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External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
University of Cyprus

- **Town: Nicosia**

- **School/Faculty: Social Sciences and Education**

- **Department: Education**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

Programme 1 – M Ed A&E
In Greek:
Μάστερ στην Εκπαιδευτική Διοίκηση και Αξιολόγηση
In English:
 Masters Degree in Educational Administration and Evaluation
Language(s) of instruction: Greek

Programme 2 – PhD Ed A&E
In Greek:
Διδακτορικό στην Εκπαιδευτική Διοίκηση και Αξιολόγηση
In English:
 PhD Degree in Educational Administration and Evaluation
Language(s) of instruction: Greek and English

Programme's status
New programme: NO
Currently operating: YES

eua EUROPEAN UNIVERSITY ASSOCIATION   INQAAHE   CDCN

CYQAA
5 Lemesou Avenue, Lefkosia 2112
Tel.: +357 22 504 340   Fax: +357 22 504 392   email: info@dipae.ac.cy   www.dipae.ac.cy

Introduction

This part includes basic information regarding the onsite visit.

Two days of site visits were conducted on the 9th and 10th of March 2020. Visits to the various premises and library gave further insights. The personnel and students were very well prepared and the atmosphere was positive and conducive to the exercise. In addition to the material provided in advance the in site presentations offered insights into both the Department and the programmes to be evaluated.

A. External Evaluation Committee (EEC)

Name	Position	University
Iliana Pagkrati	student	Cyprus University of Technology
Michael Schratz	professor	University of Innsbruck
Elisabet Nihlfors	professor	University of Uppsala
Patrik Scheinin	professor, chair	University of Helsinki
Name	Position	University
Name	Position	University

B. **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) standards which are relevant to the European Standards and Guidelines (ESG)
  (b) 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 there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	*Non-compliant*
3:	*Partially compliant*
4 or 5:	*Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. 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 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, 1.8, 1.9)*

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*

- *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*
  - *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*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the programme of study offered*
  - *the selection criteria*
  - *the intended learning outcomes*
  - *the qualification awarded*
  - *the teaching, learning and assessment procedures*
  - *the pass rates*
  - *the learning opportunities available to the students*
  - *graduate employment information*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *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.)?*
- *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 practical training in the study programme (where appropriate)?*
- *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?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

	Quality indicators/criteria	1 - 5		
1.	**Study programme and study programme's design and development**	*M Ed A&E*	*PhD Ed A&E*	[Title 3]
1.1	Academic oversight of the programme design is ensured.	4	4	Choose mark
1.2	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:			
	1.2.1 The programme webpage information and material	3	3	Choose mark
	1.2.2 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	5	5	Choose mark
	1.2.3 The procedures for the conduct and the format of the examinations and for student assessment	5	4	Choose mark
	1.2.4 Students' participation procedures for the improvement of the programme and of the educational process	4	4	Choose mark
1.3	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	5	5	Choose mark
1.4	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	5	5	Choose mark
1.5	Samples of assignments and exams ensure the ability of the learner to apply knowledge and skills autonomously and with responsibility, according to the European Qualifications Framework (EQF).	5	5	Choose mark
1.6	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	5	5	Choose mark
1.7	Students' command of the language of instruction is appropriate.	5	5	Choose mark

1.8	The learning outcomes and the content of the courses are consistent.	5	5	Choose mark
1.9	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	4	4	Choose mark
1.10	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	5	5	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.2.1 The Web-based material needs to be rethought with the potential readers in mind. Finding the relevant information should be as easy and preferably even fun as possible.

R1. We agree that the web-based material can be improved and become more user-friendly. In order to achieve this, the university of Cyprus has already formed an ad-hoc committee which will undertake the responsibility for improving not only our web-based material but the webpages of all the graduate programs of our university. The committee includes representatives of several stakeholders so that different perspectives can be taken into account. For instance, it is important that the perspective of the users is taken into account through the voice of prospective and actual students as well as graduates.

