



Doc. 300.1.2

07.14.074.002

Higher Education Institution's Response

Conventional-face-to-face programme of study

Date: Date

- **Higher Education Institution:**
Frederick Institute of Technology
- **Campus:** Limassol
- **School:** School/Faculty
- **Department / Sector:** Health and Education
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme

InGreek:

Βρεφονηπιακή Εκπαίδευση (2 ακαδημαϊκά έτη, 120ECTS, Δίπλωμα)

In English:

Nursery Education (2 academic years, 120 ECTS, Diploma)

Language(s) of instruction: Greek

- **Specializations (if any):**

In Greek:

In English:

Programme's Status: Currently Operating



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. 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.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

1.a. Given the importance of constructive alignment (alignment among learning outcomes, assessment, and pedagogy) programme learning outcomes must be at the forefront, first, to plan courses assessment practices and recollection of evidence of learning, second, to plan and decide about the course teaching related strategies

In this light, the team may want to:

- revisit the balance between the programme learning outcomes and course learning outcomes. Some courses include many learning outcomes and some of them could be more appropriately worded.
- Consider the extent to which the programme learning outcomes are achieved through the achievement of the selected course outcomes. It is considered essential to select the course learning outcomes based on the programme learning outcomes.
- Bloom's taxonomy may be appropriate to evaluate the course learning outcomes. To what extent the course learning outcomes are developing students' ability to apply, analyse, evaluate, and create?

Department's Response:

We accept and implement the EEC's recommendations.

With respect to the balance between program learning outcomes and course learning outcomes, we acknowledge that revisions were necessary to achieve an appropriate balance. We have undertaken a thorough review of the number of learning outcomes per course, and have revised them accordingly, as well as rephrasing them where necessary.

Furthermore, we fully appreciate the significance of selecting course learning outcomes in accordance with program learning outcomes. As a result, we have taken measures to ensure that the course learning outcomes are appropriately aligned with the program learning outcomes, to ensure that our students are meeting the program learning outcomes.

In terms of revising the course learning outcomes using Bloom's taxonomy, we have utilized this approach to revise all the courses' learning outcomes. We have made certain that the learning outcomes are appropriately challenging and aligned with the program learning outcomes. Please refer to Table 1 below for the mapping of the programme learning outcomes and the courses.

Table 1 Programme learning outcomes and courses

Programme Learning Outcomes	Course
1. Comprehend the organization and effective function of a nursery establishment	NEL112 NEL225
2. Implement theoretical knowledge to take care of infants and children in nursery schools	NEL111 NEL121 NEL124 NEL 214 NEL 225
3. Develop skills in lesson plans and teaching in nursery schools using a range of teaching models, metacognitive and differentiation of instruction while creating a climate conducive to learning by responding appropriately to the diverse needs of the learners.	NEL122 NEL212 NEL225 NEL301 NEL304
4. Apply understanding of children's biophysical, mental, cognitive and psychosocial characteristics to facilitate their holistic development across physical, cognitive, language, social and emotional domains	NEL116 NEL117 NEL126
5. Apply pedagogical, psychological, and social principles when	NEL212

Programme Learning Outcomes	Course
interacting with pre-school children	NEL302
6. Develop skills in expressive arts (art, music, physical education, drama, literature) for use with pre-school children	NEL115 NEL123 NEL125 NEL211 NEL224
7. Critically examine and analyze research works on educational processes and apply findings when necessary	NEL122 NEL225
8. Posses skills in oral, written and technological communication for efficient communication and cooperation	NELI 113 NEL114 NEL222
9. Successfully handle routine and non-routine problems in the pre-school institution	NEL214 NEL225
10. Create a health educational program by applying knowledge gained from analysing the different health models and theories	NEL221
11. Utilize gamification as a pedagogical tool in lesson	NEL303
12. Apply basic mathematical concepts and processes in everyday activities for infants and toddlers.	NEL213
13. Employ different approaches for raising young children's environmental awareness.	NEL223

Please refer to Annex 1 – Course Descriptions.

1.b. Consider students' assessment workload across every semester based on the course ECTS by reflecting on the time required to prepare and submit the different assessments.

We recognize the importance of ensuring that students' assessment workload is manageable across all semesters. Therefore, we always take into consideration the ECTS credits assigned to each course and the time required to prepare and submit assessments for each course, to ensure a balanced workload for students. We also review our assessment methods to ensure that they are fair and aligned with the intended learning outcomes of each course.

