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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Doc. 300.3.1

Date: 10.3.2020

External Evaluation Report
(Departmental)

- **Higher Education Institution: University of Cyprus**
- **Town: Nicosia**
- **School/Faculty: Social Sciences and Education**
- **Department: Education**
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme 1
In Greek:
Μάστερ στην Εκπαιδευτική Διοίκηση και Αξιολόγηση
In English:
Master's Degree in Educational Administration and Evaluation
Language(s) of instruction: Greek

Programme 2
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

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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A. 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 of Education and the programmes to be evaluated.

B. 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

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *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 cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department'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 Department based on evidence from the Department's application and the site - 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 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.__*

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1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

   1.1   Mission and strategic planning
   1.2   Connecting with society
   1.3   Development processes

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. Department's academic profile and orientation	
1.1 Mission and strategic planning	**1 - 5**
1.1.1 The Department has formally adopted a mission statement, which is available to the public and easily accessible.	4
1.1.2 The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3 The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4 The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5 The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6 Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7 The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

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The Department's Identity-Mission statements contain several aims, but not a well formed over-all mission statement. A mission statement should bring alignment and a common identity and future direction internally and externally. E.g. meeting the needs of Cyprus is good, but the Department and University have the potential to act internationally. The EEC does not really have the information relevant for 1.1.5.

R1. The Department regularly discusses identity and mission statements. Based on the suggestions of the committee, we will review the statements, ensuring that they provide a sense of a common identity and future direction both on a national and an international level. In this context, we will aim to define identity and define mission statements in a way that will lead to the definition of measurable objectives which will in turn serve as the basis for the formulation of our strategy. Given the expertise of the Educational Administration and Evaluation team, it can be expected that academics in these fields will have a role in relation to the definition of revised identity and mission statements. However, all faculty members and stakeholders will be involved to ensure that the mission and identity of the Department are shared and owned by all members and stakeholders. Moreover, the role of the academic community in shaping and monitoring the implementation of the Department's development strategies (1.1.5) will be explored in this context.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.

2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

1 In the programme area we have information on coordination within the Department. We do not have enough information on the other programmes to evaluate the over-all coherence.

2 The Department's own SWOT points out that there are relatively weak links and collaboration with other university Departments.

R2. This is an area where improvements are needed. However, progress has been made as witnessed, for instance, by the fact that the Department offers courses for other departments. At the same time, academics have research collaborations with academics of other departments. We aim to increase this collaboration with specific departments through the preparation of a plan including possible measures that will increase cooperation.

Provide suggestions for changes in case of incompatibility.

Click to enter text.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

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

1.2.2: The web pages need revision. A good starting point would be the needs of potential students etc. The pdf-form of the prospectus is another example where improvements can easily be made.

R3. Please see above **(p.7)**

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5

1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	3

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

1.3.2 : There is a recruitment and career development plan. However, the Department did not provide an academic development plan. Succession planning and future content areas as well as a clear goal concerning the place of the Department in the international community would be helpful. This is needed so that the Department can wisely plan and legitimize their future needs.

R4. We agree that an academic development plan is needed even though the Department's mission has served as the framework for the definition of the place of the Department in the international community. We aim to arrive at an academic development plan that will present specific ways of dealing with succession planning and future content areas. We expect to achieve this through the work of ad hoc committees, discussion at the departmental level, and engagement of all stakeholders.

1.3.3: The Department attracts a great number of applications from very good students. The number of incoming students is relatively low, and without an English programme most students from abroad are effectively excluded.

R5. 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.

1.3.4: The majority of the basic funding is externally controlled (see SWOT). More budget autonomy is needed for it to be more goal oriented, flexible and

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transparent.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

R6. 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.

With the attractive study programmes the Department has, there is a potential for a large number of international students. English tracks are needed. The aimed for number of international students as well as the potential future size of the staff are strategic decisions to be planned on all levels of the University. (13 in 2017-18, most probably from Greece)

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Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The EEC had well prepared material beforehand. During the site visits we had open discussions with a variety of representatives from different areas of the Department (students, alumni, faculty and staff).

We learned a lot about the operative workings of the Department. However, the long term strategic planning was less in evidence. The SWOT analysis made by the Department was instructive. Our suggestions are in line with it.

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

The research results of the Department are very good. However, the (by subject) rankings show that international employers and peers do not know enough about this quality.

R7. 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.

