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Date: 03/09/2021

External Evaluation Report

(Joint - conventional -
face-to-face programme of
study)

- **Higher Education Institution:** University of Cyprus
- **Collaborative Institution(s):** Universitat Autònoma de Barcelona (coordinator), University of Glasgow, University of Bremen
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department of Education
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Programme Name

In English:

Master in Education Policies for Global Development (GLOBED) (4 semesters, 120 ECTS, B Cycle)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **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

This part includes basic information regarding the onsite visit.

The (online) site visit took place on Wednesday September 1, 2021 on Zoom (remote-online visit), which lasted approximately 6 hours.

The purpose of the visit was to assess the accuracy of information and findings included in the Application for Evaluation- Accreditation of the “**Master in Education Policies for Global Development (GLOBED)**” (Doc. Number: 200) submitted by the University of Cyprus, and to explore further issues identified in the Application. The EEC followed the agenda set by the CYQAA.

It should be mentioned that the EEC has focused on the GLOBED aspects- dimensions undertaken by the University of Cyprus, namely i. Fieldwork (10 ECTS), ii. GLOBED Winter School in Cyprus (5 ECTS) and iii. Master’s thesis (30 ECTS).

Within this framework, the EEC had a very fruitful and truly productive online visit, including meetings with the Authorities of the University of Cyprus (including the Vice Rector of Academic Affairs and the Dean of School of Social Sciences and Education), the members of the Internal Evaluation Committee, the Chair of Department of Education and the MA Programme’s Coordinator, the academic staff of the MA Programme, members of the administrative staff and students and graduates. The EEC followed the agenda set by the CYQAA. The programme of the onsite (online) visit is attached.

In addition to the online visit, the Committee made a thorough examination of all key documentation including, among others, the following:

- Application Document 200;
- Program Description;
- Curriculum and Learning Aims and Objectives;
- CVs of all UCY faculty members in the program.

The EEC had also access to a series of additional resources (including the Virtual tour to the University of Cyprus and the main premises of the Institution, the Virtual Tour to the UCY Library, to recorded lectures of the MA Programme etc), as well as to all the ppt presentations, during the online visit- evaluation process, kindly provided by the UCY via the CYQAA.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Nikolaos Papadakis	Professor	University of Crete
Maria Sakellariou	Professor	University of Ioannina
Domna Kakana	Professor	Aristotle University of Thessaloniki
Giorgos Christodoulou	Student	Open University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme'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 programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation 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 programme of study:*
 - *is designed with overall programme 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 programme 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 programme 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 programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme 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 programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *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.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The GLOBED MA Programme is an Inter-university program (Erasmus+ Mundus Master Program), funded by the European Commission (under the Erasmus Lifelong Learning Programme) and has developed by a consortium of four European Universities, namely the Universitat Autònoma de Barcelona (coordinator), the University of Cyprus, the University of Glasgow & the University of Bremen. It is an Erasmus Mundus Joint Master Degree funded by the European Commission under the programme Erasmus+ (project n° 599240-EPP-1-2018-1-ES-EPPKA1-JMD-MOB). GLOBED includes Compulsory Course (30 ECTS), Elective Course organized within two “study pathways” (30 ECTS), Internship (15 ECTS), Fieldwork (10 ECTS) and Master Thesis (30 ECTS), that is 120 ECTS in total, which are arranged in four semesters. Students are free to choose the topic of their Master thesis.

Within this framework, the University of Cyprus has undertaken the following aspects of the MA Programme :

- i. Fieldwork (10 ECTS)
- ii. GLOBED Winter School in Cyprus (5 ECTS)
- iii. Master’s thesis (30 ECTS)

The Master on Education Policies for Global Development (GLOBED) aims to become an international reference Master in the field of globalization, education and international development. By joining different Universities and different research teams, the GLOBED attempts (and successfully achieves) to bring an interdisciplinary approach to the education and development area of study, focusing on education policy, via a well-structured interdisciplinary approach. The focal and transversal focus of the MA Programme is the consideration of inequality and social injustices, in relation to education and development, while the GLOBED considers globalization as an analytical dimension and adopts a bottom-up approach concerning the relationship between globalization and education resulting in a critical perspective to the analysis of Education policy, which is highly appreciated by the EEC.

The EEC wishes to mention at this point, the following, according to the clarifications provided by the UCY:

- The **Fieldwork** hasn’t yet started in Cyprus, because of the COVID-19 pandemic. However is already fully designed and anticipated to start in Cyprus as soon as the overall conditions, related to the pandemic, permit so. Further, the UCY took care (in cooperation with the partner HEIs) in order the fieldwork to be already implemented in the host countries.
- The **Winter School** was also affected by the COVID-19 pandemic, however the UCY effectively responded in the GLOBED MA Programme’s demands, via the use of e-learning tools. Thus, the Winter School has been already accomplished- brought about in a virtual form, while the lectures are publicly available at the YouTube.
- The UCY effectively coordinates all the administrative processes related to the **Master’s Thesis**, while the UCY academic staff, apart from the supervision of specific Master’s Theses, participates in several other Theses as the 2nd Supervisor. The EEC highly appreciates the fact that the whole process of the Master’s Theses are collectively supervised by the Joint Supervision Board of the Consortium.

1.1. Policy for quality assurance

In terms of QA, we should mention that the GLOBE has developed a QA internal System based on ESG. As far as the University of Cyprus is concerned, the University has developed the Quality Assurance Policy and an internal Quality Assurance System (QAS), which are applied in the Programs of Study, including the one under evaluation. QAS' operation is based on the PDCA Cycle (Plan-Do-Check-Act) and is framed by policies, rules, procedures and criteria as well as a number of QA instruments, to ensure the proper organization, operation and quality of the Programs of Study. It's also compliant with national external evaluation system (CYQAA), and with the ESG 2015. It should be mentioned that students do participate the quality assurance process. This is achieved through their active participation in the Department's councils, Senate and its Committees as well as to the University's Council. Additionally, students' feedback is also curial for addressing quality issues and promoting student-centered learning. The QAS consists of various policies, rules/regulations, and procedures which reflect every aspect (undertaken by the Department of Education of the University of Cyprus) of the MA Programme (including, among others, teaching Manifesto for assuring quality in teaching, Plagiarism policy, student's complaining policy and procedures, Postgraduate Study Rules, Deontology Codes for teaching and postgraduate studies with research orientation, Equality and anti-discrimination policy, Code of work conduct and ethics, established procedures for the recruitment and advancement of academic staff et). In order to examine the quality of the Programs of Study, University of Cyprus (UCY) applies a number of well- developed and focused QA tools such as the following: Course evaluation by students (at end of each semester)/ instructor's evaluation by students (at the end of each semester)/ Exit survey (once a year)/ Students' satisfaction surveys related to the services provided by the UCY (once every two years)/ External evaluation and accreditation (once every 5 years)/ KPI's: students/instructors ration, number of incomers, number of applicants, mean term of studies, mean of degree grade, dropout rate, course success rate etc.