To calculate the workload for each course based on ECTS we are considering several factors such as the total number of hours of lectures, tutorials, and other class activities for the course, the expected amount of time needed for independent study, such as reading, research, and assignments, and the time required for preparing for and taking exams. As a result, the level of complexity of the learning outcomes of each course influences the ECTS allocation.

Each lecturer at the beginning of his course will inform his students of the workload they are expected to undertake and the allocated ECTS providing a transparent and standardized way to measure and compare the workload required for different courses and programs of study, which can be helpful for students when planning their studies and managing their workload.

Below are two indicative examples of how ECTS are allocated reflecting on the student's workload time required.

(i) Course NEL111 - "Early Childhood Care I"

Typically 1 ECTS corresponds to 25-30 hours of student workload. Therefore, because this course is allocated 5 ECTS corresponding to about 125 hours. The workload distribution is as follows:

- $2 \times 13 = 26$ teaching hours
- $1 \times 13 = 13$ Lab hours
- Final exam = 2 hours
- Lab Final exam = 1 hour

- Weekly activities = 1 hours per week = 13 hours
- Preparation for the midterm 15 hours
- Preparation of the final exams 15 hours
- Group work 10 hours
- Preparation of the presentation 10 hours
- Individual assignment 20 hours

Total: 125 hours

(ii) Course NEL213- "Didactic of Mathematical Concepts in Preschool Education"

This course is allocated 6 ECTS corresponding to about 125 hours of workload. The workload distribution is as follows:

- $3 \times 13 = 39$ teaching hours
- Final exam = 2 hours
- Weekly activities (read references, watch videos, create activities, homework, diary etc) 3 hours per week = 39 hours
- Preparation for the midterm 15 hours
- Preparation of the final exams 15 hours
- Group work 10 hours
- Preparation of the presentation 10 hours
- Individual assignment 20 hours

Total: 150 hours

1.c. Public information related to the policy for quality assurance and related procedures must be more accessible on the website

We would like to apologize if this was not made clear through the website. Public information related to quality assurance procedures are indicated on the website ([here](#)).

2. Student – centred learning, teaching and assessment.

(ESG 1.3)

All areas marked as compliant

Areas of improvement and recommendations

2.a. Given the diversity and number of the assessments, as well as variations in weightings, it might be useful for the team to review appropriateness, spread and coverage

Department's Response:

We accept the EEC recommendation.

We would like to emphasize that the number and type of assessments used in each course depend on the course's unique nature and level of difficulty. We believe that using a variety of assessment methods allows us to better adapt to our students' needs and ensure that they have a comprehensive understanding of the course material. This approach also allows us to evaluate our students' knowledge and skills in a more accurate and fair manner.

We would also like to inform you that we have implemented an internal quality policy, which is explained extensively in part 2b of our report. This policy ensures that each program of study and individual course is regularly reviewed and updated to maintain their relevance and effectiveness. As part of this review process, we consider changes in the assessment methods, criteria, and weights used for each course, including the appropriateness, spread, and coverage of our assessments.

2.b. Periodically, carefully check the theoretical orientations and practicalities of the course content.

The course contents are periodically checked as part of a broader internal review procedure implemented on each program of study. This Internal Program Evaluation methodology concerns the following four broad areas: (a) its programs of study and teaching, (b) the research output and the creation of new knowledge, (c) the management of the University and the administrative services and (d) the connection with the society and the social contribution.

The internal quality system includes the processes and methodologies which (a) define, monitor, analyse and evaluate the quality indicators, (b) identify weaknesses and opportunities for further improvement and (c) apply remedial measures. The internal quality process is achieved through annual reporting from all parties involved in the operation of the Institute. The internal quality processes concerning the academic staff, the student performance and the programs of study is achieved through student questionnaires and self-evaluation reports. The Internal Quality Committee monitors the implementation of the internal quality process and reports to the Council every two years. .

The internal quality reporting process is achieved through a number of report templates and questionnaires. These templates include the Student Course Evaluation (IQC100), Faculty Course Evaluation (IQC101), Program Self Evaluation (IQC104) and the Faculty Activity Report (IQC105). After the end of each academic year, the Coordinator of the Program completes the Program Self Evaluation (IQC104) report which includes quality indicators related to the program (structure, content, etc), the students (assessment, progress, etc), and the graduates (employability, degree grades, duration of studies, etc). This report utilizes also data and information obtained through the Student Course Evaluation (IQC100) questionnaires, the Faculty Course Evaluation report (IQC101), as well as comments and suggestions made by the focus groups (students, graduates and employers).