The Department attracts many high-level students. The numbers tell us that drop-out rates are low and students typically finish their studies on time.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The university aims to be among the world's best. The university senate takes decisions on a number of issues across all Faculties. Goals, demands, quality and expertise naturally vary between disciplines. So, fiscal responsibility and decisions concerning personnel, premises, curricula and doctoral dissertations need to 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.

R8. Please see R6 above **(p.9)**

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

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Partially Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Partially Compliant

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2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas
2.1 System and quality assurance strategy   **2.2 Quality assurance for the programmes of study**

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	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
	2.1.4.1 Teaching and learning	5
	2.1.4.2 Research	5
	2.1.4.3 The connection with society	5
	2.1.4.4 Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. **2.1.1: Student feedback is collected, also formative. 2.1.5: It is not obvious how the quality assurance is made use of for future strategic planning.**	

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2. Quality Assurance			
2.2 Quality assurance for the programmes of study			**1 - 5**
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.		5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.		5
2.2.3	The quality control system refers to specific indicators and is effective.		4
2.2.4	The results from student assessments are used to improve the programmes of study.		4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.		5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.		5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.		5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.		5
2.2.9	The Department flexibly uses a variety of pedagogical methods.		5
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.		4
2.2.11	The Department analyses and publishes graduate employment information.		4
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:		
	2.2.12.1	Building facilities	3
	2.2.12.2	Library	5

	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	3
	2.2.12.4	Technological infrastructure	4
	2.2.12.5	Academic support	5
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		5
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.		5
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		5
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		5
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		5
2.2.19	There is a clear policy on authorship and intellectual property.		5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.			

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The localities of the Department are definitely insufficient for the present needs and limit future plans. Modern, flexible, and appropriate infrastructure can better be developed after the Department moves to the University campus. (We here define the academic support as that given by the staff of the Department.)

R9. 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

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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.

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

The Department has an excellent and enthusiastic personnel, as well as high level students. Some of the labs were inadequate as rooms, but the use of them was very good and innovative.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The need for an appropriate physical environment is very obvious. Much depends on it.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration
(ESG 1.1, 1.3, 1.6)

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		
3. Administration		**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	4
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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

There are some problems with answering these questions. First, it is not always a question of doing the thing rightly, but of doing the right thing. Secondly, especially here the EEC was much disturbed by the questionnaire asking many separate things in one, and demanding one answer.

3.2: "The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department." We cannot judge on the basis of the information we got if student participation can be seen as satisfactory. From all we saw, this would seem to be the case.

3.4: "Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions." The EEC is unsure of what is asked. It seems that academics take decisions they are supposed to take. The role of the Council in taking complete control over such decisions seems less relevant here.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The findings of this part on administration are based on the interviews with the administrative staff and the self-assessment report, which limits the evidence for our conclusions.

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

The Department seems to be well run and administered.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC recommends that the students and administrative staff would not only "be invited" to participate in meetings and such, but have a formal representation.
R10. Students and administrative staff do have formal representation. However, their participation in decision making can increase through measures that will encourage these stakeholders to express their views to a greater extent. For instance, time can be formally allotted during meetings for students and administrative staff to raise issues and/or express concerns.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	Compliant

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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study   **4.2 Organisation of teaching**

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		
4. Learning and Teaching		
4.1 Planning the programmes of study		**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
4.1.2: The active role of the employers was not in evidence.		
4. Learning and Teaching		
4.2 Organisation of teaching		**1 - 5**
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5

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4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

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

4.2.2: The ECTS-system is used in different ways in Europe. This is not just the case in CU. This does not make e.g. student exchange easy and efficient.

4.2.3: During the visit the EEC encountered overcrowded labs.

R11. Two of the faculty members of our program were responsible for teaching the research methods courses for all master' and PhD students of the Department. With the addition of a third member (Dr. Antoniou) who will also be offering sessions on research methodology, we envision that the number of the students enrolled in each course will be reduced.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

In the SWOT the Department brought out that the Open University has an advantage in recruiting students increasingly interested in distance education. Suitable applications and equipment can easily be made available, as is the use of distance education in the instruction of the Department. However, decision to offer distance programmes has to be solved on a long term strategic level and perhaps in cooperation with the Open University.

R12. The issues has been addressed at the level of strategic planning for the University of Cyprus as a whole. Attempts will be made to increase cooperation with the Open University. However, as things stand, the decision to offer distance programmes on a regular basis rests with government officials and legislators, and to a lesser extent, with university governance bodies.

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

The teaching and learning at the Department is at a good international level. We encountered inspired and active students and teachers. From what we heard and saw, many instructional arrangements were innovative and impressive.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

See findings.