Provide information on:

1.   Employability records
Feasibility analyses were provided for both programmes. Employability in Cyprus and abroad is good.

2.   Pass rate per course/semester
Pass rate per programme is good.

Findings
The university clearly aims to be among the world's best. The university senate takes decisions on a number of issues to provide quality assurance across all Faculties.

The research results of the programme provider are very good. However, the (by subject) rankings show that employers and peers do not know enough about this quality. (The quality is something of a well-kept secret.)

R2. We agree that more can be done to inform employers and peers about the quality of the programme. Ways of doing this have been discussed in the past among the members of the programme. Specific ways of doing this include the following:
1. The formal creation of a research centre on educational effectiveness, leadership and administration which will include the members of the team. Additional academics, especially international, will be invited to collaborate with this centre.
2. The presentation of the work of this centre to employers, colleagues (both international and local) and society as a whole. This can be done through the creation of a relevant web page, which will refer to research, publications, international research projects etc.

Greater communication with employers and other stakeholders through the design of specific research projects. For instance, in recent years, we have designed research that focuses on the

employability of graduates and gathers information on the views of employers. Such initiatives can serve to promote the work conducted by our research team.

Demands, quality and expertise vary between disciplines. So, fiscal responsibility and decisions concerning personnel, premises, curricula and doctoral dissertations could be taken closer to the fields of expertise, e.g. at the Faculty level. Programmes in English would enhance reputation and visibility and help in international recruitment.

R3. This is a matter that relates to organisational and state regulations and practices. We fully agree with the members of the evaluation committee. However, changes need to be made at an institutional and state level. We intend to raise this point with university governance bodies. Reference to practices of other universities and trends in higher education policy can be used to inform our attempt to achieve changes in relation to this point.

Findings for M Ed A&E
Web pages should be made more attractive and easily accessible. The pdf prospectus is a case in point.

Taking decisions at a Faculty level would help solving problems concerning the international students, including Erasmus exchange, courses or programmes in English etc.

R4. Please see R3 above **(p.10)**

Findings for PhD Ed A&E
Web pages should be made more attractive and easily accessible, especially with the international students in mind. The pdf prospectus is a case in point.

Taking decisions at a Faculty level would help solving problems concerning the international students, having relevant and web-based requirements for e.g. dissertation format (like article based dissertations), courses or programmes in English etc.

Findings for [Title 3]
Click or tap here to enter text.

Strengths
The personnel of the Department is clearly dedicated and highly qualified. They have the capacity for running the programmes on a high quality level, for interesting and good research and important societal impact.

Strengths for M Ed A&E
The programme is relevant and could easily attract international students if English is used.

The involvement of the students in real life is impressive.

The sources of data – as the video collection – is a great asset to instruction and research in the field.

Strengths for PhD Ed A&E
The lively involvement of the students in the ongoing research projects of the Department is an excellent induction to the research community. The students and researchers are collaborating closely and productively.

The large number of visiting scholars is a definite strength.

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.

Areas of improvement and recommendations for M Ed A&E
Attracting more subject teachers from secondary education could raise the quality of instruction on the school level nationally. This would necessitate links to subject didactics. Use of the video club and its material opens better opportunities for this than exist in most countries.

R5. We agree with this suggestion. Specific ways of attracting more subject-specific teachers from secondary education which we are planning on pursuing involve the following:

(a)   In collaboration with the Unions of Teachers of Secondary General and Secondary Vocational Education, we will offer a number of scholarships to secondary school teachers.

(b)   Given that all the faculty members of this team teach to the secondary induction program (which recruits newly appointed secondary school teachers), we will broadly advertise the program to this audience and encourage them to enrol.

(c)   In collaboration with colleagues who teach subject-specific courses at the master level (e.g., mathematics education, science education), we will develop course series that include subject-specific courses so that we make our Master's program more attractive for this target group.

