

Doc. 300.3.2

Higher Education Institution's Response (Departmental)

Date: 16/02/2026

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

Programme 1

In Greek:

Δημοτική Εκπαίδευση (4 έτη, 240 ECTS, Πτυχίο)

In English:

Primary Education (4 years, 240 ECTS, BEd)

Programme 2

In Greek:

Επιστήμες Αγωγής (3 εξάμηνα, 90 ECTS, Μάστερ/Εξ αποστάσεως)

- Εκπαιδευτική Ηγεσία και Διοίκηση
- Θεωρία, Πρακτική και Αξιολόγηση της Διδασκαλίας
- Ειδική Εκπαίδευση
- Εκπαιδευτική Τεχνολογία
- Διδακτική των Μαθηματικών και των Φυσικών Επιστημών
- Διδακτική της Γλώσσας και της Λογοτεχνίας
- Τέχνες στην Εκπαίδευση
- Μουσική Παιδαγωγική

In English:

Education Sciences (3 semesters, 90 ECTS, MEd, E-learning)

- Educational Leadership and Administration

- Theory, Practice and Evaluation of Teaching
- Special Education
- Educational Technology
- Teaching of Mathematics and Physical Sciences
- Teaching of Language and Literature
- Arts in Education
- Music Education

Programme 3

In Greek:

Επιστήμες Αγωγής (3 έτη, 180 ECTS, Διδακτορικό)

In English:

Education Sciences (3 years, 180 ECTS, PhD)

- **Department's Status: Currently Operating**



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 2021 [L.136(I)/2015 – L.132(I)/2021].

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.300.3.1) must justify whether actions have been taken in improving the quality of the department 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. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

INTRODUCTION AND OVERALL ASSESSMENT

We would like to thank the External Evaluation Committee (EEC) for their professional and thorough work during the on-site evaluation of the Department of Education and three of its programmes: BEd in Primary Education, MEd in Education Science and PhD in Education Science on November 13, 2025. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. During the visit, the EEC met the faculty supporting the programme, and had separate meetings with students and alumni of the programme, as well as external stakeholders that are members of the Department of Education advisory board.

We would like to also thank the EEC for their extremely positive evaluation of the Department where 16 out of 16 quality indicators received the top rating of “Compliant” (amongst the choices of compliant, partially compliant, non-compliant). We would like to note that 68 out of the 96 (applicable) quality standards/indicators received a perfect score of 5 out of 5, resulting an overall average score is **4.70 out of 5**.

More specifically, in the concluding remarks the EEC states, amongst other:

- *The Department “has made outstanding gains across a wide range of fronts in its programme offerings”. (p. 31)*
- *“It is guided by effective structures and quality assurance mechanisms in place”. (p. 31)*
- *It provides “an outstanding operation; a view that was supported by alumni and stakeholders”. (p.31)*
- *“It can be congratulated for its high standards and commitment to excellence regarding its programme offer”. (p. 32)*

Although the Department achieved a high score and received highly positive feedback, we welcome the Committee's recommendations for improvement, which will further enhance the quality of our



Department and its programmes and we will be addressing those in the corresponding section of this response. In the following sections, we break down the comments of the EEC, and we then provide our response regarding the actions taken to address the recommendations.

1. Department's academic profile and orientation

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

Introduction

In the category of *Academic profile and orientation*, the Department of Education has been evaluated in 15 sub-categories and has been compliant in all but one, which has been partially compliant. Regarding the three sub-areas, it has been compliant in all. We thank the EEC committee for the constructive suggestions and we provide our response regarding the actions taken below.

Strengths

“The Department operates with a clear sense of purpose; the mission statement was presented in the different sessions in the visit. [...] The academic programmes are highly coherent and well aligned with European and international practice, reflecting a strong academic profile. Faculty participation in shaping development strategies is substantial and constitutes a clear strength. [...] The Department ensures coherence and compatibility among its programs through regular coordination meetings in which faculty align course content, avoid duplication, and maintain consistency with departmental objectives. [...] The Department also collaborates effectively with other units within the School and the wider University [...] ensuring interdisciplinary alignment and compatibility across the Faculty. [...] The Department maintains close and productive relations with society, mainly through strong links with alumni and professional collaborators, allowing it to capture societal needs and incorporate them into its activities. [...] The Department’s graduates are widely employed in the education sector, indicating a clear positive societal impact. [...] The Department succeeds in attracting highly qualified teaching staff, all of whom demonstrate strong research profiles and pedagogical competence, reflecting effective recruitment procedures. [...] The impression of the EEC is that the Department is pro-active and seizes opportunities rather than relies on top-down planning”. (p. 7-8, 10)