The suggestions of the Program Self Evaluation and the Internal Quality Committee are reported in the Action Plan of the Institute, which includes also agreed actions and measures that aim in the upgrade and improvement of the Program of Study. The implementation of this action plan is reported in the relevant reports (next academic year quality reports) and is monitored by the Internal Quality Committee of the Institute.

Program Review:

Changes in the programs of study are decided by the Academic Committee following the suggestions of an ad-hoc Program of the Study Committee for this purpose. This committee is chaired by the Program Coordinator, while the students are represented with one of the Program's students. For the revision of the Program the committee considers (a) the findings and suggestions from the Program Self-Evaluation Report, including suggestions of the students, the academics and the focus groups (students, graduates and employers), (b) the current developments in the fields related to the Program, (c) suggestions from the Internal Quality Committee, the external evaluation teams and professional bodies.

The revision of the Program can include the revision of the courses of the program and/or the revision of the structure of the Program.

(a) Course Review:

The revision of courses aims to update/upgrade the courses of the Program. This revision might refer to:

- (i) Update of the content and the learning outcomes of the course. Changes in the content of the course must be in accordance with the set learning outcomes, the number of ECTS and the student's workload. If this revision requires significant changes, then these changes must be considered as a program revision and the relevant procedures must be followed.
- (ii) Change in the prerequisites of the course.
- (iii) Update of the bibliography of the course.
- (iv) Introduction of new teaching methods.
- (v) Changes in the assessment methods, criteria and weights.

The revision of the courses is decided by the Program of Study Committee before the beginning of the new academic year, while the Academic Committee, the Internal Quality Committee and the Council are notified.

(b) Course Structure Review:

The revision of the Program structure may refer to:

- (i) Significant changes in the content of the courses of the Program.
- (ii) Changes in the learning outcomes of the Program.
- (iii) Significant changes in the semester allocation of course and/or course prerequisites.
- (iv) Changes in the number of ECTS and the teaching time of courses.
- (v) Introduction of new courses and removal of existing ones.
- (vi) Changes in the type (compulsory, elective, etc) and the level of courses.

The review of the structure of the Program is decided by the Program of Study Committee before the beginning of the new academic year, while the Academic Committee, the Internal Quality Committee and the Council are notified. In the case that the review of the Program requires significant restructuring of the Program (e.g. add new courses and remove existing ones, etc), the changes are submitted to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for approval.

2.c. Academic staff's in-service development and learning, and how to up-date their personal knowledge should be supported by the institute to ensure the study programmes research informed foundations.

If lots of information stays informal (tacit) it may disappear when times and people change. This emphasises the need for all staff to be involved in periodic collective professional development and discussion

We would like to inform you that a fundamental pillar of operation at Frederick Institute of Technology is the support of staff and the development of skills and abilities of the members of our university community.

Since its establishment, Frederick Institute of Technology has consistently organized special training seminars and workshops for all academic staff, focusing on pedagogical methods, modern trends, and processes in higher education teaching, as well as evaluation methods

for students based on their learning outcomes. These are held every September, before the start of the Fall semester.

In 2017, the Center of Excellence in Teaching and Learning is established with the primary goals of:

- (a) Adopting by the teaching staff the best teaching practices, which are deemed, documented, as effective for higher education and are proposed or recommended by European or other standards or criteria of teaching and learning quality.
- (b) Systematic monitoring and documentation of the teaching practices and methods applied by the teaching staff, to promote and facilitate their improvement.

In the framework of the Centre's operations, training seminars are held by experienced members of the faculty, as well as external collaborators and experts, before the start of each academic semester. These seminars are aimed at both new and existing academic staff (full-time and part-time) for all programs of study. These seminars aim to (a) develop teaching skills for members of the academic staff, (b) familiarize them with innovative teaching approaches that have been proven effective in higher education research, (c) train academic staff in the design of learning environments with the aim of achieving learning outcomes, (d) develop their knowledge of the institutional and pedagogical framework of teaching and (e) support them in their efforts to maximize all available learning, technological, and digital tools.