(d)   Depending on General Data Protection Regulations, we will explore the possibility of incorporating a video-club component in the course series offered to this target group**.**

Areas of improvement and recommendations for PhD Ed A&E
The small size (few supervisors and students) of the programme makes it vulnerable to potential changes in personnel.

R6. This is true. It is partly due to the fact that Cyprus is a small country and to restrictions in organisational/state policies for greater numbers of students and academics. However, the fact that an additional member has recently joined the team is a positive development. At the same time, in accordance with a suggestion made by the committee, we will attempt to increase the length of visits of international scholars including post-docs. We have had a considerable number of scholars and post-docs in recent years but we also believe there is room for improvement.

Longer visits of the international scholars including post-docs would strengthen the personnel and broaden the expertise.

R7. Please see R6 above ****

Programmes in English would enhance reputation and visibility and help in international recruitment. There is a very good opportunity for attracting more students if the language

of the programme would be English. This in turn could enable the Department to recruit more researchers including post-docs and professors. These decisions should be taken on the Departmental or Faculty level.

R8. We are aware of the fact that offering the programme in English would result in greater numbers of students. As previously mentioned, this is a matter of state regulations and laws, which cannot undergo immediate change. However, it may be possible to begin by offering a number of courses in English. This is a matter to be discussed with university bodies, given the regulations, structure and function of the University.

Moreover, the University is working on a plan for attracting non-Greek- speaking students, which is still under development. As soon as it is ready, we intend to take advantage such a policy, in order to attract non-Greek-speaking students. In relation to this point, please also refer to R3 above **(p.10).**

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

Please tick one of the following for each programme:

Study programme and study programme's design and development

	Non-Compliant	*Partially Compliant*	*Compliant*
M Ed A&E	☐	☐	☒
PhD Ed A&E	☐	☐	☒
[Title 3]	☐	☐	☐

2. Teaching, learning and student assessment

(ESG 1.3)

<u>*Standards*</u>

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and 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.*

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)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *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)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

Quality indicators/criteria		1 - 5		
2.	**Teaching, learning and student assessment**	*M Ed A&E*	*PhD Ed A&E*	[Title 3]
2.1	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	5	5	Choose mark
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	5	5	Choose mark
2.3	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	5	5	Choose mark
2.4	Constructive formative assessment for learning and feedback are regularly provided to the students.	5	5	Choose mark
2.5	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	5	5	Choose mark
2.6	Educational activities which encourage students' active participation in the learning process are implemented.	5	5	Choose mark

2.7	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	4	4	Choose mark
2.8	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's courses and are updated regularly.	5	5	Choose mark
2.9	It is ensured that teaching and learning are continuously enriched by research.	5	5	Choose mark
2.10	The programme promotes students' research skills and inquiry learning.	5	5	Choose mark
2.11	Students are adequately trained in the research process.	5	5	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

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 programmes are strongly focused on the area of expertise of the teaching staff.

The instruction is an integrated part of the Department's instruction. There is an overall understanding and exchange between different parts of the programme, which is mirrored in the coherence of teaching, learning and student assessment.

Findings for M Ed A&E
see previous

Findings for PhD Ed A&E
see previous

Findings for [Title 3]
Click or tap here to enter text.

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

The committee was impressed by the quality of the programmes. The atmosphere among the students and personnel is admirable.

Strengths for M Ed A&E

The variation of methods of assessment (pro and con discussions, role play etc.) contributes to and enhances learning. The students learn methods of instruction and assessment for life.

Strengths for PhD Ed A&E
Lively participation in research projects and conferences as well as writing peer reviewed research papers ensures research skills and make the students members of the research community.

Strengths for [Title 3]
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.

Areas of improvement and recommendations for M Ed A&E
Click or tap here to enter text.