Synopsis of the EEC committee:

- *Highly ranked with respect to research and teaching by international comparison (e.g., Times Higher Education).*
- *Strong alignment of BA Primary Education, MEd Education Sciences, and PhD program by having staff who cover all school subjects in their teaching and research.*
- *Distance learning program (MEd) is well supported by the university.*
- *Partner in Neolaia alliance with other European universities which allows strategic collaboration and setting-up of new campuses for distance learning. The lead on digital programme would provide the department with new opportunities.*
- *Mobility of students and staff is quite good through participating in Erasmus+ and Horizon projects.*
- *Alumni develop into collaborators in projects and/or in part-time teachers.* (p. 11)

Areas of improvement and recommendations

- Write a concise mission statement and put it on the website.
- Improve the gathering and presentation of data on enrollment, progression, attrition, career.
- Integrate the PhD-students by involving them in teaching and collaborating with teaching staff.

a. Mission and strategic planning

“Strategic planning was not presented in the documents or presentations in the form of ‘short, medium-term and long-term goals and objectives [...] Write a concise mission statement and put it on the website.”

Response/Action

- The concise mission, vision and core values statement has been available on the Department’s website since the last accreditation review, see <https://www.unic.ac.cy/school-of-education/department-of-education/vision-and-mission/>

Vision

The Department of Education, through core academic values, aspires to be a leading contributor to excellence in teaching, research and service to society.

Mission

Our mission is to create, disseminate and apply knowledge, strategies and practices, through research-based findings and contemporary programmes of study, while empowering students, practitioners, policy-makers and researchers to address the present and the future of education.

Core values

- Freedom of thought and expression
- Inclusion, equity and empathy
- Honesty and integrity

The strategic planning was incorporated in the application, but was not presented orally to the EEC. Below is presented a revised and enhanced version divided into the three main pillars of the Department and School:

PILLAR I: Teaching and Learning

Strategic Objective

To offer inclusive, research-informed, and future-oriented education that empowers students with 21st-century skills and social responsibility.

Short-term goals

- Maintain high-quality face-to-face and/or online delivery modes across all programmes, according to the operational mode they are offered.
- Strengthen student-centred teaching practices, including academic advising and counselling by faculty.

- Enhance inclusive support mechanisms in collaboration with specialists in Special Education, Inclusion, and the University Success Centre.
- Integrate AI literacy and digital pedagogies into selected courses.
- Review our research-based curricula to ensure alignment with societal needs and employability skills.
- Consolidate international mobility, joint programmes and BIP's as structural elements of curricula.
- Sustain the alignment of teaching with European and global educational priorities.

Medium-term goals

- Expand joint degree programmes and bilateral agreements with universities in Greece and English-speaking countries.
- Embed experiential and project-based learning across programmes.
- Systematically integrate inclusive and universal design for learning principles.
- Develop new micro-credentials and lifelong learning seminars responding to emerging educational challenges.

Long-term goals

- Consolidate and strengthen the Department as a regional leader in innovative and inclusive teacher education, while expanding its international impact.
- Establish flagship programmes recognised internationally for excellence in digital, inclusive, and creative education.
- Sustain high student satisfaction, retention, and graduate employability.

PILLAR II: Research and Innovation

Strategic Objective

To advance impactful, interdisciplinary, and internationally visible research in education, innovation, and inclusion.

Short-term goals

- Increase participation in competitive EU and national funding calls through the hiring of more researchers.
- Support faculty in publishing in high-impact journals in English and Greek.
- Strengthen research on emerging trends, particularly Artificial Intelligence in Education.
- Reinforce multidisciplinary research hub, fostering collaboration among scholars from education, arts, science, and technology.

Medium-term goals

- Expand international research networks with universities, schools, policymakers at the Pedagogical Institute of the Ministry of Education, industry, and NGOs.
- Develop interdisciplinary research clusters under the umbrella of innovative and inclusive education.