In addition, during the COVID-19 pandemic, the Center of Excellence in Teaching and Learning has conducted online training seminars and workshops to support faculty in transitioning to online teaching and learning, as well as to explore new pedagogical approaches that maximize the use of digital tools and technologies. The center also provides ongoing support and resources for faculty to improve their teaching practices and stay up-to-date with the latest trends and best practices in teaching and learning.

Additionally, the Council, having identified a further need for systematic communication and training of staff on a wide range of topics, established in 2021 the Professional and Personal Development at Frederick - PDF Center, which is responsible for developing and implementing the education and professional development policy ([Link](#)) of the staff. The

Center of Teaching and Learning Excellence has been integrated into the Professional and Personal Development Center.

Within the framework of the Professional and Personal Development Center, the following training workshops/seminars for staff have been conducted ([Link](#)):

- Networking Skills Development for Academics and Researchers, Networking in Research, and Innovation (R&I)
 - Proposal Budgeting Principles & RIF Bridge Proposal Budgets
 - Unconscious Gender Bias Training
 - Best Practices for Online Teaching Delivery & Engaging students for Teleconferencing Teaching
 - Online Classroom Management
 - Student perspectives about online teaching and learning: What they might be thinking and how to support them
 - Pedagogical Design for Online Teaching: Developing the appropriate educational material
 - The use of Simulations and Learning Scenarios in the Teaching and Learning Process
 - Quality Assurance and the Development of Community of Inquiry in Online Teaching and Learning
 - How to Reflect on Online Teaching and Learning
 - Alternative Assessment Methods
 - Course Design and Delivery
 - Online Assessment Methods and Skills
 - New Staff and Faculty Orientation and Induction Material
 - Sustainable Development Goals: Re-imagining the future
 - Mental Health and Wellbeing
- In addition, the following seminars have been planned for the upcoming academic year ([Link](#)):
- Leadership Skills for Academics
 - Innovative and Alternative Teaching Methods toward Student Centered Teaching and Learning
 - Effective academic-student relationship: Skills for handling the student experience

- Effective Academic Advising and Student Success
- Publications
- Innocation and Enrepreneurship etc.

3. Teaching staff

(ESG 1.5)

All areas marked as compliant

Areas of improvement and recommendations

3.a. Given that not all the staff have an early childhood background, and additionally that care and education approaches to working with children from birth to four is an emerging field, we suggest that ongoing professional development (including reading) in this area is a focus for the team. See for example:

Press, F., & Cheeseman, S. (2022). (Re) conceptualizing Children's Rights in Infant-Toddler Care and Education. London: SpringerLink. (Re) conceptualizing Children's Rights in Infant-Toddler Care and Education | SpringerLink

Department's Response:

We acknowledge that ongoing professional development is crucial for the team, particularly given the varied backgrounds of staff members. Investing in staff training in the area of early childhood education and care can enhance their knowledge and skills, enabling them to provide high-quality care and education to young children. By staying up-to-date with the latest research and best practices in this emerging field, the team can continuously improve and refine their approaches. To facilitate ongoing professional development, we have already incorporated research articles into many of the course syllabi. Moreover, we actively encourage academic staff to attend conferences or training programs.

As a further step, we recommend a list of books to all academic staff in our program of study. This list is designed to support ongoing professional development and reading in early childhood education and care, specifically for children from birth to four. In addition to the

reference suggested by the ECC, the following bibliography is recommended to involving academics:

- I. Γουότερστον, Α. Τ. Ρ. (επιμ.) (2019). Η βίβλος της φροντίδας του μωρού. (Μετάφρ. Δασκαλάκη Ελένη). Αθήνα: Ψυχογιός Waterson , Τ(2015). You's babycare bible.
- II. Uk:Hamlyn. Dimitriou, L. (2012). The first six years of life. Athens: Pedio.
- III. Council of the European Union Recommendation on High Quality Early Childhood Education and Care Systems (2019).
- IV. Murkoff, H. &Mazel. . (2011). Τι να περιμένετε τον 2ο χρόνο του παιδιού σας. Μτφρ. Β. Σιαμπετάι. Αθήνα:Διόπτρα. 2015.. (What to expect the second year)
- V. Corple, C. κα ιBredenkamp, S. (2011). Αναπτυξιακά κατάλληλες πρακτικές για παιδιά προσχολικής ηλικίας. Αθήνα: Πεδίο (Developmentally Appropriate Practice in Early Childhood Programs)

In addition to reading courses, we are also implementing other opportunities for professional development such as attending conferences. Such an example is the involvement of Frederick's academic staff in the hosting and coordination of the upcoming European Conference for Early Childhood Education of OMEP from May 4th to 6th, which is focused on quality in Early Childhood Education and Care. Many staff members from our program are participating in this conference.

