

Doc. 300.3.1

Date: 15/11/2025

External Evaluation Report (Departmental)

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **School/Faculty:** School of Education
- **Department:** Education
- **Department's Status:** Currently Operating

- **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/240ECTS, bachelor's degree)

Programme 2

In Greek:

Επιστήμες Αγωγής (1,5-2 έτη / 90-120 ECTS, Μάστερ / Εξ αποστάσεως)

In English:

Education Sciences (1,5-2years / 90-120 ECTS, MEd / E-learning)

Programme 3

In Greek:

Επιστήμες Αγωγής (3 έτη, 180 ECTS, Διδακτορικό (PhD)

In English:

Education Sciences (3 years, 180 ECTS, PhD)



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].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY



A. Introduction

This part includes basic information regarding the onsite visit.

The EEC were welcomed to the campus at 9.00 am – 13th November - at the University of Nicosia by the Vice Rector for Academic Affairs - Chair of the universities Internal Quality Assurance Committee, and the team comprised of the Dean of the School, the Head of Department, and members of the Internal Quality Assurance Committee. The officer from the Vice Rectors Office for Academic Affairs – Mr Lakis Agathokleous – ably supported all of the activities over the course of the day – including ensuring the presentations could include participants coming in via zoom, as well as ensuring any requests for further information would be followed up. Over the course of the day we met with the Head of the Institution, the Internal Quality Assurance Team, Dean and Head of Department, programme leads for Primary, Masters and PhD programmes, stakeholders, administrators, students, and academics. The information provided was clear, and the various presenters were able to respond to all of our questions with confidence and clarity. We were given an opportunity to view a lesson taught by one of the academics in the Primary Education programme and were impressed with the quality of the pedagogy as well as the genuinely innovative nature of the curriculum that was being explored to build creative knowledge and skills.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Susan Lee Robertson	Chair	University of Cambridge
Josefina Sala Roca	Member	Autonomous University of Barcelona
Hanno van Keulen	Member	Delft University of Technology
Wilfried Admiraal	Member (E-Learning expert)	Oslo Metropolitan University
Athena Theodotou	Member (Student)	Open University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- **The report may also address other issues which the EEC finds relevant.**



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



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 (including SWOT analysis)
- 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 (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
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.	4
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.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
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.	4

The Department operates with a clear sense of purpose; the mission statement was presented in the different sessions in the visit. Strategic thinking is evident and effectively guides decision-making, though planning is not documented through structured short-, medium-, and long-term

goals. 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. Stakeholder involvement, while active—especially through alumni and collaborators—remains informal. Data collection mechanisms function adequately, but systematic reporting could be more comprehensive. Overall, practice is strong, with the main deficiencies relating to limited formalisation of mission and strategic planning.

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. Annual program reviews reinforce this internal coherence. The Department also collaborates effectively with other units within the School and the wider University, including the Department of Music and Dance and other relevant departments, ensuring interdisciplinary alignment and compatibility across the Faculty.

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.	4
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.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	4

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. Public information about programmes and departmental initiatives is accessible and generally sufficient, although communication could be further systematised. The Department's graduates are widely employed in the education sector, indicating a clear positive societal impact, even if this impact is not formally assessed. Communication with alumni is effective in practice, as many remain engaged in teaching or project work, but mechanisms for long-term, systematic outreach could be strengthened. Overall, the Department's connection with society is solid, with most limitations related to the informality of otherwise effective practices.

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
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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.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
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

The Department succeeds in attracting highly qualified teaching staff, all of whom demonstrate strong research profiles and pedagogical competence, reflecting effective recruitment procedures. Planning for staff recruitment and professional development broadly aligns with the Department's academic goals, although the process is not fully formalized. The strategy for attracting high-level students, both locally and internationally, is clearly effective and supported by the institution's strong academic reputation and distance-learning provision. Funding processes are transparent and operationally adequate, but the limited availability of resources places pressure on staff workload and constrains the capacity for continuous quality enhancement, which justifies the lower score.

The Department does not provide expected numbers of Cypriot or international students. Instead, the application file reports only the actual enrolment figures for the last three academic years. Across all programmes, the Department currently serves approximately 545 students. By country of origin, enrolment patterns show that the great majority of students come from Cyprus and Greece, with a small number from China in the Primary Education programme. Specifically, the BEd in Pre-Primary Education enrolled 36–41–37 students (almost all from Cyprus and Greece), the BEd in Primary Education enrolled 38–39–49 students (including 1 student from China each year), the MEd in Education Sciences enrolled 350–372–547 students (predominantly from Greece), and the PhD in Education Sciences enrolled 13–11–15 students from Cyprus and Greece.

