

300.1.1

Date: 3/6/2019

External evaluation report

- **Higher education institution:**
UNIVERSITY OF CYPRUS
Department: DEPARTMENT OF EDUCATION
Faculty: FACULTY OF SOCIAL SCIENCES AND
EDUCATION
- **Town:** Nicosia
- **Programme of study (Name, ECTS, duration, cycle)**
In Greek: ΠΤΥΧΙΟ ΔΗΜΟΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
In English: PROGRAMME OF STUDIES FOR
BACHELOR DEGREE IN EDUCATION – PRIMARY
SCHOOL TEACHING
- **Language of instruction:** Greek
- **Programme's status**
Currently operating Program of Study: yes
Registered but not evaluated: yes

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The evaluation took place on the 3/4^t of June 2010. The site visit took place on the Monday.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Patrik Scheinin	chair, professor	Helsinki
Gottfried Biewer	professor	Vienna
David Keith Jones	professor	Southampton
Maria Korai	student	Cyprus University of Technology

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

(ESG 1.1, 1.2, 1.8, 1.10)

Findings

The policy for quality assurance of the programme of study has a formal status and is publicly available. It supports the organisation of the quality assurance system through appropriate structures, regulations and processes. It supports teaching, administrative staff and students to take on their responsibilities. The programme ensures academic integrity and freedom. It guards against intolerance or discrimination against the students or staff. The programme clearly supports the involvement of external stakeholders.

The programme is designed in line with the institutional strategy and has explicit intended learning outcomes. It is designed by involving students and other stakeholders and benefits from external expertise. The programme reflects the 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).

The programme is designed so that it enables smooth student progression. It defines the expected student workload in ECTS. It includes well-structured placement opportunities in schools. The programme is subject to a formal institutional approval process.

It results in a qualification that is clearly specified and communicated, and refers to the correct level of relevant frameworks. The programme is regularly monitored in the light of the latest research thus ensuring that the programme is up-to-date. It is periodically reviewed and revised accordingly.

Public information about the programme is available.

Strengths

The programme is regularly monitored in the light of the latest research. This is supported by a well-qualified and motivated academic staff.

The programme is up-to-date and consistent with recent research findings and developments in the labour market and digitalization. The content and objectives of the study programme are in accordance. The coherence of the programme is its strength.

The drop-out rate is admirably low and graduation rate is high. There are many applicants and the reputation of the programme is such that many students put the programme as their first choice. There is an examination for employment and the employment of the students is high.

Introduction to inclusive education is compulsory for all students. There is also an option for specialisation. This is in accordance with the UN convention on the rights of persons with disabilities. This can help to make schools more inclusive.

The way the department seeks and utilizes feedback is exemplary.

The practical training is well appreciated by the students who feel it is important for their development and competence.

Areas of improvement and recommendations

The clarity of the public information could be improved. E.g. the department information states that each course is 6 ECTS while the prospectus of the University states 5 ECTS. The department might review the level of detail of the assessment of each course that is publicly available.

Increasing the number of courses on inclusive education would enable future teachers to fulfil their tasks in this area.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

10 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	10
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	10
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	10
1.3.2	The programme webpage information and material	8

1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	10
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	10
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	10
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	10
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	9
1.5.2	The programme's content	10
1.5.3	The methods of assessment	10
1.5.4	The teaching material	10
1.5.5	The equipment	10
1.5.6	The balance between theory and practice	10
1.5.7	The research orientation of the programme	10
1.5.8	The quality of students' assignments	10
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	10
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	10
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	10
1.9	New research results are embodied in the content of the programme of study.	10
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	n/a
1.11	Students' command of the language of instruction is appropriate.	10

1.12	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	10
1.13	The learning outcomes and the content of the courses are consistent.	10
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	10
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	10
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	10
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	10
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	10
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	10
1.20	The admission requirements are appropriate.	10
1.21	Sufficient information relating to the programme of study is posted publicly.	8
1.22	The teaching methodology is suitable for teaching in higher education.	10

Please circle one of the following for:

Study programme and study programme's design and development

Non-compliant

Partially compliant

substantially compliant

Fully compliant

2. Teaching, learning and student assessment (ESG 1.3)

Findings

The instruction supports the development of the cognitive and social competences of the students. Their individual needs are taken into account. Respect in the learner-teacher relationship is promoted and is obviously present.