Procedures for the amendment of an existing program of study or the launching of a new one are in place. Another important process, related to the QA Policy is the Continuous Training to Academic Staff. All the above-mentioned are monitored by the Internal Quality Committee, which consists of the Vice Rector for Academic Affairs, one representative for each Faculty, two experts in Quality Assurance Matters, a representative of undergraduate students and a representative of postgraduate students.

In terms of the internal evaluation procedures for UCY's programmes of study, the policy to be followed is determined by the Internal Quality Committee, set up for the purpose of evaluating (internally and externally) and for assuring the quality of the programmes/services offered by UCY, in accordance with the relevant procedures and conditions set forward by the Agency of Quality Assurance and Accreditation in Higher Education. The Office of Quality Assurance, with a supportive and administrative role with regard to the institutional as well as internal and external evaluation of all the programmes of study and the University services, is the central administrative mechanism of the UCY, that supports the development of the University's internal quality assurance system in order to meet the ESG2015 and the external QA system.

It's worth-mentioning the UCY has the key-role in the QA policy and procedures of the whole GLOBED MA Programme, since the **Quality Assurance Board (QAB) of the GLOBED is led by the UCY**. Additionally, the overall QA Policy of the GLOBED supports the involvement of external stakeholders, since the EU periodically submits the whole Programme to external stakeholders-evaluators for the independent evaluation of its operation. Probably, the further involvement of other stakeholders from the partner countries (including Cyprus) would enhance the (already well-designed and functioning) QA Policy.

Given all the abovementioned, the EEC ascertains that the MA Programme has a formal status, is publicly available, is in align with the UCY's QA policy, supports the organisation of the quality assurance system through appropriate structures, regulations and processes, strongly and effectively supports teaching, administrative staff and students to take on their responsibilities in QA processes, ensures academic integrity and freedom and is vigilant against academic fraud, and guards against intolerance of any kind or discrimination against the students or staff.

1.2. Design, approval, on-going monitoring and review

The MA Programme's and the UCY's participation in It is in line with the process of design, approval, on going monitoring and review procedures, followed by the UCY. At the University of Cyprus, the Senate of the University is the highest academic decision-making body in terms of the operation of the existing or new Programs of Study. The Department of Education is responsible to plan and operate its Programs of Study, according to Senates decisions/approvals and QA standards.

Within this framework, the Department's Council studies the proposals submitted by its Committees and takes decisions either to amend an existing Program as well or to launch a new Program of Study upon the Senate's approval and/or its counseling Committees accordingly. Procedures for the amendment of an existing program of study or the launching of a new one are based on the following flow- chart: The Department's Council after self-reviewing the Program of Study or either before launching a new program submits to the University's decision-making bodies a complete and overall documentation. The proposal is submitted for study and approval to the following decision-making bodies, before it's implemented: The familiar Faculty Board, the University's Post Graduate School (for approving the academic aspects of the program of study), and the Senate, which is the Institutional Governing and Decision- Making Body.

Further, analytical and efficient study regulations (that support the on-going monitoring and review) are in place, including Teaching staff's and students' obligations, Suspension of study, Temporary interruption of studies, Removal from the Student Register, Disciplinary control of students, Scholarships, Student Welfare Association, Information about State Financial Assistance, while there is clear and in line with the international standards Plagiarism policy and system. It should be mentioned that GLOBED MA Program has endorsed supplementary study regulations, which further enhance the overall operation of the Programme.

The EEC would like to stress the fact that students actively participate the GLOBED MA Programme's design and monitor, via their constant feedback and their (institutionalized) participation in the relevant processes. More specifically, a **Student Committee** has been established within the framework of the GLOBED, composed of two student representatives per cohort, who are elected early in the first semester. The Student Committee reports to the JMC (Joint Management Committee of the GLOGEB) the required information, from the students' perspective.

Further, it should be noted that the Consortium of the GLOBED has carefully designed the student workload per every aspect of the Programme (including the ones undertaken by the UCY) and eventually the actual student workload is in accordance with the workload expressed by ECTS.

It should be noted at this point, that the UCY (among others) contributes to the selection of the programme students from a large pool of candidates.

Given all the above mentioned, the EEC ascertains that the GLOBED MA Programme (including its aspects undertaken by the UCY), is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes, is designed by involving students, truly benefits from external expertise, while it reflects the four purposes of

higher education of the Council of Europe. Additionally, it is designed so that it enables smooth student progression, is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS, it clearly defines the expected student workload in ECTS and has adopted a holistic students' assessment policy and procedures for each course, which are known to students before they begin their studies, includes well-structured placement opportunities that are strengthened by the Internship, is subject to a formal institutional approval process, results in a qualification that is clearly specified and communicated, and refers to the correct level (7) of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area (since among others has a clear and aligned to EQF set of Intended learning outcomes), it is regularly monitored and is periodically reviewed, while it is reviewed and revised regularly involving students.

1.3. Public information

All the key information of the GLOBED MA Programme are public. The GLOBED has its own (impressive) website (<http://www.globed.eu/>), where all the key information concerning every aspect of the MA Programme are included. Further, the Academic Affairs and Student Welfare Service of the UCY publishes the academic diary and the the programmes of curriculum and examinations, the International Relations Service (IRS) is responsible for the publication of the postgraduate studies prospectus, while the postgraduate studies rules are also published (https://www.ucy.ac.cy/graduateschool/documents/Kanones/RULES_METAPTIXIAKIS_FOITISIS_ENGLISH1.pdf).

Thus, the EEC finds out that clear, accurate, up-to date and readily accessible information is published about: selection criteria, intended learning outcomes, qualification awarded, teaching, learning and assessment procedures, learning opportunities available to the students and graduate employment information etc.

1.4. Information management

A functional, efficient and effective information management mechanism is in place, for which the Universitat Autònoma de Barcelona is in charge, having a constant cooperation with the administrative offices of the partner Universities, including the ones of the UCY. subsequently information for the effective management of all the key aspects of the MA Programme (including among others, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available) is collected, monitored and analysed. UCY academic staff is involved in providing and analysing information and planning follow-up activities. A further development of key performance indicators and inclusion in the Information Management Mechanisms, would be an added value in the existing and fully operational Information Management system.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

GLOBED is a well-structured, intensive and innovative international MA Programme, based on an interdisciplinary approach. It has a formal status and is publicly available. Combining elements from the fields of educational sciences, political science (including interest politics' analysis), sociology, international relations and international development studies, GLOBED aims and succeeds to offer a broad-spectrum, substantial and systematic course of study to every citizen seriously interested in the globalization, education policy and international development. Clearly the needs of society (within the increasingly globalized context), have been taken into account in

the study programme design and structure, while given its content it is consistent with developments in society and science. The Programme addresses a wide range of potential audiences, all across the world, which is documented (among others) by the participation of students from all the Continents (which is a true achievement, documenting the global attractiveness of the GLOBED). Indeed, the GLOBED constitutes a solid and coherent international education program in the areas of global education policy and international development, which has a clear international dimension, by bringing together research centres from all around Europe from different backgrounds and networks. The programme's structure and design reflects the aims of the MA programme, while it also reflect its interdisciplinary approach and rationale.