Areas of improvement and recommendations for PhD Ed A&E
Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.
Please tick one of the following for each programme:

Teaching, learning and student assessment

	Non-Compliant	*Partially Compliant*	*Compliant*
M Ed A&E	☐	☐	☒
PhD Ed A&E	☐	☐	☒
[Title 3]	☐	☐	☐

3. Teaching Staff

(ESG 1.5)

Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

You may also consider the following questions:

- *How are (novice) 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)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

Quality indicators/criteria			1 - 5		
3.	Teaching Staff		M Ed A&E	PhD Ed A&E	[Title 3]
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.		5	5	Choose mark
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:				
	3.2.1	Subject specialisation	5	5	Choose mark
	3.2.2	Research and Publications within the discipline	5	5	Choose mark
	3.2.3	Experience / training in teaching in higher education	5	5	Choose mark
3.3	The programme attracts visiting professors of recognized academic standing.		5	5	Choose mark
3.4	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.		4	4	Choose mark
3.5	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.		5	4	Choose mark
3.6	The teaching load allows for the conduct of research and contribution to society.		5	5	Choose mark
3.7	The programme's coordinator has the qualifications and experience to coordinate the programme of study.		5	5	Choose mark
3.8	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.		5	5	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

<u>Provide information on the following:</u>
In every programme of study, the special teaching staff should not exceed 30% of the permanent teaching staff.

The special teaching staff does not exceed 30%.

Use of doctoral students in instruction is good for their future employability and not overly taxing.

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 teaching and research is of high quality. The personnel is strongly motivated and well qualified.

Findings for M Ed A&E
As in previous

Findings for PhD Ed A&E
As in previous

Findings for [Title 3]
Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
The collaboration of the teaching staff in the Department contributes to the coherence of the courses. This was obvious in the presentations and underlined by the students.

Strengths for M Ed A&E
The teachers bring their experience and research results into their teaching. This deepens and enhances the knowledge acquisition of the students in a highly meaningful way as witnessed by the students.

Strengths for PhD Ed A&E
The teachers bring their experience and research results into their teaching. This deepens and enhances the knowledge acquisition of the students in a highly meaningful way as witnessed by the students.

Strengths for [Title 3]
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.

The permanent staff could be larger if more students could be attracted. It could also give more time for research. This would also broaden the expertise. Teaching staff on different stages of the career path is healthy. This enhances professional community building, which in turn contributes to long term development of the teaching and research milieu.

R9. Again, we are in agreement with the recommendations of the committee and intend to take up the matter with university governance bodies. As noted, state constraints place limitations on the number of students we can attract as well as on the number of permanent staff.

Areas of improvement and recommendations for M Ed A&E

See above.

Areas of improvement and recommendations for PhD Ed A&E

See above.

Staff-wise the whole doctoral programme is small. This helps in creating a working research community, but restricts the opportunities (of e.g. research topics) for the students, but also methodology. As for the continuity of the programme, it is strongly dependent on some key individuals.

R10. The fact that the programme is small is definitely a limitation. This is partly due to the small size of Cyprus and to government regulations, which prevent us to a certain extent from expanding the programme. An attempt is made not to restrict students to specific methodological approaches, offering opportunities for work on quantitative and qualitative research even though we tend to focus more on the former. The recent addition to the programme (Dr. Panayiotis Antoniou) is expected to enhance the range of topics as well as the methodological approaches utilised by current and potential students. It is also expected to reduce the reliance on key individuals. Moreover, the inclusion of academics from other departments in our doctoral supervision committees (e.g. Department of Economics) in the past has created new opportunities for our students and has introduced new methodological perspectives. We aim to continue and expand this practice. Additionally, we quite frequently invited distinguished colleagues from abroad to give seminars or lectures, thus exposing our students to a wider range of ideas and methodological approaches.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

Please tick one of the following for each programme:

Teaching Staff

	Non-Compliant	*Partially Compliant*	*Compliant*
M Ed A&E	☐	☐	☒
PhD Ed A&E	☐	☐	☒
[Title 3]	☐	☐	☐