The process of teaching and learning uses appropriate pedagogical methods and facilitates the achievement of learning outcomes. Supported by their instructors the students take an active role in the learning process. They particularly emphasise the importance of their experiences in the schools in combining theory and practice for their professional development.

Teaching methods, tools and material support the use of modern educational technologies. Assessment is appropriate and supports the development of the learner. Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. E.g. in their school experience students are given feedback, which helps them to develop their methods and approaches as teachers.

Strengths

The teaching methods and learning environments are clearly innovative. New and digital technology make the teaching process more effective. The provision of the well-equipped teaching laboratories is a major asset to help integrate theory and practice in teaching and learning.

The way that practical training is organised supports the achieving of the objectives of the study programme. Student receive comprehensive feedback on their practical training. Students are actively involved through seminar papers and projects. There is a good balance between instructed and independent work.

Considering the Bachelor level of the programme and the intended teacher qualification, the students have suitable training in research methods.

Areas of improvement and recommendations

The staff team deserves full recognition for their good work.

from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

10 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	10
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	10
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	10
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	10
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	10
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	10
2.10	It is ensured that teaching and learning are continuously enriched by research.	10
2.11	The programme promotes students' research skills and inquiry learning.	10
2.12	Students are adequately trained in the research process.	10

Please circle one of the following for:

Teaching, learning and student assessment

Non-compliant

Partially compliant

substantially compliant

Fully compliant

3. Teaching Staff (ESG 1.5)

Findings

There are clear processes for the recruitment and development of the teaching staff.

The qualifications of the teaching staff are impressive. They clearly ensure quality and sustainability of the programme. However, the members of the staff are over-stretched and some areas are understaffed.

There is an impressive amount of staff collaboration with external partners including practitioners, employers, policy makers, government officials, and researchers in other universities.

Visiting staff are well qualified to enhance the programme.

The teaching staff regularly engage in professional training and development, as well as meetings and working groups for improving the programme.

Assessment of the teaching staff takes into account the quality of their teaching, their research activity.

The staff go well beyond their contractual duties in the important societal contributions they make and give freely of their time.

The teaching and office space of the department is spread over a large area with difficult logistics. Students and staff endure a very unhelpful distribution of buildings with a lot of time and effort being lost.

The work load is clearly demanding and may not be sustainable in the long run with current staffing. Despite the high work load and the dispersed buildings, the research profile of the staff is impressive.

Strengths

A strength of the department is the highly qualified, motivated, hard working staff.

Their contributions in research, instruction, and societal impact are impressive.

working atmosphere is very positive.

The staff team is very active in organising international conferences.

Areas of improvement and recommendations

The number of staff should be increased to better match the requirements of the programme and to ensure its continuing quality. There are some areas of the programme in need of enhanced staffing.

Looking more broadly at the staff recruitment policy, more thought could be given to doctoral and post-doc academic staff positions open also to external applicants. This could enhance the “brain gain” and further boost the range of competences of the staff.

More recognition and credit should be given for the important societal contributions of the academic staff of the department at the university.

A priority is to bring together the teaching and office spaces of the department.

Better support at university level is needed for academic staff who are organising international conferences.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

10 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	8
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
3.2.1	Subject specialisation	10
3.2.2	Research and Publications within the discipline	10
3.2.3	Experience / training in teaching in higher education	10

3.3	The programme attracts visiting professors of recognized academic standing.	10
3.4	The specialisations of visiting professors adequately support the programme of study.	10
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	10
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	10
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	9
3.8	The teaching load allows for the conduct of research and contribution to society.	9
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	10
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	10
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	10
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	10

Please circle one of the following for:

Teaching Staff

Non-compliant

Partially compliant

substantially compliant

Fully compliant

4. Students (ESG 1.4, 1.6, 1.7)

Findings

Clear regulations regarding student admission, progression, recognition and certification are in place. There are access policies, admission processes and criteria that are implemented consistently and transparently.

