

Higher Education Institution's Response

Date: Date.

- **Higher Education Institution:** Frederick University
- **Town:** Limassol
- **Programme of study, Name (Duration, ECTS, Cycle)**

In Greek:

Επιστήμες της Αγωγής: Αναλυτικά Προγράμματα και Διδασκαλία (3 ακαδημαϊκά Εξάμηνα, 90 ECTS, Μάστερ (MEd))

In English:

Educational Studies: Curriculum & Instruction, (3 academic semesters, 90 ECTS, Master (MEd))

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently operational Program of Study - Evaluated and accredited by ECPU

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].

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

(ESG 1.1, 1.2, 1.8, 1.9)

Areas of improvement and recommendations for Master in Education Studies: Curriculum and Instruction – Conventional

Work toward the consolidation of the programme in areas of Faculty expertise

Response:

We thank the Committee for their recommendation. The teaching / scientific personnel's research addresses topics that feed the program's teaching practices and especially the content of the program's courses. We have focused on incorporating in the program more areas of our Faculty's research interests and expertise. Attention has already been paid in including in the content of each course more specialized chapters related to the research activity of the academic staff member teaching the course.

2. Teaching, learning and student assessment

(ESG 1.3)

Areas of improvement and recommendations for for Master in Education Studies: Curriculum and Instruction – Conventional

A recommendation for the educational studies programme could be to explicitly link the professional life of the students (most of them are part-time students and work at the same time) and their studies to engage students even more in the programme, but also to enrich the programme from practical experiences and societal developments.

Response:

We thank the Committee for their recommendation. We have already strengthened the field-related-component in all relevant assessment methods. Further, we have focused our efforts more intensely

on in-classroom discussions to link theory and practice, through short tasks and the readings assigned to the students. Special attention has been placed on assigning students work that makes sense to them, having in mind who they are, their professional and personal backgrounds, and the content knowledge that needs to be acquired in each course. In addition, effort has been placed on collaborations in and beyond the program that give students the opportunity to use their background expertise and aspirations, and think about ways to contribute to their community through their acquired expertise.

3. Teaching Staff

(ESG 1.5)

Areas of improvement and recommendations for Master in Education Studies: Curriculum and Instruction - Conventional

Review the number of electives or increase student intake to make all electives viable

Response:

We thank the Committee for their recommendation. With the support of administrative services, we work towards increasing student intake, by making more visible a) the program's new structure, b) our alumni testimonials concerning its high quality, and c) the staff's academic activities. It is noted that a significant number of prospective students opt for the program delivered in its Distance Learning mode. Should this trend continue and it proves difficult to increase the number of students in the program in its conventional mode, then the department will review the number of electives with the aim of reducing them.

4. Students

(ESG 1.4, 1.6, 1.7)

Areas of improvement and recommendations for Master in Education Studies: Curriculum and Instruction - Conventional

N/A

5. Resources

(ESG 1.6)

Areas of improvement and recommendations for Master in Education Studies: Curriculum and Instruction - Conventional

N/A

B. Conclusions and final remarks

The programs are coherent, challenging, and students in all programs comment on the excellence of the teaching, support, and their growth as learners. The Department has achieved a ‘word of mouth’ reputation for the programs that we have reviewed here that this is an excellent place to enroll, learn and flourish. We congratulate the Department and its program leads in achieving this. We offer the following program recommendations to strengthen an already good offer:

1. It has a relatively small number of core staff for the range of teaching activity; it will be important to use their expertise efficiently by [...] consolidating its M.Ed (C&I) conventional teaching to compliment the distance version, which it is tied to. Continue with the ongoing monitoring of class sizes and aligning expertise with programming will help.
2. Consolidate the M.Ed in C&I as a means of capturing a group of potential teachers needing to have C&I as part of a portfolio to enter the teaching force as the Catalogue is phased out.

Response:

We would again like to thank the EEC for their constructive comments and their positive assessment of the program. We believe we have adequately addressed the various recommendations, as evident by our response. In relation to the specific final comments:

1. We have already discussed the need to consolidate the M.Ed in C&I conventional teaching and the importance of doing such in order to compliment the distance version of the program. For this reason, we will continue to carefully monitor class sizes and aligning expertise with programming.
2. We have discussed in the Department Council about various ways that will help ensure that teachers know about the M. Ed in C&I and continue increasing the incoming of students. This will happen through the continuing support of the academic staff offering courses in the program and connection of the program with the field and real classroom situations, as we monitor sociocultural and other trends and needs. This will help increase the capacity of the teachers enrolled in our program, acquire a handful of valuable experiences, and strengthen their portfolio and employability in the teaching force as the Catalogue is phased out.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
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Prof. George Demosthenous Rector

Date: 06/05/2021