquired elsewhere (see p.13): “The transfer of students into the College from other institutions of tertiary

education in Cyprus or from abroad will normally take place before or during the first months of the course and the following requirements will apply".

4.3 Student recognition

- It is clear that the formal learning achievements are recognized.
- The application makes consistent reference to the national requirement to support alignment with the national standards.
- It is less clear whether the certification will also address informal learning achievements. The application (p.781) states: "The counselling also includes recognition of prior learning and experience.". But it is not clear what exactly is expected in terms of this specific Bachelor in Education program.
- International mobility is a "projection" of what the institution strives for; it is not yet based on real contractual arrangements with partners. It is therefore not clear why the ICQ states on p. 74 that "Students participate in exchange programs." And give a score of 5 as to this indicator.

4.4 Student certification

- The certification is supported with samples of diplomas/certificates.
- The diploma makes the correct link to the transcript of academic records that is being issued separately.

Strengths

GENERAL

4.1 Student admission, processes and criteria

- There is a basic description of a generic student admission procedure.
- The admission procedure caters for a variety of trajectories (e.g., also from other institutions).
- Procedures and regulations are in place to tackle problems, objections …
- It is wise that the appeals procedures start in an informal way but next moves to a formal established procedure.

4.2 Student progression

- Student progress is defined basically on the base of passing/failing courses.
- Rules have been defined to determine whether progress is sufficient to move to a next semester of stage or access to School Experiences.

4.3 Student recognition

- The “infrastructure” is present to support international mobility of students and the related recognition procedures.
- The applicants are conscious about the need to be aligned with the national standards to be able to back student recognition.

4.4 Student certification

- The information given was adequate. The transcript of records were yet not described/available.

Areas of improvement and recommendations

GENERAL

- The EEC observes an existing set of procedures, regulation, tools, organizational units and expert staff that is able to work in view of this set of recommendations.
- In general, recommendations mainly stress that the actual way the College will do this in view of the Bachelor in Education is yet not described.
- The EEC recommends screening the ICQ information to see whether the evaluation is correct (see mobility).

4.1 Student admission, processes and criteria

- Though basic information is given about a possible admission procedure, this is not stated in terms of the Bachelor in Education program.

4.2 Student progression

- Student progression rules and regulations are yet not stated in terms of the Bachelor in Education. This is a very different bachelor as compared to the current focus on Business programs. This implies that the nature of the students will be different and that progress trajectories might also differ to a large extent. Experiences from other teacher education programs illustrate how student already after one semester differ in their success rates and that after one year a minority is able to go on following the “normative trajectory” in a program. Lessons could be learned from experiences elsewhere in Cyprus as to the difficulties that arise from this inequity in progress and what solutions should be installed to tackle this.
- Student progress is by large defined by passing/failing the key building unit of the curriculum: courses. This does not allow to see how students progress in terms of the overarching teacher competences.
- In the application no tools or procedures are described that help monitoring student progress at program level. The focus is mainly on course passing/failing and not on the progress in terms of competence development.

4.3 Student recognition

- Be clear about the actual status of international mobility and its recognition in the context of the Bachelor in Education program.

4.4 Student certification

- Document the application – next to examples of diplomas - with an example of a transcript of records.

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

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

5. Learning resources and student support *(ESG 1.6)*

Sub-areas

5.1 Teaching and Learning resources
5.2 Physical resources
5.3 Human support resources
5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

INPUT FROM THE EEC

Learning resources and student support *(ESG 1.6)*

Findings

GENERAL

5.1 Teaching and Learning resources

- The application package contains a variety of information/perspective/links/references to develop a picture about the available resources.
- The description is generic and does in no way address the specific resources that should be available for the Bachelor in Education program. This does therefore not allow to judge whether the available resources are fit for purpose as required by the EQF standards. An example is the description of the library. The information described the number of the books, eBooks … but … to what extent are book/.eBooks available for the Bachelor in Education domain? Another issue is that the new bachelor program will require student to design materials, tools, devices , media … that will be used in their School Experiences. This is not addressed in the application since the resources are not analyzed in terms of the needs of the new program. The IT resources (Moodle and MS Teams and Microsoft email) are generic tools. These are state-of-the-art generic solutions at institutional level. But they are not a solution for program specific needs: look at resources for classroom observations (see e.g., SWIVL), server solutions for students to upload videorecording, video editing software, game design tools, animation software, studios for recording knowledge clips … No overview of such specific tools is available.
- Given that the current resources are used to serve students from other programs, no information is given whether the resources will be adequate/effective to meet the demands of larger number of students.
- The applicants speak about a 'library'. In state-of-the-art higher education institutions, there is a move towards "Collaborative Learning Resource Centers".
- Reference to the use of the resources is not present in the course descriptions.

5.2 Physical resources

- The observations presented in relation to 5.1 can be repeated here: We observe and hear that – at the institutional level – the resources are available. But we see/read no analysis that determines whether these are fit for purpose.