- Increase doctoral output linked to departmental priorities.
- Enhance research visibility to support advancement in THE Subject Rankings.

Long-term goals

- Strengthen the Department's global reputation, maintaining or improving THE Subject Rankings.
- Establish the Department as a reference point for AI, inclusion, and innovation in education research.
- Secure sustained external funding and long-term research partnerships.

PILLAR III: Engagement with Society and the University Community

Strategic Objective

To deepen societal impact, foster lifelong learning, and strengthen the Department's role as an active civic and academic partner.

Short-term goals

- Continue outreach activities in collaboration with University units and external organisations.
- Organise educational, cultural, and fundraising events promoting creativity, art, and civic engagement.
- Sustain professional development seminars for educators in collaboration with the Pedagogical Institute or other Universities.
- Promote social engagement across curricula and research, through collaboration with the Red Cross
- Strengthen and expand faculty development seminars for university colleagues, emphasizing inclusive education and pedagogical excellence.
- Further develop the joint online programme with Aristotle University on Children's Literature and Creative Writing.
- Continue webinars and symposia for educators, policymakers, and the wider public.
- Consolidate the organisation of events in collaboration with the UNESCO Chair within the School, focusing on Cultural Diversity and Intercultural Dialogue for a Culture of Peace.

Medium-term goals

- Establish a variety of lifelong learning programmes, including blended and online formats.
- Broaden Faculty Development Seminars focusing on innovative pedagogy, AI tools, and inclusive teaching in Higher Education.
- Increase community-based research and school partnerships.

Long-term goals

- Position the Department as a national and regional hub for lifelong learning and professional development.
- Deepen sustained engagement with policymakers and educational institutions.

- Institutionalise outreach initiatives with measurable societal impact.

b. *Improve the gathering and presentation of data on enrollment, progression, attrition, career*

Response/Action

-Pre-Primary Education (BEd)

Enrolments

Academic year	Enrolments
2020-2021	16
2021-2022	6
2022-2023	12
2023-2024	8
2024-2025	7
2025-2026	11

Attrition

Dropout rate: 17%

Career prospects

Graduates of the First Cycle programme in Pre-primary Education are professionally qualified to work in early childhood education settings, including public and private kindergartens, as well as in related educational and social care environments. In addition, many graduates pursue entrepreneurial pathways through the establishment of their own kindergarten units.

The programme also provides access to Second Cycle studies (Master’s degrees), supporting continued academic and professional development.

Employability

Employability % (exl. pursuing further studies, not seeking for employment, and Other (Unavailable for work))

Year	Employability %
2020	100%
2021	100%
2022	100%
2023	100%
2024	100%
Total	100%

Data collected through the annual alumni surveys, which UNIC runs approximately one year to 18 months after graduation, from the graduation years 2020 to 2024 depicts that the graduates of the Pre-Primary Education programme (BEd, 4 Years) are all employed (either full-time or part-time). Correspondingly, employability rates for the aforementioned graduation years are 100%.

Primary Education (BEd)

Enrolments

Academic year	Enrolments
2020-2021	8
2021-2022	9
2022-2023	15
2023-2024	20
2024-2025	22
2025-2026	17

Attrition

Dropout rate: 14%

Career prospects

Graduates of the First Cycle programme in Primary Education are employed in public and private primary schools, as well as in afternoon activity clubs and educational support institutions. The programme equips graduates with the pedagogical and methodological background necessary to respond effectively to the needs of primary-level learners. Graduates are also eligible for admission to Second Cycle postgraduate programmes, enhancing their career advancement opportunities.

Employability

Employability % (exl. pursuing further studies, not seeking for employment, and Other (Unavailable for work))

Year	Employability %
2020	100%
2021	100%
2022	100%
2023	100%
2024	100%
Total	100%

Data collected through the annual alumni surveys, which UNIC runs approximately one year to 18 months after graduation, from the graduation years 2020 to 2024 depicts that the graduates of the Primary Education programme (BEd, 4 Years) are all employed (either full-time or part-time). Correspondingly, employability rates for the aforementioned graduation years are 100%.