Findings

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

1.1 Mission and strategic planning (including SWOT analysis)

The Department did not provide a mission statement through the website. During the site visit the Vice-Rector, Dean and Department Head eloquently presented the 'what' of the Department which can be summarized as follows: 'To prepare exceptional professionals through teaching research-based findings, and by incorporating the best pedagogical practices.'

At present, the Department faces a threat posed by Greek universities expanding into the private sector and starting branches on Cyprus. This may impact negatively on the number of Greek

students entering the programs of UNIC. UNIC has replied strategically by setting up a campus in Athens, although this does not yet include Education programs. UNIC has entered an alliance with other European universities (Neolaia), to improve mobility and exchange, and to attract grants through collaboration. The distance learning program of the Department offers opportunities to set up new distance learning campuses at partner institutions that may attract more students from all over the world.

All educational institutions face changes due to the use of GenAI by students. The Department is aware of this and tries both to encourage and to regulate.

Strategic planning was not presented in the documents or presentations in the form of ‘short, medium-term and long-term goals and objectives, which are periodically revised and adapted.’ Instead, management, faculty and support staff show initiative and willingness to coordinate with others. The impression of the EEC is that the Department is pro-active and seizes opportunities rather than relies on top-down planning.

The programs offered by the Department (Primary Education, Education Sciences, PhD) have a distinct character and are aligned very well, presumably because the same faculty members teach in all three programs and underpin their teaching through their own research. Many MEd Education Science programs worldwide have a strong emphasis on the social sciences (Pedagogy, Psychology). However, since Primary Education requires a broad range of subject-specific specialists (e.g., Language, Art, Science, Music, Religion), this impacts the program of the MEd Education Sciences and the PhD and creates a programme that is very relevant for schools, also in secondary and higher education. This could be used as a unique selling point to attract students worldwide with an interest in the content of teaching and learning.

The EEC had the opportunity to meet a representative number of teachers delivering the programme during the site visit. We were impressed by their commitment and pedagogic orientation. The involvement of the teaching staff with strategies and with the Distance Learning team was evident.

The EEC met with stakeholders. Most of them were alumni, active collaborators in projects, and part-time teachers in one of the programmes. Evidently, they have opportunities to participate in the Department’s strategy. The students of the Bachelor and Master programmes impact the strategy through the formal evaluation of courses and informally through personal reflections and discussions with their teachers, who are described as ‘very helpful’. PhDs of the Department, however, could probably be better integrated, especially with respect to teaching.

Not much data, such as attrition rates, were presented in the documents. During the site visit, some important figures were presented, such as that 89% of graduates pursue a career in a school setting, and that PhDs take about five and a half years to graduate, with an attrition rate of (only) 22%. In general, the data show that students and stakeholders are satisfied and the need to ‘effectively (re)design the academic development’ is currently not an issue.

1.2 Connecting with society

A formal committee with representatives of society to inform the Department of its needs and demands is not in place. However, the Department is in close contact with society through its alumni, who are often collaborators.

The public is informed through the website and through a range of symposia and book presentations.

Since most graduates continue their career in the domain of education, as a schoolteacher or principal, in educational technology, in the Ministry of Education, or in innovation, the Department clearly contributes to maintaining the quality of education, which is a practice that relies on the steady influx of new professionals.

We could not assess whether the Department communicates with all its graduates over the years, but during the site visit, we met a good representation of graduates who had moved on to other positions and who were keen to be involved as alumni. We also noted that several alumni had proceeded from Bachelor to Master, to PhD, to collaborator, illustrating enduring good relationship.

1.3 Development processes

UNIC ranks highly in research quality (Times Higher Education) and the quality of education is also highly ranked. This correlates well with the qualities of the teaching staff, who all have a PhD and a number with a good track record in research. The EEC did not gather inside information on the procedures to attract teaching staff, but the result appears to be effective.

Professional development of full-time teaching staff focuses on the intricacies of Distance Learning. Part-time staff are facilitated with respect to the more basic skills.