5.3 Human support resources

- The application is richly documented with a variety of human support resources. Larnaca College presents a full "menu" of provisions that are aligned with typical needs of students in higher education.
- Whether these resources are fit for purpose to address the needs of the Bachelor in Education students is less clear.

5.4 Student support

- The possibility of student mobility is described and procedures are in place; see p.75: "These documents provide information on the learning outcomes achieved, on which qualification awarding institution can make decisions on credit recognition and transfer. But as indicated elsewhere, actual mobility is not substantiated by concrete Erasmus+ agreements in relation to the Bachelor in Education program.
- The documentation describes a variety of resources: support for mobility support, the website of Larnaca college is clear about the availability of these services, the needs of diverse students can be tackled. We repeat that all this information is generic in nature and does not address the specific target audience of the Bachelor in Education program.
- No information is available about flexible pathways. The statement on p.72 does not help to understand the actual flexibility options that are 'supported': "The program also is flexible enough that allows students the opportunity for developing personal learning pathways as it values the time necessary for independent learning.".

Strengths

GENERAL

5.1 Teaching and Learning resources

- The EEC applauds the fact that the applicants are at least aware of the need to provide students with a large variety of resources.
- The IT infrastructure provides a basic and generic backbone to support the IT needs for the program. Staff is available with good expertise in this domain.

5.2 Physical resources

- There is a strong baseline of physical resources available to create fit for purpose provisions for the Bachelor in Education student audience.

5.3 Human support resources

- There is a strong baseline of human support resources available to create fit for purpose provisions for the Bachelor in Education student audience.

5.4 Student support

- There is a strong baseline of student support services available – at institutional level - to create fit for purpose provisions for the Bachelor in Education student audience.

Areas of improvement and recommendations

GENERAL

- The main recommendation is to move away from an institutional perspective on this et of criteria and indicators and to move towards a Bachelor in Education perspective to be able to determine whether the learning resources are fit for purpose.

5.1 Teaching and Learning resources

- A critical analysis is lacking as to the fit for purpose of all the resources mentioned in the application: What books? Are all the Cypriot school materials available in the library? Is there a working station to produce tools, materials, artefacts ...; that students need to develop for their School experiences?
- The IT tools currently available do not reflect the state-of-the-art solutions currently used in schools and/or in teacher education settings.
- An extra resource center (workplace) is needed where students can design and produce artefacts, tools, materials … in view of their School Experience. Where will students make their puppets, their own posters, their (online) games, their work packages, their videoclips …
- A critical analysis is needed to indicate whether the resources are proportional to the growing number of students.

5.2 Physical resources

- This partly overlaps with what was stated in 5.1. Though a variety of physical resources are listed in the application, they have not been scrutinized to determine whether they are fit for purpose.

5.3 Human support resources

- The human services defined in the application might be sufficient at this stage considering the small scale of Larnaca College and the actual program. But, it is less clear how and whether the human resources will be at par with the needs of the new incoming student groups.
- A screening of the human resources in view of the specific application is needed.

5.4 Student support

- We miss information about a future alumni provisions.
- Could the applicants be clearer about the availability of flexible pathways for students in the Bachelor in Education?

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

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

6. Additional for doctoral programs *(ALL ESG)*

Sub-areas

6.1 Selection criteria and requirements
6.2 Proposal and dissertation
6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

- *reports per semester and feedback from supervisors*
- *support for writing research papers*
- *participation in conferences*

- *The number of doctoral students that each chairperson supervises at the same time are determined.*

-

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

The External Evaluation Committee repeats that it applauds the time and energy that was spent in developing this application for this Bachelor in Education. They also greatly appreciated the openness and richness of the conversations during the online site visit on April 13, 2021.

Summarizing al the observations, comments, factual information, recommendations … it becomes clear that the – in view of meeting the EQF standards – the current application is only "partially compliant".

The EEC emphasizes that main reasons for coming to this conclusion is that the application does not sufficiently reflect the perspective of a Bachelor in Education program. In relation to a large number of indicators, the EEC has to conclude that the application remains abstract and gives generic information at institutional level, that does not underpin the specific nature of the Bachelor in Education application. A lot of the information is too abstract, too general, too far away from the reality of a Bachelor in Education program in the Cypriot setting. At many instances, the EEC did not receive sufficient information, backing, grounding to be able to judge the fit for purpose of the provisions, design decisions, resources … As one member of the EEC consistently repeated, the application does not reflect the needs and interests of the Cypriot society; in this case the realty and needs of the schools and the target student audience.