The aspects of the Programme undertaken by the UCY are well- developed, functional, and fully aligned with the overall structure and scope of the CLOBED Programme. The quality of the academic team in charge of the MA Programme is high, since they are all highly-skilled and qualified in the areas of the MA Programme, undertaken by the UCY.

Additionally, efficient and effective QA mechanism (in align with the UCY's QA policy and the relevant international standards) are in place, the GLOBED MA Programme (including its aspects undertaken by the UCY), is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes, it is subject to a formal institutional approval process, results in a qualification that is clearly specified and communicated, and refers to the correct level (7) of the NQF and the EQF, while it is regularly monitored and is periodically reviewed. Further, all the key information of the GLOBED MA Programme (including the ones related to the 3 pillars undertaken by the UCY) are public. The GLOBED has its own (impressive) website that substantially facilitates the provision of public information, while its information management is absolutely operational and functional, contributing to the quality of the Programme.

The EEC would like to emphasize the fact that the constant and active interaction between the Internship with the Fieldwork and the Winter School substantially enhances the career paths of the students and graduates.

Several other good practices were identified by the EEC, such as the following:

- the MA Programme's graduates are provided with the chance to participate in the Winter School (even after their graduation)
- Invited Lectures (by top academics and experts) are organized and scheduled within the framework of the Winter School
- best teaching practices are in place, including team-work, critical text (including policy documents) analysis, workshops and tutorials, that are well-designed and integrated in the Winter School
- a Mentoring of two GLOBED alumni to each new student has been scheduled.

Within this framework, the aspects of the Programme undertaken by the UCY, namely Fieldwork, GLOBED Winter School in Cyprus and Master's thesis are well- structured and organized, while they are fully in line with the GLOBED's objectives, scope and structure.

The EEC has no doubt that the CLOBED MA Programme (including the UCY activities in it) is a truly international, interdisciplinary, innovative and high-quality Programme.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Given the increased teaching load (acknowledged by the Institution itself in its SWOT Analysis, included in the Application) of the 2 UCY faculty members, involved in the GLOBED Programme, the EEC recommends the MA Programme to consider to recruit (even contracted) more academic staff in order a) to respond to the needs and demands of this ambitious program and subsequently to the demands of the aspects of the Programme undertaken by the University of Cyprus and b) to reduce teaching workload of the existing staff. Additionally the EEC recommends involving more stakeholders (from the partner HEIs' countries) in the quality assurance policy and the review of the study program. Lastly, the EEC recommends the MA Programme and more specifically the UCY Team to establish key performance indicators of the whole programme and include them in the (existing and fully operational) information management mechanisms.

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

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

2. Student – centred 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-centred 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 organisation 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.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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

The Master on Education Policies for Global Development (GLOBED) is an innovative international reference Master in the field of globalization, education and international development for students working in this field or aiming to do so in the future. The involvement of different universities and research teams strongly supports an interdisciplinary approach to education and includes expertise from all over the world. The design and teaching strategies of the GLOBED curriculum emphasize social justice and inequality, examining inequality and social injustice in relation to education and development. The GLOBED Postgraduate Program approaches this philosophy methodologically, initially through the development of a multilevel approach where educational policies take place at different decision scales, from the supranational to the local level and then by studying specific stakeholders and stakeholders involved and implementation of global education policies.

Teaching and learning is based on promoting an "esprit de corps" between teachers and students. This student-centered approach is achieved in a collaborative and enjoyable way and is encouraged in a variety of ways, such as non-hierarchical relationships, strong student representation on course boards, opportunities for joint teaching, the large number of core course groups students for long periods of time to ensure deeper interaction, the promotion of academic apprenticeship through joint publications and other forms of dissemination of research between faculty and students. Students are encouraged to co-design learning paths, undertaking their learning and adapting to specific individual needs in order to ensure adequate preparation for the research project. GLOBED staff develop teaching strategies with a strong emphasis on the skills required to develop professional work using a variety of teaching methods and strategies.

GLOBED provides students with opportunities for experiential learning. The structure and accompaniment of on-the-job work experiences and the organization of Internships in collaborating partner institutions are of the utmost importance and quality in order to acquire the necessary experience and skills for the development of quality work in the field of education and international development.

At the end of Semester III, the Winter School (5 ECTS) is offered by UCY - upon return from Fieldwork. This academic year due to the pandemic the Winter School went online. The detailed Winter School Program was submitted to the External Evaluation Committee.

The GLOBED Winter School is scheduled by UCY to take place at the end of the postgraduate course and after the Internship and Fieldwork. The Educational Planning of the GLOBED Winter School uses a series of pedagogical strategies for all GLOBED students and teachers and creates space for reflection in a specific field of study and opportunities for the preparation of the MA Thesis. The theme of the Winter School concerns "Integration in Education and Society". Cases of integration or non-integration are of international importance, as different cultures meet each other worldwide. In educational and social research there are interrelated questions that need to be addressed by researchers, who are already exploring the environments of developing countries and researchers who are exploring in northern countries. The invited keynote speakers also play a key role here. As presented to the EEC this academic year, the keynote speakers contributed to a deeper understanding of the epistemological, methodological and political challenges involved in conducting research in the global North and the global South. The afternoon sessions of the online

Winter School were dedicated to different workshops. Specifically, the workshops focused on the development of academic writing skills, the development of career development strategies and the construction of analytical design of research data. The workshops were attended by teachers and students in small groups. Students had the opportunity to present their research design, methodological strategies and main findings in a way that would help them write a better Dissertation.

2.2 Practical training

An Internship and Fieldwork of up to four months - in the third Semester - is offered to the student, with personal choice of up to five - through a number of institutions - mainly NGOs, public bodies, institutions, etc., active in the field education and development cooperation. The student is free to choose from the available seats, while he is assigned a second Supervisor by the host organization. The student can also suggest the name or 5 names of supervising professors from the GLOBED list. With a Letter of Intent for the topic of the MA Thesis-up to 1000 words-it should state the philosophy for the specific field of study, relevant bibliography, the purpose of the research, the research questions. The Supervisor will give feedback to the student within 30 days of their communication. The student can then write his research proposal up to 3000 words based on specific instructions in terms of content. Further comments from professors and students about the Proposal can be given during the workshops organized at the Winter School. At best, the Internship should be aligned with the Fieldwork and the MA Thesis. In any case, the GLOBED Internship represents an opportunity for students to participate in the day-to-day work of an organization and are encouraged to make the most of that experience. UAB, as the coordinating body for GLOBED, will sign a partnership agreement with the host institution

Upon completion of the Internship, students can work in different cultural and socio-economic environments, having improved in a range of communication, collaboration and research skills. Regarding Fieldwork, the student must submit a learning diary to his / her dissertation Supervisor, who will evaluate it.

The UCY Professors participating in the GLOBED MA Program have created a Detailed Handbook for "Internship, Fieldwork and Dissertation" / Version V 20/2022 for students. It is worth noting that these instructions supplement, without replacing, the regulations there are also slight differences in the guidelines applicable to the four collaborating Universities regarding the dissertation. Usually, students follow the instructions from the University from which the Supervisor comes in. However, the assessment form is the same for all students of the MA Program (presented extensively to the EEC). It is obvious that what constructs all the activities of the second year is the topic of the MA Thesis, Internship, Country or Area for Fieldwork and the choice of the Supervising Professor.