Education Sciences (MEd, Distance Learning)

Enrolments

Academic year	Enrolments
2020-2021	199
2021-2022	194
2022-2023	242
2023-2024	422
2024-2025	327
2025-2026	176

Attrition

Dropout rate: 11%

Career prospects

At the Second Cycle level (Master's Degree in Education Sciences), graduates possess enhanced qualifications that enable them to pursue employment in both the public and private education sectors. However, the majority of students are already in service as teachers in pre-primary, primary, or secondary education. The Master's qualification is recognised as an important additional credential that strengthens employability and supports professional progression within school systems.

Furthermore, graduates may pursue leadership and policy-making positions within schools or at the Ministry of Education, contributing to educational planning, administration, and reform initiatives. Master's programmes also provide graduates with access to Third Cycle studies (Doctoral programmes), thereby fostering academic excellence and research-oriented career pathways.

Education Sciences (PhD)

Enrolments

Academic year	Enrolments
2020-2021	4
2021-2022	3
2022-2023	4
2023-2024	6
2024-2025	3
2025-2026	4

Attrition

Dropout rate: 21%

Career prospects

Graduates of the Third Cycle (Doctoral) programme are prepared for advanced roles in policy-making and leadership positions within schools or at the Ministry of Education, as well as in educational research and higher education.

Doctoral graduates may pursue academic careers as full-time or part-time faculty members in universities, contribute as researchers in national or international research centres or establish independent research initiatives.

c. Integrate the PhD-students by involving them in teaching and collaborating with teaching staff

Response/Action

- Thank you for your comment. We agree that the integration of PhD students into teaching and academic life is of fundamental importance. That is why supervisors collaborate closely with their doctoral supervisees throughout the duration of their studies to engage them in teaching at the university level. Moreover, in collaboration with their supervisors, PhD students actively participate in international and local conferences, gaining hands-on experience in abstract submission, peer-review processes, and academic presentation.

In addition, PhD students contribute to funded research projects, participate in abstract evaluations for academic conferences, and present in online Master's programmes under academic supervision. These practices are further reinforced within their PhD coursework, highlighting that doctoral training extends beyond thesis writing to active engagement in research, teaching, and academic service.

2. Quality Assurance

Sub-areas

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

Introduction

Within the *Quality Assurance category*, the Department of Education was evaluated across 33 sub-categories and found to be fully compliant in all of them. In addition, the Department demonstrated full compliance in both sub-areas. We sincerely thank the EEC for its positive feedback and constructive recommendations. Our responses outlining the actions are presented below.

Strengths

“The Department benefits in its functioning from a range of quality assurance mechanisms that are in place. [...] We were particularly impressed with the staff’s enthusiasm. In our conversations with both staff and program leaders, it became evident that there is a strong commitment to teaching, characterised by a keen focus on monitoring effectiveness and a desire to understand what works based on evidence. [...] In relation to using student assessments to improve programmes, we saw a high level of student satisfaction with programme quality. [...] The department’s infrastructure is excellent, as indicated by the high degrees of compliance we noted”. (p. 13, 16-17)

Areas of improvement and recommendations

Make more explicit protocols around intellectual property and best practice regarding authoring.

Response/Action

- Please see below an excerpt of the Intellectual Property Rights Policy:

The University of Nicosia (UNic) regards scientific, academic and applied research as an important and essential part of its academic activities. Faculty members are encouraged to engage in funded research and are supported, *inter alia*, by the **Research & Innovation Office (RIO)**. This IPR Policy applies to intellectual property Work that is original and important in the sense that it and is likely to bring impact and enhance the reputation of its creator (the ‘Work’). The Work is characterised by the IPR it generates. Any decisions relating to the registration of any IPR should be made in consultation with the persons appointed for this purpose by UNic.

1. UNic ownership of IPR

With the exception of Statement (3) below, UNic claims ownership of IP in all Work which is devised, made, or created: a) by persons employed by UNic in the course of their employment and as part of their duties; or b) by other persons who have been commissioned to this effect by UNic as part of a contract for services or study. UNic’s abovementioned rights in relation to any particular piece of IP may be waived or modified by agreement in writing with the person concerned.

2. UNic actionable IP Rights

With the exception of Statement (3) below, UNic claims its actionable IP rights for all Work which is devised, made, or created: a) by persons employed by UNic in the course of their employment; b) by student members in the course of their studies; c) by other persons engaged in study or research in UNic who, as a condition of their being granted access to UNic premises or facilities, have agreed so in writing; and d) by persons engaged by UNic under contracts for services in the course of that engagement. UNic's abovementioned rights in relation to any particular piece of intellectual property may be waived or modified by agreement in writing with the person concerned.