4.   Students

(ESG 1.4, 1.6, 1.7)

<u>*Standards*</u>

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *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/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*
- *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?*
- *How is student mobility being supported?*

- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

	Quality indicators/criteria	**1 - 5**		
4.	**Students**	*M Ed A&E*	*PhD Ed A&E*	[Title 3]
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	5	5	Choose mark
4.2	The programme's evaluation mechanism, by the students, is effective.	5	5	Choose mark
4.3	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	5	5	Choose mark
4.4	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	5	5	Choose mark
4.5	Students are satisfied with their learning experiences.	5	5	Choose mark
4.6	Students' command of the language of instruction is appropriate.	5	5	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

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 drop-out rates of the programmes are low. The students are clearly enthusiastic about their studies. They appreciate the opportunities offered by the programmes.
The programmes are well aware of the careers of their alumni. They become network partners and are invited to classes, as representatives of job opportunities and to provide a realistic view of the demands and opportunities of work life. This interaction is lively, productive, and impressive.

Findings for M Ed A&E
Mobility is supported through international exchange – but rather outgoing than incoming (see language problem).

Findings for PhD Ed A&E
The students were happy with the department's policy of paying for conference participation and other material support.

Findings for [Title 3]
Click or tap here to enter text.

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

See finding.

The programmes attract high level students. Selection procedures are strict and fair. Societal and work life cooperation is very active.

Strengths for M Ed A&E
For students in the work life instruction is offered in flexible time arrangements.

The students have options to choose from in the elective studies, as well as in the reading materials of the courses.

The formative feedback of students gives them the opportunity for active participation during courses.

Strengths for PhD Ed A&E
Students have options in methodological choices in their research. The students very much appreciated being involved in the ongoing research projects. Active international networking was in strong evidence.

Strengths for [Title 3]
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.

Areas of improvement and recommendations for M Ed A&E
Click or tap here to enter text.

Areas of improvement and recommendations for PhD Ed A&E
Some of the rules need revision.

1 According to the university strategy, equity is important. The idea of allowing only one maternity leave (not to speak of paternity leave) is not in line with this.

R11. Although this is a matter that must be addressed on a state level given that the university follows the regulations and provisions for state organisations, we intend to raise this issue in the University Governance bodies in which we participate The implementation of the recommendation of the committee would clearly be an excellent idea in the framework of enhancing equity.

2 The restriction of doctoral dissertations only to monographs is counterproductive from an international perspective and nowadays also from the perspective of the student's future careers.

R12. This is something that needs to be addressed and discussed both at the departmental level and at the university level. We will take into account the recommendation of the committee in our suggestions and policy recommendations.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

Please circle one of the following for each programme:
Students

	Non-Compliant	Partially Compliant	Compliant
M Ed A&E	☐	☐	☒
PhD Ed A&E	☐	☐	☒
[Title 3]	☐	☐	☐

5. Resources

(ESG 1.6)

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Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
- ** Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
- *Human support resources: tutors/mentors, counsellors, other advisers, qualified*
- *administrative staff*
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

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?*

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Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5		
5.	**Resources**	*M Ed A&E*	*PhD Ed A&E*	[Title 3]
5.1	Adequate and modern learning resources are available to the students.	5	5	Choose mark
5.2	The library includes the latest books and material that support the programme.	5	5	Choose mark
5.3	The library loan system facilitates students' studies.	5	5	Choose mark
5.4	The laboratories adequately support the programme.	4	4	Choose mark
5.5	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	5	5	Choose mark
5.6	Suitable books and reputable journals support the programme of study.	5	5	Choose mark
5.7	An internal communication platform supports the programme of study.	5	5	Choose mark
5.8	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	4	4	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

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 infrastructure varies between premises. As in the previous assessment, the Department needs to move to adequate facilities in context with the university campus. As it is now, the time and efforts of personnel and students are wasted, and many opportunities for modern distance education and such are lost.