The EEC concludes that this application might – in view of meeting the EQF requirements– benefit from additional actions that focus on the following observations that are derived from the list of recommendations:

- Designing a new program is no light undertaking. Larnaca College demonstrated with this application how it has dealt with this complexity by bringing together a group of new staff members that compiles – on the base of their personal qualifications/expertise/experiences – a new program. This is a valid design and development approach that is pragmatic and efficient in nature. But, and this was pointed out multiple times in this report – this approach has some drawbacks: there is not yet a completely shared vision, more interaction and communication will be needed to further operationalize choices being made or to make at least underlying rationales for these choices explicit (e.g., assessment approaches), a comparison with alternative (inter)national approaches has yet to be made.
- The applicants put forward a list of learning outcomes that is strongly geared to grounding the content of 'courses' in the general and specific program for the three specialisations in the Bachelor in Education. This does not help to ground a – currently not available – teacher competence framework that meets the demands of the Cypriot society. The currently made design decisions should be checked on the base of (a) internationally available Frameworks for Teacher Education, (b) the teacher education qualification framework of the Cyprus setting and (c) a list of competences that starts from what today's schools in the Cyprus setting need. The EEC points at the available international literature, and the work of the international teacher education societies that can inspire this work.

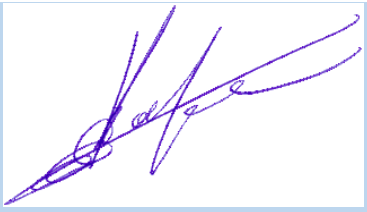
- The EEC asks to pay attention to the role of the IQC. The information in the application often misses the point and fails to address the nature of this specific Bachelor in Education application. Next to correcting obvious errors in the information given, it also invites the applications to be more critical and realistic in their judgments about the perceived quality.
- Much of the EQF criteria in relation to the study program design and development seem to be “work in progress” and reflect an unsatisfactory level of internal consistency, interdependencies, shared design decisions, focus on a perspective at program level instead of a focus restricted to the course level.
- The EEC applauds the emphasis on research in the program. This emphasis fits the EQF standards for an academic Bachelor program. But the operational definition of what kind of research competences are needed for future teachers is less clear from the current elaboration of the application. “Research” is a container concept that might support multiple traditions in multiple domains. The EEC asks the applicants to be more specific as to what future teachers need in terms of research competences. In the discussions participants emphasized “research-based reflection on practices”, “inquiry-based working”, “qualitative analysis of practices” … Studying internationally adopted practice to develop teacher-relevant research competences might help the applicants.
- The EQF does emphasize how research is not to be seen as an isolated competence in a “course”. Research is part of the way we think, interpret, study and decide about our academic and professional reality. The EEC applauds that during discussions examples were given of how research is part of different course related activities; despite the fact this was yet not made explicit in the actual written course outlines.
- The central position of Practical Training is recognized in this program. The EEC asks to look at the comments being made to strengthen the links with the course, to look at the evaluation and assessment approach to clarify growth/progress in students, to define the way Larnaca College has structural collaborations with the schools …
- The focus on the teaching and learning process, including the assessment approaches is already richly documented. But the list of recommendations shows that more team-based discussions will be needed to tackle the role of research, the connections between courses and practical training, and the role of assessment in view of fostering the learning process. “Assessment for learning” does not seem to be the driving force in the curriculum design. The EEC in particular stressed the need to develop a growth and progress perspective at program level that moves beyond the course level. This reintroduces the need to consider thinking about a grounding teacher competence framework that is linked to all courses.
- The EEC emphasizes the rich conversations with the new teaching staff. Nevertheless, a strengths-weakness analysis is not available whether the current staff is fit to meet the demands of the program. In addition, the EEC asks to think about additional staff categories that could support the professional competence development.
- Professional development is at this stage underdeveloped in the perspective of the applicants.
- Student admission, progression, recognition and certification related criteria were tackled to a large extent in the application. The general remark that was stated at the start of this

concluding section is again applicable here. A lot of this information is generic and does not reflect the specific nature of the Bachelor in Education program.

- The former remark is also applicable to the section about learning resources and student support. The EEC recognizes that Larnaca College has a "machinery" in place that potentially can help meeting the EQF standards. But the current version of the application is too generic and stated in terms that are too far away from the concrete needs, demands, requirement of a Bachelor in Education program, that the EEC has no other option than too conclude that this is only partially compliant.

The above conclusion might sound disappointing for the applicants. The EEC nevertheless repeat – again – that they see a lot of potential in this application and that they believe the current group of staff members – with the support of the established features in Larnaca College – will be able to remediate the problems, take away concerns and develop a full-fledged application that is more strongly aligned with the needs of future educators in Cypriot schools and educational provisions.

E. Signatures of the EEC

Name	*Signature*
Martin Valcke	
Roland Reichenbach	
Arto Kallioniemi	
Click to enter Name	
Click to enter Name	
Click to enter Name	

Date: April 20, 2021

E. Signatures of the EEC

Name	Signature
Martin Valcke	
Roland Reichenbach	
Arto Kallioniemi	
Click to enter Name	
Click to enter Name	
Click to enter Name	

Date: April 20, 2021