In the context of Fieldwork, GLOBED aims and succeeds to build a multilevel approach to the relationship between globalization and education. Students are expected to be able to carry out Fieldwork with advanced awareness of a given global, national and local research issue. The main aspects of the Fieldwork plan will be included in the research proposal. The preparations for the MA Thesis, academic and practical, are described in the Guide in detail. In the field the contact with the local population, the regular communication with the Supervisor GLOBED on a regular basis about the progress of the Fieldwork, tips via email and other online communication tools, the

research license, the data collection with planning will help in the better management of the time for the writing of the MA Thesis. The student's diary / report for the Fieldwork will be evaluated by the supervisor based on specific criteria.

The Internship and Fieldwork receive 25 ECTS, are carefully structured, in an academic manner, while the professional expectations and standards to be achieved are described with great clarity. This is an extremely well-designed student-centered MA Program for the second year of GLOBED with the decisive contribution of the academic team from UCY.

As already mentioned in Ch. 1 of the present Report, the Fieldwork hasn't yet started in Cyprus, because of the COVID-19 pandemic

(<http://globed.eu/wp-content/uploads/2017/01/Student-agarance-e4.pdf>).

2.3 Student Assessment

At the end of the Internship the student is evaluated by the two Supervisors, based on the report / report up to 3500 words, which concerns his individual experience and the profile of the organization conducting the Internship. The evaluation form is the same for all students of the MA Program, regardless of the Supervisor and the country of implementation (The relevant document was presented in detail to the EEC).

Regarding the Fieldwork, the student must hand over a learning diary to the Supervisor of his Dissertation, who will evaluate it. The student diary / report of about 4000 words will be evaluated by the Supervisor based on specific criteria, which are also described in detail, thus acting as a kind of compass that gives a clear picture of the current position in relation to the research objectives. The student diary contains the minutes of the relevant meetings (with the supervisor, the informants, the interviews, the focus groups, the organization of the research and the participation in activities), the reflections and other additional data that answer his research questions.

Internship and Fieldwork is organizationally directed by UCY. The final grade, referred to in the ECTS scale, is the cumulative grade point average of the GLOBED MA Program, for which they are academically and administratively responsible

-The evaluation of the Winter School is based on the activities related to the program, including a) active participation, b) presentation during the research workshops and c) the ongoing work for the Dissertation.

-The fourth and last Semester of GLOBED MA Program is dedicated to the writing of the MA thesis, under the supervision of a staff supervisor from the Universities of the consortium. All the necessary instructions for the writing of the Master's Thesis have been clearly recorded. The Dissertation should be approximately 15,000 words long, excluding bibliography, appendices, and abstract. This work is credited with 30 ECTS, and students are provided with a Guide (pages 19-23 of Annex III to the Student Agreement & Handbook) to ensure that academic, professional and ethical standards and expectations are as high as transparent as possible.

The Dissertation is examined by an examination committee consisting of 2 examiners, the Dissertation Supervisor and an examiner, who comes from one of the GLOBED consortium Universities. Each examiner will write an evaluation report and give a grade to the Dissertation according to the UAB grading scale (0 to 10). Examiners prepare a report with the strengths of the Dissertation, but also the areas that require improvement, which is communicated to the student. In case the Dissertation is not satisfactory, the student can resubmit it within a period of up to six months from the date of referral. In this case, a report must be submitted by the examination committee outlining the changes the student is required to make. In fact, the case is provided that the student does not agree with the result of the evaluation crisis. In this case he may file an objection within 10 days, so that a third examiner can draw up a new evaluation report with agreement or disagreement with the original report.

The GLOBED Postgraduate Program is a well-structured international curriculum in the field of research for educational development and international cooperation activities. The GLOBED curriculum deals with the world as it is, to imagine a world as it could and should be, as the Program coordinators aptly note. The GLOBED MA Program of the second year under evaluation, is the Fieldwork, the Internship, the Winter School and the MA Thesis contributes decisively to the success of the overall Program.

It is indeed an extremely well-designed student-centered program with the crucial contribution of the academic team from UCY. The experiences of the Fieldwork, the organization of the Internship in collaborating partner institutions for the acquisition of experience and skills for the development of quality work in the field of education and international development, maximize the learning experience of students and contribute to the creation of networks for future choices.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- ✓ The GLOBED Postgraduate Program is a well-structured international curriculum in the field of research for educational development and international cooperation activities.
- ✓ The orientation of the MA Program is purely student-centered on a theoretical and practical level.
- ✓ The "Winter School".
- ✓ Innovative pedagogical approaches.
- ✓ Alternative forms of student's assessment.
- ✓ Collaborations with highly internationalized European Universities
- ✓ Learning and development opportunities for students in multicultural international work environments.
- ✓ Connection of teaching and research.
- ✓ Networking
- ✓ Learning and development opportunities for professors in the postgraduate program through interaction with international students.
- ✓ High quality research and teaching staff.
- ✓ High Quality Students

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ✓ Program sustainability support.
- ✓ High workload.
- ✓ Recruitment of academic staff.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	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 programme, 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 programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme 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 programme's*

courses.

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

3.1 Teaching staff recruitment and development

The University of Cyprus focuses on research and teaching excellence and therefore focuses in attracting academic staff who fulfils this profile requirements. The strategy of attracting academic staff focuses on the international labor market, without excluding the domestic one. The available academic jobs are mainly determined by the following factors:

1. The development goals and priorities of the University of Cyprus, as they derive from its strategy
2. The critical mass of the academic staff of the Department
3. The existing and future needs of Department regarding in its various scientific areas
4. Developments in the external environment: legislative, technological, economic, social.

The policy for recruitment and development of the faculty staff is regulated by the University of Cyprus Law 1989 to 2013, as approved by the State Council of Ministers (Election, Evaluation and Professional Advancement of the Academic Staff) Regulations, 1996 to 2015). Regulations clearly define the procedures that University has to follow, in case of recruitment or either advancement of the academic staff in the various rank positions.

The announcement of vacancies of the academic staff in all the ranks shall be made only in the following cases:

- (i) Resignation;
- (ii) Retirement;
- (iii) Termination of the employment of a Lecturer or Assistant Professor;
- (iv) Creation of new posts.

The announcement of vacancies shall be made under the following conditions: (i) In case of a vacancy in the rank of Professor or Associate Professor, the announcement of vacancy may be made either in the rank of Lecturer and Assistant Professor, by a decision of the University, or in the rank of Professor and Associate Professor, after previously notifying the Ministry of Education and Culture and the Ministry of Finance. (ii) In case of a vacancy in the rank of Assistant Professor or Lecturer, the announcement of vacancy shall be made in one of these ranks. The announcement shall be made for the general field of study of the Department or Research Unit with specific reference to the requisite specializations.