R13. This is a matter of great importance and one which we plan to pursue further in the future. We have already discussed this matter with university authorities and they are well aware of related problems and limitations. Unfortunately, the reliance on state funding does not facilitate the process of moving to more adequate facilities.

However, the Council and Senate of the university do consider this matter a top priority as it applies to many of the university's departments. The aim is to gather all departments at the new campus as soon as possible. The university has requested the expedition of the construction of new buildings at the main campus. The availability of state funds is necessary for this to move forward.

Findings for M Ed A&E
See general findings.

Findings for PhD Ed A&E
See general findings.

Findings for [Title 3]
Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
The pedagogical lab is an innovative learning environment offering flexible extenders, video clubs and such. The video library of teaching situations offers a rich resource for teacher education and research. This is also a clear possibility for international cooperation.

Strengths for M Ed A&E
See above

Strengths for PhD Ed A&E
See above.

The new library offers exceptional opportunities for doctoral students. The support facilities in combination with the library are an excellent addition.

Strengths for [Title 3]
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.

The fiscal responsibility is with the university senate. The department and programmes have a very limited involvement in decisions anything other than operating expenses. Facilities and infrastructure could be made stronger and more effective if those with the expertise and responsible for the programmes and research had more to say about where the money should go.

Bring the facilities (buildings of the Dept.) together and to the university campus.

R14. We agree with the committee. The current situation is not in line with international trends in university governance and stakeholder participation and engagement.

Please see R3 above **(p.10)**

Areas of improvement and recommendations for M Ed A&E
See above

Areas of improvement and recommendations for PhD Ed A&E
See above

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

Please circle one of the following for each programme:

Resources

	Non-Compliant	Partially Compliant	Compliant
M Ed A&E	☐	☐	☒
PhD Ed A&E	☐	☐	☒
[Title 3]	☐	☐	☐

6. Additional for doctoral programmes

(ALL ESG)

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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   *Non-compliant*
3:   *Partially compliant*
4 or 5:   *Compliant*

	Quality indicators/criteria	1 - 5
6.1	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	5
6.2	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	5
6.3	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	5
6.4	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	5
6.5	The quality of the doctoral theses of the programme in this field is in line with international standards.	5
6.6	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	5
6.7	The candidates demonstrate skills in designing and in conducting productive self-directed research.	5
6.8	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	5
6.9	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

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.

The links between the studies and the positions within the academia or outside of it clearly demonstrate the relevance and quality of the programme.

The doctoral process has a strong foundation in the master's programme, and is well linked to it.

The steps of the research process and the guidance for it are well articulated and relevant. The students clearly were involved and showed an adequate level of self-directedness in their studies and career plans.

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.

A larger and more international student body needs to be considered. The quality of the programme would support this. An additional English track is recommended. This will further enhance the careers of the doctoral students.

R15. We are aware of the fact that offering the programme in English would result in greater numbers of students and enhance the careers of doctoral students. In this context, we have encouraged several students to write their thesis in English. We have also accepted English-speaking students and made provisions for them to complete their thesis despite their lack of knowledge of Greek. We aim to do this to a greater extent in the future.

As previously noted, this is a matter of state regulations and laws, which cannot undergo immediate change. This is a matter to be discussed with university bodies, given the regulations, structure and function of the University.

Moreover, the University is working on a plan for attracting non-Greek- speaking students, which is still under development. As soon as it is finalized, we intend to take advantage of that policy, in order to attract non-Greek-speaking students to our doctoral degree.

Please tick one of the following for:

Additional for doctoral programmes

	Non-Compliant	*Partially Compliant*	*Compliant*
PhD	☐	☐	☒

C.   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.

The EEC is thankful for the trust placed in us. The opportunities to observe and talk with the students and staff of the Department have been frank and eye-opening. We have learned a lot.

The present situation of the assessed programmes is very good and the future is definitely promising.