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4. Student admission, progression, recognition and certification

(ESG 1.4)

Areas of improvement and recommendations

4.a. It was not possible to find clear guidance on student progression on the website or in the materials sent to us. We acknowledge that in practice student progression is closely monitored by staff.

Department's Response:

Our program employs a range of other methods to monitor each student's progress, including a variety of continuing assessments such as midterms, projects, individual and group assignments, and presentations. These assessments provide a comprehensive overview of each student's academic performance and highlight areas for improvement. Additionally, we conduct regular observations of each student during practical exercises to assess their progress and development. These observations allow us to identify each student's strengths and weaknesses, and tailor our instruction to meet their individual needs.

In addition to these monitoring methods, students maintain a portfolio of their daily activities, lesson plans, and activities during practical exercises, which enables us to track their progress and ensure they are meeting the learning outcomes of the program. Furthermore, we maintain open communication with students about their progress, as they have regular meetings with academic advisors to discuss their progress and areas for improvement. Before these meetings, instructors share observations, assessments, and work samples with academic advisors, who then work with the students to create personalized plans for improvement.

Our extranet platform serves as a valuable tool for tracking each student's progress, as it allows instructors to maintain a record of student attendance and keep track of their academic performance. Instructors can also make comments on each student's progress, which academic advisors can access and use to guide their discussions with the students. This ensures that every student receives personalized support and feedback to help them reach their full potential and meet the learning outcomes of the program.



In conclusion, our program employs a comprehensive range of methods to monitor students' progress and ensure that each student receives the support and guidance they need to reach their full potential and meet the learning outcomes of the program. Through the use of continuing assessments, regular observations, student portfolios, open communication, and our extranet platform, we are able to provide a personalized and effective learning experience for every student.

5. Learning resources and student support

(ESG 1.6)

All areas marked as compliant.

Areas of improvement and recommendations

5.a. Areas of improvement and recommendations

- Attention to experiential learning spaces for infants and toddlers (not just focus on health and hygiene). There is an opportunity in the new learning spaces to create comfortable sensory areas for infants and places that encourage one to one and small group interactions.
- Focus on a broad approach to creativity across the programme courses.
- Suggest a move away from worksheets, encourage students to think about how to develop activities in response to observed interests and needs of the child.
- Encourage the application of a broad range of creative skills (drama) etc., to working with children. Great opportunity for students to learn specific skills (music, puppetry). Suggest the programme needs to ensure that these specific skills are applied within a broader understanding of the application of creativity and methods to children's learning and engagement.
- Attention to ensuring that students are able to differentiate their lessons to different developmental needs and individual interests.
- Consider students with different capabilities, different levels of academic preparation, special needs due to physical disabilities, and how they can achieve the intended learning outcomes

In the development of new teaching spaces consider the creation of more infants' friendly spaces to facilitate parents-kids interaction and development (e.g., soft-cover books, toys, etc.). See for example ([Link](#)).

Department's Response:

We appreciate the suggestions provided by ECC and for sharing their valuable insights and recommendations. We have taken their suggestions and fully endorsed them.

- We have made a conscious decision to prioritize the development of experiential learning spaces and sensory areas for infants and toddlers within the context of designing early learning environments. We firmly believe that these considerations are of paramount importance and would be highly beneficial for our students to learn. As such, we have decided to integrate these concepts into the curricula of several courses, including "Practical Exercise I and II" (Courses NEL 214 and NEL225), as well as lesson plans developed by our students. Moreover, we have endorsed these suggestions to be included in the curricula of three academic lessons: "Early Childhood Care II" (NEL121), "The School Environment and Its Organization" (NEL112), and "Playing and Learning" (NEL303), to provide students with a comprehensive understanding of creating sensory areas, encouraging one-to-one and small group interactions, and facilitating parent-child interactions.
- Our foremost objective is to equip our students with the necessary skills and knowledge to create welcoming and engaging learning environments that cater to the developmental needs of children. Our proactive approach provides us with the confidence that our students will be able to design and implement effective learning experiences that foster healthy growth and development in young children. Furthermore, we have decided to incorporate the aforementioned concepts into a wide range of courses, including art, didactics of mathematics concepts, music, and other relevant courses. Our decision also entails encouraging students to think creatively in various aspects of their academic work, such as problem-solving, critical thinking, innovation, and artistic expression. In addition, we provide our students with training and professional development on creating engaging, child-centered activities that align with the learning outcomes and differentiating their lessons based on the child's needs and interests. We are already implementing various measures to document the interests and needs of individual children, and we intend to emphasize this further. During the lesson "Methodology of Activities in Preschool Education" (NEL212) and Pres-school Pedagogy (NEL122), we endorse assessment methods and strategies to enable students to assess each child's individual needs and interests, thereby facilitating differentiation of lessons and