The teaching staff of the Postgraduate Program GLOBED, that participates from the University of Cyprus, is of high standards. Their academic profile is internationally recognized and meets exactly the needs of this particular postgraduate program. Through their publications in internationally recognized scientific journals, they contribute to the promotion of innovative approaches and promote research data in the field of science that they treat. The innovative teaching approaches, they adopt with their students, make them popular and this was evident from the discussion with the students, who participated in the external assessment. Synergies with faculty and students are at the heart of the graduate program, resulting in the achievement of learning outcomes- goals.

In addition, the University of Cyprus has established continuing learning and training programs for academic staff related to the development of professional and teaching skills. In this way, innovation in teaching methods and the use of new technologies are encouraged, especially in this time of pandemic. The "Teaching and Learning Center" of the University of Cyprus excellently supports the teaching staff, especially at this time of the pandemic.

Also, special international keynote speakers are invited to the lectures and seminars within the postgraduate program contributing to the better education of the students.

3.2. Teaching staff number and status

The teaching staff participating in the postgraduate program GLOBED has a profile of high academic standards. Specifically, it consists of Professor Mrs. Helen Phtiaka (Coordinator of the postgraduate program GLOBED from the University of Cyprus) and Assistant Professor Mr. Eleftherios Klerides.

Helen Phtiaka is a Professor of Sociology of Education and Inclusive Education at the University of Cyprus. She is a Graduate of the University of Athens, (B.A. in History and Archaeology), University of Stirling, (M.Sc. in Psychology) and the University of Cambridge (PhD in Sociology of Education), supported by National Scholarships. She worked as a Research Fellow at the Universities of Cambridge, London and Warwick. She is a founding member of the University of Cyprus where she has been working since 1992. In 2008 she was elected Associate Dean for the School of Social and Educational Sciences, a post she still holds today. Her research and teaching

in School Diversity and Inclusive Education has broken new ground in the area and has set the relevant educational research and policy agenda in Cyprus for the last 30 years. Former students of her hold important posts in the area of research and teaching of Special and Inclusive Education in Cyprus and abroad. Research interest: Inclusive Education and Society, Equal Opportunities, History, Philosophy, Legislation and Policy of Special and Inclusive Education, Home-School Relations, Disability and Literature, Qualitative Methodology

Dr. Klerides (PhD UCL Institute of Education, UK) is the Secretary of the Comparative Education Society in Europe (CESE). He is an Assistant Professor of Comparative Education and History of Education at the University of Cyprus, an Adjunct Faculty Member at the Open University of Cyprus, and a Honorary Research Fellow of North-West University, South Africa. Before joining the University of Cyprus he had worked at the UCL Institute of Education (UK), the American University of Beirut (Lebanon) and the European University Cyprus. He had also worked as a consultant for the World Bank, UNESCO and the Ministries of Education in Cyprus and Greece. Research interest: Global and European policy and governance in education; international political relations and the study of education; the transfer, translation and transformation of education; colonialism and education; educated identities and subjectivities; textbook theory and research.

The CVs of the Professors from the University of Cyprus are attached to the application for external evaluation of the program.

The proposal of the External Evaluation Committee is the recruitment of academic staff, permanent or contracted for the better management of the postgraduate program. The workload is extremely large in combination with the obligations of the Department of Education, where they work. Invitations to visiting academic staff are also on the committee's proposals.

3.3. Synergies of teaching and research

The teaching staff from the University of Cyprus, as shown by the overall postgraduate program GLOBED, cooperates excellently with their colleagues from the other participating Universities of Barcelona, Glasgow and Bremen.

The resulting synergies concern the co-supervision of Master Theses, participation in joint courses, joint research, cooperation in the design and redesign of the postgraduate program, etc. The link between education and research based on the design and objectives of the postgraduate program is also encouraged, both between professors and between professors and students. The academic staff takes into account the feedback through the student evaluations

The subject matter, the research interests and the publications of the teaching staff from the University of Cyprus are completely related to the subject and the purposes of the postgraduate program and the courses offered in it.

However, the workload is great in the courses offered and especially the great demands of the "Winter School".

It is a proposal of the External Evaluation Committee to recruitment of academic staff in any form.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- ✓ Teaching Staff of high standards.
- ✓ Synergies of teaching staff through European and international academic networking.
- ✓ Synergies of teachers in the connection of education and research.
- ✓ They are interested in research in the same direction as the teaching experiences of the program.
- ✓ Opportunities for the development of the teaching staff through the interaction with teachers and students from different socio-cultural environments.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ✓ Recruitment of academic staff for better management of the workload of the postgraduate program.
- ✓ Participation of the academic staff from the University of Cyprus in course modules from the collaborating Universities.
- ✓ Ensuring sustainability of the program.

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

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

4.1 Student admission, processes and criteria

There are clear and specific regulations about the criteria and the processes followed. The whole process, from the announcement and the call for applications to the final selection of the successful candidates, takes about 4 months. During this period the members of the consortium, as a selection committee, work on it.

More specifically, the process is divided into two phases, the administrative/ technical and the academic. Initially the completeness of the applications are being checked. The relevant academic background (as Education, Sociology, Social/Cultural Anthropology, Political Sciences, Human Geography, International Relations, or International Development Studies) (15%) and the grade point average (15%) is then evaluated. Subsequently, the evaluation focuses on Work experience (15%), on Experience conducting research (15%), on the Quality of the Essay on a topic proposed by the academic board (20%) and on the Motivation letter (20%).

During the last 6th call, 482 candidatures submitted from all over the world for 25 places. The UCY contributes to the selection of the programme students from a large pool of candidates. In the last academic year, two members of the teaching staff of UCY (Prof. Helen Phtiaka and Assistant Prof. Eleftherios Klerides) were in charge of evaluating 33 candidacies each. Every application is evaluated from 2 members of the evaluation committee. The evaluation committee aims to provide opportunities to people from unfavorable environments and developing countries, who have a great interest and critical view to education policies, to different aspects of social justice and inequalities. For this purpose, the evaluation committee holds as many meetings as necessary where each application is examined separately, one by one, in order to select the most appropriate students in this field, the most creative, with sensitivity, open perspectives and critical analytical skills. In the event of a tie or disagreement within the committee members, the

candidate is interviewed by another member of the evaluation committee apart from those who evaluated his / her application, so that the final choice to be as fair and credible as possible. Therefore, we consider that the evaluation process of the candidates is reliable, objective and transparent.