Detailed strategic information on students is collected and analysed.

Student selection is based on recognition of qualifications for higher education (PanCyprian examination). However, suitability for teaching is not assessed in student selection (for example through interviews of applicable candidates in addition to the examinations).

Student mobility is promoted in student selection as well as during the studies.

Students are well supported, including by administrative staff. This may partly be due to the scattered department.

Students are involved in evaluating the instruction.

Strengths

There are clear pathways for student progress across the programme.

The drop-out rate is very low.

The elective studies offer a good amount of flexibility for the students (in a bachelors programme).

The students' success in the labour market is closely monitored and very good.

The students appreciate and use the opportunities they have for mobility.

Areas of improvement and recommendations

The department could consider assessing the suitability of students for teaching in student selection (for example through interviews of applicable candidates in addition to the examinations). Self-assessment and counselling could also be considered.

The students would strongly welcome a centrally located and unified department.

1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

10 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	9
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	10
4.3	The programme's evaluation mechanism, by the students, is effective.	10
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	10
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	10
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	10
4.9	Students are satisfied with their learning experiences.	10

Please circle one of the following for:

Students

Non-compliant

Partially compliant

substantially compliant

Fully compliant

5. Resources (ESG 1.6)

Findings

Good resources for teaching and learning exist but these are definitely inadequately located across disparate university locations. This is a problem for teaching, for student support etc. The students and staff feel excluded from the main life of the university.

The adequacy of resources is monitored and there are plans for enhancing the circumstances (e.g. digitalisation). Such plans need adequate funding.

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

Teaching staff is involved in the management of resources for the programme.

Strengths

The supply of teaching materials and equipment, especially the teaching labs, is exemplary. Staff and students were positive about teaching materials and classrooms, but not about the location of the facilities in different parts of the university.

Areas of improvement and recommendations

It is urgent that resources, staff, and students are co-located at the central university campus.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

10 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	9
5.2	The library includes the latest books and material that support the programme.	10
5.3	The library loan system facilitates students' studies.	10
5.4	The laboratories adequately support the programme.	9
5.5	Student welfare services are of high quality.	10
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	10
5.7	Suitable books and reputable journals support the programme of study.	10
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	9
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	10
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	9

Please circle one of the following for:

Resources

Non-compliant

Partially compliant

substantially compliant

Fully compliant

C. Conclusions and final remarks

The programme is up-to-date and consistent with recent research findings and developments in the labour market and digitalization.

The drop-out rate is admirably low and graduation rate is high. The employment of the students is high.

The teaching methods and learning environments are clearly innovative. The supply of teaching materials and equipment, especially the teaching labs, is exemplary.

New and digital technology make the teaching process more effective. The provision of the well-equipped teaching laboratories is a major asset.

The way that practical training is organised supports the achieving of the objectives of the study programme.

Introduction to inclusive education is compulsory for all students. This is necessary for a modern teaching environment.

The academic staff is well-qualified and motivated.

The number of staff should be increased to better match the requirements of the programme and to ensure its continuing quality. There are some areas of the programme in need of enhanced staffing.

More recognition and credit should be given at the university for the important societal contributions of the academic staff of the department.

Better support at university level is needed for academic staff who are organising international conferences.

A priority is to bring together the teaching and office spaces of the department. The students and staff would strongly welcome a centrally located and unified department.

It is urgent that resources, staff, and students are co-located at the central university campus.

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Patrik Scheinin	
Gottfried Biewer	
David Keith Jones	
Maria Korai	

Date: 4.6.2019.....