3. No claim of ownership

Unless specifically commissioned, UNic will not claim ownership of copyright in: a) artistic works or musical scores; b) text and artwork for publication in books, journals or conference proceedings, or oral presentations/posters at conferences; c) theses or dissertations; and d) any other work which is of a scholarly nature and it is typically creator owned. For the avoidance of doubt, syllabi, course guides and similar standardized material is not considered as being of scholarly nature.

4. Moral Rights

UNic recognizes the creator's moral rights, including its right to be identified as creator/author of the Work and to object to derogatory statements, which the author may waive or bequeath, but not assign.

- Please note that for the faculty, the matter of intellectual property is also part of their contract. A sample is shown below:

10.1 The **Faculty Member** acknowledges and accepts that for any of his/her intellectual work produced during the term of this Agreement, which is or shall be eligible for legal protection, the **University** maintains first option right to subsidize and/or undertake at its own cost any effort and/or procedure to secure such legal protection. In such case, the exact percentage of the ownership for the **University** on this Intellectual work, shall be determined and mutually agreed by both parties, on a case by case basis and on a separate agreement.

10.2 In case of any partial subsidization, directly or indirectly by the University, for the development of any Intellectual work of the **Faculty Member**, both Parties acknowledge and mutually accept that the **University** maintains the right to claim ownership of the Intellectual Property of this work. The exact percentage of the ownership for the **University** on this Work shall be determined and mutually agreed by both parties, on a case by case basis and on a separate agreement.

3. Administration

Introduction

In the category of *Administration*, the Department of Education has been evaluated in 11 sub-categories and has been fully compliant in all. We thank the EEC committee for the positive feedback. No recommendations were provided.

Strengths

“There is a clear visual representation of the chain of command regarding office and duties. There was also evidence of a high level of knowledge amongst the senior administrative leadership about the overall workings of

the Department. Positive communication leading to a high level of motivation and professional acknowledgement is a key feature and strength of the Department”. (p. 19)

Areas of improvement

No recommendations

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Response

- Regular face-to-face departmental meetings support collective decision-making and ensure the timely and proactive resolution of emerging issues.

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Introduction

In the category of *Learning and Teaching*, the Department of Education has been evaluated in 13 sub-categories and has been compliant in all. We thank the EEC committee for the positive feedback and constructive suggestions. We provide our response regarding the actions taken below.

Strengths

“The main strength of the department related to teaching and learning is its consistent implementation on all levels (students, teachers, administration, and administrators). This makes it sustainable for the future. Good examples include the self-evaluation cycle for teachers and the clarity of criteria and requirements for teaching and assessment, both for teachers and students”. (p. 21)

Areas of improvement

Although not clear from the site visit, the near futures of educational system in Cyprus and Greece (including teacher education) might have consequences for department’s resources for teaching and learning. Yet, the department is up to date and they have already undertaken action with a large campus in Athens.

Response/Action

- Although the Department does not offer any programmes in Athens at this stage, its actions and societal impact are promoted through Open Days, media articles, strong engagement via the Department’s social media channels, and the organisation of mini educational conferences in remote areas of Greece in collaboration with key stakeholders.

5. Teaching Staff

Introduction

In the category of *Learning and Teaching*, the Department of Education was evaluated across 8 sub-categories and was found to be fully compliant in all of them. With regard to the three assessment areas, the Department demonstrated full compliance throughout. We thank the EEC Committee for its positive feedback and constructive suggestions, and we outline below our response and the actions taken.

Strengths

“The Department has a strong core of full-time academic staff (24 members), all holding the required formal qualifications and teaching within their areas of academic and research expertise. Full-time faculty teach subjects that correspond to their specialisation, ensuring academic coherence and disciplinary relevance across the curricula. [...] During the site visit, students highlighted that teaching staff were highly supportive, approachable, and devoted to their teaching responsibilities, which contributes positively to the overall learning experience”. (p. 25)

Areas of improvement

It is suggested that the Department considers gradually increasing the proportion of full-time academic staff involved in teaching, with the aim of ensuring that a larger percentage of the weekly teaching load is delivered by permanent faculty. Strengthening the stable academic workforce would enhance continuity, improve coordination, and support greater consistency in the delivery, supervision, and development of the programmes of study. The Department is also encouraged to expand the involvement of visiting professors in order to bring additional international perspectives and specialised expertise into the programmes, thereby enriching the academic environment and broadening students’ exposure to current developments in the field.