4.2 Student progression

The course and progress of the students are monitored throughout their studies by the University in which they study each semester. The assessment is a constant process at the GLOBED which takes place throughout the semesters in order to provide continuous feedback to students. There are announced guidelines about all the evaluation processes in each semester. Particularly, regarding the aspects of the program undertaken by the University of Cyprus: i. Fieldwork, ii. GLOBED Winter School in Cyprus and iii. Master's thesis, the attendance of each student and his/her active participation are compulsory. Additionally, during their fieldwork, students are expected to get involved in the context they are conducting research in, as well as the data collection procedure. Once fieldwork is completed, students are expected to submit a fieldwork diary to their supervisor. The assessment in the context of Winter School is based on the activities related to the programme, including presentations during research workshops and active participation, as well as the work in progress on the Thesis. For all the aforementioned, activities' feedback is provided from supervisor, as well as GLOBED staff and peers. Students are encouraged to share their experiences from the fieldwork and to elaborate on how the data collection process has shaped, the nature and the quality of the evidence produced. Methodological literature is made available to students, as well as individual feedback from peers and experienced researchers. Finally, at the fourth and final semester, the students must carry out a master thesis. For this reason students are provided with a Guidebook to ensure that expectations and standards in regard to academic, professional and ethical conduct are as transparent as possible. Additionally, it is worth mentioning that the Master's Thesis is evaluated on the basis of eight aspects, and an overall general qualitative assessment. Underneath each aspect, special points of attention are listed. Each aspect separately (thus not each point) receives a score on a scale of 1 to 10 (1 is very poor and 10 excellent). This whole very detailed process helps to reduce the subjectivity of the different supervisors and to achieve objectivity and transparency. The Thesis is collectively supervised by the Joint Supervision Board. Finally, the partner institutions are bound by the Cooperation Agreement (article 16) that the evaluation and accreditation & recommendations for all program courses at the participating universities and the program itself are discussed at the Joint Management Committee (JMC) at least once a year and - if necessary - changes are initiated and documented.

4.3 Student recognition

GLOBED is an interdisciplinary M.A. program, which combines from the fields of educational sciences, political science, sociology, international relations and international development studies. It addresses a wide range of candidates, all over the world. The application evaluation process is structured in such way to recognize the previous studies

of candidates in relevant academic background, as well as the previous work and research experience. Regarding the academic background, the European Credit Transfer and Accumulation System (ECTS) is used for transfer of academic records between the universities, while the student also declares that he/she fulfils all the requirements which are necessary to be enrolled in the GLOBED program. In particular, that the candidate holds a Bachelor's degree (or equivalent) and a recognized language certificate. Also, the partner institutions have agreed to mutually recognize each course successfully done by a student at a partner Institution, and to accept the results of examination and the grades given as specified (art. 10). Regarding the recognition of previous work and research experience of each candidate student, evaluation committee taking into account the country, the context, the structure, the difficulties and the special conditions where he/she has been through. This is a difficult, demanding, sensitive process, which utilizes all the information from the candidate's file and the letter of intent, as well as the personal interview, mentioned above, for the cases where it is needed.

4.4 Student certification

Upon successful completion of the required 120 ECTS, the Student receive a degree certificate in the Joint European Master's Programme in "Education Policies for Global Development" along with a Diploma Supplement, that corresponds to the guidelines of the European Commission. In particular, University of Cyprus, as the Degree awarding Institution, keeps a record of all the Master students' transcripts. After a successful final assessment by the Examination Board, the Joint Degree Certificate or Parchment is awarded by the Universitat Autònoma de Barcelona and the University of Cyprus. The joint Degree Certificate or Parchment is issued by the University of Cyprus, as the Coordinating Institution, along with a Diploma Supplement.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

GLOBED is a well- structured, interdisciplinary and innovative international MA Program. The expectations of the students that participate to the external evaluation were largely met.

GLOBED is a very innovative program in the areas of global education policy and international development, an academic field that Europe had not devoted sufficient attention before.

GLOBED introduces the students from all over the world to critical text analysis, teamwork, academic research and policy analysis. This skills were highly ranked from the students who participated in the external evaluation

GLOBED is an example of effective administration and international collaboration.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

No problem areas were identified by the EEC concerning the issues of Student admission, progression, recognition and certification.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

4.5 Teaching and Learning resources

4.6 Physical resources

4.7 Human support resources

4.8 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 programme.*
- *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 programme.*
- *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 programme.*
- *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.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

5.1. Teaching and Learning resources

GLOBED is hosted by partner universities. UCY provides all the infrastructure (such as classrooms, teaching material, different structures and services, laboratories, etc.) and human resources. UCY is a university in a very dynamic and evolving course, which aims to establish itself as a Pioneer Research Institution achieving International Scientific

Recognition in European Higher Education, becoming a Centre of Excellence in the wider Euro - Mediterranean Region. For this purpose, big investments were made in building infrastructure and impressive buildings were constructed such as the Learning Resource Center Library 'Stelios Ioannou'. All this infrastructure has been made in order to respond to different needs of students, to create a really student-centered model of teaching and learning but also to facilitate the professional development of all categories of staff. Generally, the UCY and more specifically the Department of Education provides several specifically adapted labs, so the students have a chance to acquire hands-on experience (e.g., Arts, Science Education, etc) in small groups. All labs and classrooms are equipped with computers and with audio/video devices. In general, UCY seems to have created a very attractive, modern, flexible, well design environment, which responds to the objectives of GLOBED.

5.2. Physical resources

More specifically, the existing infrastructure (such as the Inclusive Education Research/Teaching Lab, the Computer Laboratory for the Research Courses, etc) facilitates and supports the M.A. programme. For example, the last winter school was implemented online, due to Covid 19, thanks to the IT center and the Computer Lab for the Research courses of the Department of Education.

5.3. Human support resources

In the last years, the University of Cyprus has shifted the priorities from research to teaching in order to improve the quality of teaching. For this purpose, a *Teaching and Learning Centre* was created, which main objectives was to train the teaching staff, organize the teaching evaluation, done by the students for each course at the end of every semester, collect and process of the evaluation data and send feedback about the evaluation results to the teaching staff. The University of Cyprus has also endorsed a "Teaching Manifesto" to support and improve the quality of teaching. In addition, it has launched a "Quality Teaching Award" which is granted through a competitive process. In this innovative centre, seminars take place for all aspects of teaching (methods, tools, evaluation, feedback, etc), mainly for the new incoming teaching staff. Also, in the beginning of the COVID-19 lockdowns, the Centre offered seminars on online teaching. In order to achieve the highest efficiency of the centre, all the teaching staff of the department is used, depending on his/her expertise.

5.4. Student support

All the students are monitored throughout their studies by the University in which they are every semester. For each student, the hosting Partner Institution shall appoint an academic advisor to ensure that the approved programme of study is being followed and is adequate for the academic background of each student. Initially, students are matched with a teacher advisor. Based on student's feedback during the external evaluation, in the first semester, the administration office in Barcelona provided very efficient support to all international students. Also, the UCY provides all the student support infrastructure for practical issues (housing, visa, etc.) or academic or other issues with different offices, such as Social

Support Office (Psychological Support through the Centre, Financial support, Support of students having any kind of disabilities), Studies Support Office (Study Rules, Teaching and Examination Programs, Academic Calendar, Web Banner, etc.) Housing Office (Students residence management, accommodation of Erasmus and foreign students), Career Center (Professional guidance, Information about Universities abroad, Seminars and Events, Partial Employment, Internships) etc.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The Teaching and Learning Center for the improvement of teaching skills to all teaching staff
- A multi-scalar system of support and supervision of international students from the first moment
- A very modern, well designed and student-centered infrastructure

The reputation of the winter school seems to be very strong. This is shown from students' feedback during the external evaluation as well as from the high students' participation in the last winter school that took place online due to the pandemic blackout and the high visitation of the presentations on you tube.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Based on students' feedback, the following were suggested:

- Non-European students have a lot of issues with visa, in some cases they even cannot return to their country of origin
- As the teaching personnel come from the west world countries, the majority of the presented researches and case studies came from these areas and no from Middle East, Africa, etc. So, students' feedback suggests GLOBED to include education policies of other countries except for the western ones
- The students also proposed that during the next winter school in Cyprus, to focus more deeply on methodology seminars (on a more detailed basis) because they need reinforcement on different subjects such as software training, transcript, data analysis, etc

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

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

6. Additional for doctoral programmes (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 programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *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.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

7. Eligibility (ALL ESG)

Sub-areas

7.1 Legal framework and cooperation agreement

7.2 The joint programme

7.3 Added value of the joint programme

7.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*

7.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

7.3 Added value of the joint programme

Standards

The joint programme leads to the following added values:

- *Increases internationalisation at the institutions.*
- *Stimulates multinational collaboration on teaching at a high level and makes cooperation binding.*
- *Increases transparency between educational systems.*

- *Develops study and research alternatives in accordance with emerging needs.*
- *Improves educational and research collaboration.*
- *Offers students an expanded and innovative arena for learning.*
- *Increases highly educated candidates' employability and motivation for mobility in a global labour market.*
- *Increases European and non-European students' interest in the educational programme.*
- *Increases competence at partner institutions through cooperation and implementation of a best practice system.*
- *Increases the institution's ability to change in step with emerging needs.*
- *Contributes to tearing down cultural barriers, both personal and institutional.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

7.1. Legal framework and cooperation agreement

The GLOBED is based on the Agreement and is regulated by the Grant Agreement n° 2018- 1362/001-001 between UAB and the Education, Audiovisual and Culture Executive Agency (EACEA), as well as by the Consortium Agreement between the Universitat Autònoma de Barcelona (UAB), the University of Glasgow (UOG), the Universität Bremen (UB) and the University of Cyprus (UCY). The Agreement clearly defines joint course implementation rules and mechanisms, as well as the mutual rights, obligations and responsibilities of the Student and the Consortium. The Student declares that he/she fulfils all the requirements which are necessary to be enrolled in the GLOBED programme, in particular that he/she holds a Bachelor's degree (or equivalent) and a recognized language certificate. The Student commits himself/herself to behaving in an ethical manner throughout the programme.

He/she will commit no fraudulent act, avoiding in particular cheating, falsification or plagiarism of any academic work. He/she will not abuse or misuse any equipment or installations and will not perform any unauthorised access or violation of any institutional, departmental or university rules. Failure to comply may cause the Student to be disqualified from the programme. It should be mentioned at this point, that the Consortium engages to provide the Student with high standards of tuition, supervision, assessment and support services, as required by the EACEA. Its' worth mentioning that all the relevant information on the rationale, structure and organization of the GLOBED programme are published and subsequently are publicly available on the GLOBED website (see <http://www.globed.eu/>).

According to the Agreement the “**University of Cyprus** shall be responsible for coordinating the implementation of quality assurance (QA) measures (see article 16); coordinating measures for continuous improvement of the GLOBED EMJMD (including evaluation, setting up the Advisory Board and preparing reports on quality assurance and student performance) and coordinating the GLOBED Winter School”. Thus, UCY’s mandate is clear and concrete at the Agreement.

The EEC highly appreciates that the Consortium has a **Joint Management Committee (JMC)** (composed of one leading academic and one administrative support staff from each Partner), in order to have a view of the GLOBED EMJM programme as a whole. That truly supports and guarantees the effective operation and the fine tuning of the GLOBED MA Programme, while the other committees (namely the **Board of Studies (BoS)**, the **Administrative Board (AB)**, the **Quality Assurance Board (QAB)**, the **Examination Board**, the **Student Committee** (which report to the JMC the required information), further enhance the overall operation of the Programme.

Additionally, the “**Internship, Fieldwork and Thesis Handbook**”, makes public and clarifies to the students all the issues related to UCY’s involvement to the GLOBED MA Programme, while the Potential GLOBED Thesis Supervisors are briefly, yet clearly, presented in the relevant document

7.2. The joint programme

Given the abovementioned, it becomes evident that the partner universities apply joint internal quality assurance processes. More specifically the **Quality Assurance Board (QAB)**, which is led by the UCY, is composed by one academic representative of each partner, tasked with internal quality assurance actions, maintaining communication with external quality assurance agencies Advisory Board and the issuing of degree. Further, the joint programme, coordinated by the JMC, is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme. In the case of the UCY, it participates the design, delivery and further development of the GLOBED, while it is responsible for the i. Fieldwork (10 ECTS), ii. GLOBED Winter School in Cyprus (5 ECTS) and iii. Master’s thesis (30 ECTS). As already mentioned in other Chapters of the present Report, aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme, while study counselling and mobility plans are efficient. The EEC wishes to highlight, at this point, the fact, that (among others) there are **individualised mobility track schemes** within the GLOBED (in which the UCY actively participates).

7.3 Added value of the joint programme

Given its excellent structure and content, its innovative and interdisciplinary perspective to the field of education and development, GLOBED truly responds to the challenges that education faces in the context of globalization. GLOBED provides state-of-the-art methodological tools to monitor and evaluate designed and applied policies, within a critical framework. GLOBED has developed a comprehensive approach to education and development and provide opportunities for future Master graduates to work in this field with open perspectives and critical analytical skills. UCY's role in the abovementioned is more than crucial, since it has undertaken key aspects of the GLOBED, including the fieldwork, the Winter School and the coordination of the Master Thesis. The Fieldwork, Winter School and Master Thesis elements of the GLOBED MA Programme are carefully structured, with academic and professional expectations and standards to be reached, clearly presented in a complete Student Agreement & Handbook.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems (Spain, Cyprus, Scotland-UK, Germany), while the terms and conditions of the joint programme are laid down in a cooperation Agreement, which covers all the necessary key issues of the Programme's organization and operation. The abovementioned cooperation Agreement fully covers the obligations- tasks undertaken by the UCY and it's in accordance with the legal framework of the Higher Education System of the Republic of Cyprus.

The mechanism related to QA of the joint study programme do substantially take into consideration all the relevant ESGs, while they are adopted by all the universities involved. The division of responsibilities in ensuring quality clearly defined among the partner universities, with the UCY having the key role. Additionally, all the relevant information about the programme is well structured and documented and published by clearly taking into account the specific needs of students. It should be mentioned that GLOBED brings on board a wide range of +50 associate partners (including key international players in the field of education for development), that offers the chance for its students to develop Internships in their institutional settings. Further, the Fieldwork, as well as the Winter School, constitute a substantial follow up to the Internship and the Master Thesis, since Internships actively support students to prepare for the fieldwork, while the Winter School is of vital importance for the Programme, since it provides students with the opportunity to reflect on the processes of negotiation/access to fieldwork and data collection, adjust their initial research design, and prepare for the data analysis phase of their thesis. This is highly appreciated by the EEC.