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

Sub-area	*Non-compliant / Partially Compliant / Compliant*
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

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	
5. Teaching Staff	**1 - 5**
5.1 The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2 The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3 The visiting Professors' subject areas adequately support the Department's programmes of study.	4
5.4 The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5 The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6 The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7 The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8 Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

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

5.3 : There are many visiting professors. However, their visits are short and thus their role at the department could be more substantial.

R13. 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.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

Please see the self-assessment, page 164.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

For present purposes the teaching staff is most adequate and well balanced.

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

The portfolios of the teaching staff are truly impressive and their competence in their subject is convincing.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Increasing the presence of incoming academics could enhance the international cooperation and discourse at the Department.

Please what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
5. Teaching Staff	Compliant

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6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

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	
6. Research	**1 - 5**
6.1 The Department has a research policy formulated in line with its mission.	5
6.2 The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3 The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4 The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5 The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6 The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7 The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8 The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9 The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

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Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

6.5: The EEC found little evidence for Open access publishing.

6.7: The EEC did not find or hear much evidence for research ethical considerations.

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

The researchers at the Department and doctoral students are active in publishing, conferences, editorial boards, and international exchange. International research cooperation can be found on many levels.

After serious consideration the EEC can still not figure out how they have time for everything.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Easy access to schools and classroom research are wonderful for instruction and research. The ethical implications are worth further consideration.

R14. The faculty members of our program and their collaborators are taking very seriously into consideration ethical issues related to conducting research in real schools and classrooms. In particular, every research project is submitting to the National Institutional Research Board (i.e., Cyprus Center of Educational Research and Evaluation) for approval; schools principals, teachers, and students' parents are asked for written active consent, and every participant has the right to withdraw from any research study at any point without any consequences. Additionally, specific steps are taken to ensure anonymity and confidentiality of all participants. Active written consent is also asked from teacher participants if we want to show specific episodes from their teaching (participants give their consent after they watch the clip that we intend on using); student faces are in all cases blurred so that they cannot be recognized. Finally, it needs to be underlined that the collection and storage of data (especially videotaped data) is in compliance with rules and regulations set by National Commissioners for the Protection of Children Rights and for the Protection of Data.

Given that there is always room for improvement, our group is open to additional suggestions that could further improve our approach in conducting research in classrooms and schools.

Open access needs to be considered.

R15. It will be explored and considered to the greatest possible extent, taking into account current constraints.

Please choose what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
6. Research	Compliant

7. Resources *(ESG 1.6)*

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

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

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1 The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2 The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3 The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4 The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
7.5 The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6 The Department's external audit and the transparent management of its finances are ensured.	5
7.7 The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.	

<u>Findings</u>
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

7.1 , 7.4 & 7.6: Long term strategic planning would definitely be healthy for the development of the Department. This includes extended budgetary autonomy providing, as well as controlling strategic resources and recruitment. The Department has as strong potential, but they are held back by their lack of autonomy.

R16. We fully agree. Please see R6 above **(p.9)**

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

See findings. The Department is making good use of the little money they are budgeted.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

See findings.

Please choose what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	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 Department under review may be achieved.

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 Department is very good and the future is definitely promising. It can be counted among the strengths of the University of Cyprus. International rankings show that Education has impressive research results and is well thought of among international peers and potential employers. The University's mission statement

Opening up international English tracks in the Master's and doctoral programmes would provide ample opportunities for further development of the personnel (larger, more varied and even more international) and would enhance the visibility and reputation of the Department and the programmes. This would in turn help the University reach its goal of being among the worlds best research universities.

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 the localities. Teaching and research staff, administration, and students have good cause for their complaints. The EEC encountered excellent research, good instruction, and enthusiastic students even in overfull classes. 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.

One important way modern universities have of enabling progress in research, instruction, and societal impact is to provide those who have the expertise and responsibility for their field with responsibility and autonomy over fiscal matter, recruitment and localities. Presently the Department can only dispose of a relatively small sum for operative costs.

Much is changing in instruction and research. With flexibility in how resources are allocated many innovative solutions are found daily in the Universities around the world. As long as the resources are used efficiently and in an accountable way to reach the strategic goals of the University and country, the raison d'être of the University is fulfilled. The University senate and ministry do well in keeping their work focused on the strategic level.

E. Signatures of the EEC

Name	Signature
Iliana Pagkrati	
Michael Schratz	
Elisabet Nihlfors	
Patrik Scheinin	
FullName	
FullName	

Date: 10.3.2020