Response/Action

- The Department of Education is supported by 17 full-time faculty members, 2 emeritus professors actively engaged in teaching, 1 visiting lecturer, 1 member of Special Teaching Staff, and 5 full-time faculty members from other University of Nicosia departments who contribute to its academic programmes.

We thank the Committee for its recommendations, which will be carefully considered and discussed in departmental meetings and subsequently forwarded to the Faculty Senate Committee responsible for faculty-related matters.

6. Research

Introduction

In the category of *Research*, the Department of Education was evaluated across 9 sub-categories and was found to be fully compliant in all of them. With regard to the four assessment areas, the Department demonstrated full compliance throughout. We thank the EEC Committee for its positive feedback and constructive suggestions, and we outline below our response and the actions taken.

Strengths

“The strength of the department related to Research is consistently understood as important at all levels. In the department’s mission as well as in the work of teachers and students research has a central place. There is enough support at the department level to allocate research time, although teaching and research are a complicated combination. The staff have chosen to do research that is directly linked to their teaching, which makes implementation of the findings on their own teaching easier”. (p. 28)

Areas of improvement

The strength that research is done that is directly linked to staff teaching, also has its challenges of publishing in high-impact non-Greek language journals.

Response/Action

- The 2026 *Times Higher University Education (THE) World University Rankings* positions the University of Nicosia: #66 in the European Union, and among the 301-400 top universities in the world for **Education Studies**. This ranking, positions the University of Nicosia in the subject of Education Studies the leading institution in Cyprus and Greece. All full-time teaching staff aim to publish annually in Scopus-indexed journals. At the same time, as all Department programmes are offered in Greek, including subjects such as Greek Language and the Teaching of the Greek Language, the Department places strong emphasis on advancing educational research in the Greek language, particularly in areas where issues of terminology and conceptual clarity arise. This reflects our academic responsibility to produce high-quality research in the language of instruction, supporting our current students, emerging educators, and researchers in engaging confidently with academic discourse in Greek as well as in English.

7. Resources

Introduction

In the category of *Resources*, the Department of Education was evaluated across 7 sub-categories and was found compliant in all of them. We thank the EEC for its positive feedback and constructive suggestions. We provide our response regarding the actions taken below.

Strengths

“Programmes have grown at the Master level and generated resources that have contributed to the financial health of the Department and the University. Indeed, this model of strategic development has been emulated by the rest of the University to now have 50% of its students enrolled in e-learning based programmes. The excellent flow of communication enables clarity of purpose and this in turn leads to the efficient use of resources”. (p. 30)

Areas of improvement

Digitising some of its administrative activity supporting the BEd programme in the Department would create efficiencies in the area of administration and possibly free us some resources to be used to support other aspects of the Department’s work.

Response/Action

- Thank you for your comment. Indeed, the digitisation of specific administrative duties is highly important in order to free resources so that they can be used for other aspects of the Department’s work. We are actively working towards this goal by utilizing various AI tools to assist us in these endeavours.

B. Conclusions and final remarks

We thank the External Evaluation Committee for its time, care and insightful examination of the various assessment areas of our Department. We are honored to have received highly positive comments about our programmes, described as “innovative in its pedagogical practices” and noting that “staff are totally committed to providing excellent educational experience”. (p. 31)

The Committee also provided recommendations for consideration in the near future. These pertain to the formalization and further enhancement of quality assurance procedures, which already exist and function adequately, but could benefit from additional development. Specific areas include staff performance, mentoring, addressing students’ concerns, establishing stakeholder input and clarifying intellectual property and authorship, particularly with respect to our postgraduate and doctoral students.

Discussions and actions on these matters have already begun, and we plan to examine them thoroughly to strengthen these procedures. This will enable the Department to continue uphold “its high standards and commitment to excellence” (p. 32), as highlighted by the Committee.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Elena Papanastasiou	Dean of School of Education	
Dr Marina Rodosthenous	Head of the Department of Education	

Date: 16/02/2026