Additionally, the EEC wishes to highlight the fact that the whole Programme is characterized by constant mobility (enhancing actual internalization), as well as by cultural integration, via the mixing with local M.A. students at the four universities.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

No problem areas were detected- traced by the EEC in the GLOBED's eligibility.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Legal framework and cooperation agreement	Compliant
7.2	The joint programme	Compliant
7.3	Added value of the joint programme	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF (Consider also the added value of the joint programme).

The EEC would like to express its gratitude to the UCY Authorities, academic and administrative staff for the warm welcome. Further, the Committee enjoyed talking with the students and academic staff of the GLOBED Programme at the UCY. We engaged in truly constructive and fruitful discussions.

GLOBED is a well-structured, intensive and innovative international MA Programme, based on an interdisciplinary approach. It has a formal status and is publicly available. Combining elements from the fields of educational sciences, political science, sociology, international relations and international development studies, GLOBED aims and succeeds to offer a broad-spectrum, substantial and systematic course of study. Clearly the needs of society, have been taken into account in the study programme design and structure, while given its content GLOBED is consistent with developments in society and science. The Programme's structure and design reflects the aims of the MA Programme, while it also reflects its interdisciplinary approach and rationale.

The aspects of the Programme undertaken by the UCY are well-developed, functional, and fully aligned with the overall structure and scope of the GLOBED Programme.

Additionally, efficient and effective QA mechanism (in align with the UCY's QA policy and the relevant international standards) are in place, the GLOBED MA Programme (including its aspects undertaken by the UCY), is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes, results in a qualification that is clearly specified and communicated, and refers to the correct level (7) of the NQF and the EQF, while it is regularly monitored and is periodically reviewed. Further, all the key information of the GLOBED MA Programme (including the ones related to the 3 pillars undertaken by the UCY) are public, due to the (impressive) website of the GLOBED, while its information management is absolutely operational and functional, contributing to the quality of the Programme.

The GLOBED is characterized by an actual student-centered approach, which is achieved in a collaborative and enjoyable way and is encouraged in a variety of ways, providing students with opportunities for experiential learning, while UCY's activities substantially enhance this approach. Many good practices, in terms of innovative pedagogical approaches, teaching practices and alternative forms of student's assessment, creating space for reflection in a specific field of study and opportunities for the preparation of the MA Thesis, were identified by the EEC. In the context of both the Fieldwork and the Winter School, GLOBED and subsequently the UCY Academic Team aim and succeed to build a multilevel approach to the relationship between globalization and education, while (along with the Internship) maximizes the learning experience of students and contribute to the creation of networks for future choices. The Master Thesis is actively feed-backed by all the preceded GLOBED Pillars- Activities. The GLOBED MA Program of the second year under evaluation and more specifically its aspects undertaken by the UCY (the Fieldwork, the Winter School and the MA Thesis) contribute decisively to the success of the overall Program.

The role of the UCY academic-teaching staff is of vital importance in all the above mentioned. The UCY teaching staff of the GLOBED, is of remarkable high standards and quality, with internationally recognized academic profile which meets exactly the needs and demands of this

particular MA Programme. Synergies with faculty and students are at the heart of the GLOBED, resulting in the achievement of learning outcomes- goals. It should be noted at this point, that the UCY "Teaching and Learning Center" excellently supports the GLOBED teaching staff, especially at this time of the pandemic.

The evaluation process of the candidates is reliable, objective and transparent, the course and progress of the students are effectively and constantly monitored throughout their studies, since the (formative and feedback) assessment is a constant process at the GLOBED, aiming at providing continuous feedback to students. Efficient and transparent procedures regarding student recognition and certification are in place. The (institutionalized) role of the UCY in the abovementioned is decisive and important. Further, the UCY has created a very attractive, modern, flexible, well designed infrastructure- environment, which fully responds to the objectives of the GLOBED, while it substantially supports the GLOBED MA Programme, in terms of Physical and Human Support resources. Additionally, the UCY provides all the student support infrastructure for practical issues (housing, visa, etc.), as well as academic or other issues. The EEC acknowledges the adequacy and quality of the abovementioned infrastructure.

The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems (Spain, Cyprus, Scotland-UK, Germany), while the terms and conditions of the joint programme are laid down in a cooperation Agreement, which covers all the necessary key issues of the Programme's organization and operation. The abovementioned cooperation Agreement fully covers the obligations- tasks undertaken by the UCY and it's in accordance with the legal framework of the Higher Education System of the Republic of Cyprus.

The EEC would like to emphasize the fact that the constant and active interaction between the Internship with the Fieldwork and the Winter School substantially enhances the career paths of the students and graduates, while the Master Thesis is well organized and backed by the aforementioned activities- pillars of the GLOBED, undertaken by the UCY. A series of good practice have been identified by the EEC. The whole Programme is characterized by constant mobility (enhancing actual internalization), as well as by cultural integration, in which the UCY activities play a key role.

Within this framework, the aspects of the Programme undertaken by the UCY, namely Fieldwork, GLOBED Winter School in Cyprus and Master's thesis are well- structured and organized, while they are fully in line with the GLOBED's objectives, scope and structure.

We have made specific recommendations in the main body of this report. Our main recommendations, which will be summarized below, aim at further improving the operation and sustainability of an already excellent MA Programme. Thus:

- The EEC recommends the UCY and the GLOBED MA Programme to consider to recruit more (permanent or even contracted) academic staff in order a) to respond to the needs and demands of this ambitious program and subsequently to the demands of the aspects of the Programme undertaken by the University of Cyprus, b) to facilitate the better management of the workload of the MA Programme and c) to reduce the teaching workload of the UCY existing teaching staff.
- Due to the high quality of the UCY teaching staff, increased participation of the UCY academic staff in course modules, provided by the collaborating Universities, is also recommended.
- The further involvement of other stakeholders from the partner countries (including Cyprus) would enhance the (already well- designed and functioning) QA Policy of the GLOBED.

- We also recommend the MA Programme and more specifically the UCY Team to establish key performance indicators of the whole Programme and include them in the (existing and fully operational) information management system- context.
- Given the (highly appreciated) variety of the students attending the GLOBED and based on the students' feedback, the EEC suggests GLOBED and UCY (in its activities) to include analysis of education policies of other countries, apart from the western ones.
- During the next Winter School in Cyprus, it is recommend to focus more on methodology issues and tools.

To conclude: Indeed, the CLOBED is an innovative, coherent and explicitly internationalised MA Programme in the fields of global education policy and international development. Characterized by an holistic as well as theoretically and methodologically-embedded interdisciplinary approach to education policy and global development, instead of a single specialisation, the GLOBED is an attractive and excellent MA Programme, providing a series of multi-level academic and employment opportunities in its students and graduates. The EEC wishes to stress that the GLOBED in general is indeed a state-of-the art MA Programme, while the UCY's contribution on it is substantial and of vital importance.



E. Signatures of the EEC

Name	Signature
Nikolaos Papadakis	
Maria Sakellariou	
Domna Kakana	
Giorgos Christodoulou	
Click to enter Name	
Click to enter Name	

Date: 03/09/2021