adjustment of teaching strategies accordingly. Students will be able to use a variety of teaching methods and materials to cater to different learning styles and abilities. Moreover, during the course Audio Visual Technology (NEL222), students will learn to use technology to support differential instruction, such as adaptive software programs that adjust to individual students' needs. By incorporating these measures, we are confident that our students will be better prepared to design and deliver highly effective and engaging learning experiences that align with the developmental needs of young children.

- Our curriculum emphasizes the importance of utilizing various resources and materials that support interactive learning, such as art supplies and sensory materials, in addition to technology as a means to enhance the learning experience. Our students are taught how to effectively incorporate these tools into their lesson plans, utilizing interactive whiteboards, educational apps, and digital media to engage students and create a more dynamic learning environment.
- Throughout the academic year, we foster a culture of collaboration and knowledge sharing among our students and faculty, promoting the exchange of ideas and strategies for the development of engaging and child-centered activities. To further bolster this approach, we have organized supplementary seminars to be held during the school experience courses "Practical Exercise I and II" (NEL214, NEL225). These seminars will serve to enhance the knowledge and skills of our students, ensuring that they are equipped with the latest and most effective teaching methodologies for young children.

6. Conclusions and final remarks

The EEC would like to thank the staff of the university for their informative and open discussion throughout the day.

The EEC observed a **strong staff team, actively engaged in research** in their areas of expertise, strongly connected to their professions.

The **EEC compliments the FIT** for having a clearly articulated rationale for the development of their programme that references both policy and philosophical considerations.

Additionally:

- There was an embedded approach to programme evaluation that considered a range of feedback throughout the teaching cycle.
- Throughout the day we saw evidence of a strong sense of community across all levels: between the students; the students and the staff; and between the staff. **We were impressed** by the support provided by administrative staff.
- Teaching and learning, as well as student welfare, are **supported by a strong team** committed to student centred learning and person-centred support
- We appreciate the attention given to upgrading and modernising the teaching facilities available to students.
- Students provided extremely positive comments about the quality and transformative nature of their learning.
- The programme has a strong reputation for the Diploma, and this is well supported by teaching, administration and the general facilities.
- Our main recommendation for improvement relates to the need to ensure the staff across the programme are up to date in current thinking about the care and education of children under four, including babies, in nursery settings.
- The student request to have first aid early in the programme appears desirable, given the fact that they are going into nurseries for practical learning.



Department's Response:

We would like to express our sincerest appreciation to the EEC for their diligent work and invaluable feedback provided in both their evaluation report and during the discussions conducted during the visit. We have fully implemented all of the recommendations and suggestions provided by the EEC, as evidenced by the responses given in sessions 1-5 above. We are confident that these recommendations will enhance the quality of our program and better meet the needs of our students. We take all recommendations and areas for improvement seriously and make every effort to implement them. We acknowledge the importance of keeping our staff up-to-date on the care and education of children under four, including infants. We assure the EEC that we provide appropriate training and development opportunities for our staff in this area every year. We are confident that these measures will result in a more enriching learning experience for our students and contribute to the overall success of our program.

We are delighted that the EEC observed our program's strong team of staff members, who are actively engaged in research and strongly connected to their professions. We are particularly grateful for the commendations regarding our program's rationale, community, and commitment to student-centered learning and welfare. We are also pleased to hear that our students have provided positive feedback about the quality and transformative nature of their learning. Furthermore, we recognize the significance of the students' request for the First Aid Course (NEL124) and the course provided to our students before practical exercises.

Once again, we express our gratitude to the EEC for their valuable feedback and insights. We look forward to continuing our efforts to provide the best possible education and support for our students.



B. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
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Dr Pavlos Mavromatides

Academic Director

Date: 15/03/2023