Many of the facilities provided by the university are of high quality and well suited for their purpose. However, this cannot be said for the localities outside of the university campus. Much effort is wasted in travelling between localities. Teaching staff, administration, and students have good cause for their complaints. The EEC encountered good instruction and enthusiastic students even in overfull classes.

R16. Please see R13 above **(p.26)**

The evaluation of the Educational Administration and Evaluation study programmes (MA, PhD) have shown that

- **the present curricula provide a robust basis for the scientific qualification of students with regard to their respective professional activities in research and other areas of the education system;**
- **the individual curricular components of the two study programmes have been composed in a spiral form, so that they both allow flexibility in terms of content and timing to meet the respective needs of the students and provide a high-quality fit for qualifying degrees;**
- **both lecturers and students show a high degree of identification with the content and methodology offered by the courses, so that a high performance expectation prevails, which has an effect on motivation and the results achieved;**
- **they attract high-performing students who find favourable employment opportunities in their academic or professional careers, but who must (initially) seek appointments abroad in the academic field, as the opportunities for an academic career in Cyprus are limited;**
- **the study programmes are competitive with similar programmes at home and abroad due to their high quality, but attract students from the non-Hellenic area due to the restriction to the Greek language;**
- **in both study programmes a special quality is that the students have the opportunity to gain direct access to the field through close cooperation of the Department with different levels of the school system and - at an advanced stage - to participate in ongoing international research projects.**

Recommendations:

The study programmes offered at Master's and doctoral levels should be supplemented or extended by English-language programmes. Opening up international English tracks in the masters and doctoral programmes would provide ample opportunities for more students, external funding, and thereby development of the personnel (larger, more varied and even more international). This would further enhance the visibility and reputation of the

Department and the programmes.

R17. Please see R15 above **(p.31)**

There is also an increasing demand for knowledge about and competencies in teacher leadership in schools and classrooms. Within the framework of educational administration and leadership this opens new areas and target groups.

R18. As a group we are constantly trying to update and expand the quality and content of our courses, so as to include the latest developments in the field.

We agree with the committee and plan to enrich our programme with greater knowledge about competencies in teacher leadership. To this effect, EDU620 (Introduction to Educational Administration) will undergo changes so that the leadership component of the course is enhanced. The title of the course will change to reflect this. The course will be renamed Introduction to Educational Administration and Leadership.

With modern equipment in suitable localities the creativity of students and personnel would have the opportunities they clearly need and deserve. They would also provide inspiration for other Faculties to find new and efficient methods and technology for instruction.

R19. Please see R13 above **(p.26)**. Additionally, we expect that our close links with the Centre for Teaching and Learning as well as our internal departmental expertise will allow us to improve our teaching methods and technology for instruction even further.

Much is changing in instruction and research. Universities around the world have to adapt with flexibility to how resources are allocated enabling innovative solutions.

R20. Please see R3 above **(p.10)**

Dissertations based on journal articles, obviously pave the way for young researchers into the international research community. As a general rule, the option of writing article based dissertations is to be recommended in addition to monographs.

R21. Please see R12 above **(p.24)**

Also, the expertise needed in the quality assurance involved in assessing doctoral dissertations is to be found locally rather than at the Senate level. Many universities take such decisions on the Faculty level or in separate doctoral schools.

R22. This is a matter that relates to organisational and state regulations and practices. We fully agree with the members of the evaluation committee. However, changes need to be made at an institutional and state level. We intend to raise this point with university governance bodies. Reference to practices of other universities and trends in higher education policy can be used to inform our attempt to achieve changes in relation to this point.

These recommendations are directions for how the present programmes can be enhanced and at the same time make the University more competitive in the international arena.

D. **Signatures of the EEC**

Name	Signature
Iliana Pagkrati	
Elisabet Nihlfors	
Michael Schratz	
Patrik Scheinin	
Click to enter Name	
Click to enter Name	

Date: 10.3.2020