The Department effectively uses its position as one of the best research universities in Cyprus, and its experience with distance learning, to attract students from Greece (such as students from small islands far away from a physical campus) and internationally.

Given the budget, the teaching staff are under high pressure to deliver. The amount of time per course (3 hours a week) is barely sufficient. Time for research is limited.

Strengths

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

- 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.

Areas of improvement and recommendations

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

- 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.

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

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

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.	4
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	4
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	4
The Department benefits in its functioning from a range of quality assurance mechanisms that are in place. To begin, they put into action an internal quality assurance plan guided by the		

Internal Quality Assurance Committee which operates at the level of both the School and the Department, with representation on it from departmental members, students, and senior leaders. For the moment, it does not have a measure for the impact on the rest of society. It does, however, depend on indicators of QA that come via the various rankings that include the Times Higher. It also offers Departmental members training to ensure that all are confident and compliant regarding processes for respecting others, being digitally capable, and being able to use new interfaces to deliver programs. Whilst we met with stakeholders, it is unclear to us what formal mechanisms there are for stakeholders to engage. Instead, it appears to happen with good results, but via more informal channels, through research projects that might find their way into schools, or via alumni networks. Whilst effective, it might be worth exploring more arm's length relationships that are able to scrutinize developments and help guide strategic directions going into the future. We also explored with the Department how areas of concern, or areas that need improvement, are fed back to the program leads and those delivering programmes. It appears that this happens via the Departmental Chair and Dean and programme leads. Given the high level of student satisfaction, the outcomes are effective. However, this more informal approach might be augmented with a formal cycle that is reported upon annually.

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, which have been presented and discussed.	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.	4
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	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	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
2.2.12	The Department analyses and publishes graduate employment information.	4
2.2.13	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	5
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	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
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.18	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
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	4
2.2.20	There is a clear policy on authorship and intellectual property.	4

Whilst the department has a very good overview of the courses being taught and the various activities—some of which are very innovative—being developed by the teaching staff, it was clear that the decision-making and responsibility for monitoring program implementation lies with them.

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.

Regarding student performance, the course outlines provided clear criteria for oversight, including course specifications, aims, objectives, and assessments. This gave us confidence that these essential elements are firmly in place.

With regard to quality control systems, these are implemented in different ways. For example, it was evident that departmental members knew exactly whom to approach for discussions. However, the more specific indicators for quality control depend to a large degree on external, meta-level indicators, such as the Times Higher Education rankings. The University of Nicosia is clearly performing particularly well in the area of education, according to these metrics.

In relation to using student assessments to improve programmes, we saw a high level of student satisfaction with programme quality. However, we are not entirely sure how this assessment data is utilised and integrated into formal programme reviews; this process may need to be specified more clearly.

There are indications that systems for dealing with plagiarism, such as Turnitin, are in place. However, in our discussions with the Departmental Chair and the Dean, it was not entirely clear how issues such as student objections, disagreements, or behavioural matters are formally managed. The view was that such issues do not currently arise, but we would still like to see established mechanisms in place to handle them should they occur in the future.

The department's infrastructure is excellent, as indicated by the high degrees of compliance we noted.

Furthermore, the department has mechanisms and funds in place to support doctoral students in writing and attending conferences, though the exact level of resources available was not specified. It was indicated that funds are available for doctoral students to attend specific courses not provided within the doctoral programme itself.

Finally, regarding a policy on authorship and intellectual property, we did not see a specific example of this. However, doctoral students and alumni who discussed authoring papers did not raise this as a particular issue.

Findings

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

Whilst the department has a very good overview of the courses being taught and the various activities—some of which are hardly innovative—being developed by the teaching staff, it was clear that the decision-making and responsibility for monitoring program implementation lies with them.

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.

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Strengths

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

The Department and School, along with the University, have an acute sense of the importance of a high quality programme that can in turn be translated into visible external rankings. In our conversations, we did not feel that this translated into a high level of anxiety, but rather the various faculty has the confidence that they can do things not only well, but outstandingly well. This attitude is picked up by students.

Areas of improvement and recommendations

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

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

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	5
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.	5
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
3.11	Internationalization of the Department and external collaborations.	5

High level of the compliance with the standards

Findings

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

The Department's self-study document was comprehensive regarding the levels of responsibility and modes of coordination. Dean of the School, in consultation with the Head of the Department, appoints the Programme Coordinators. At our site visit, it was evident that there is an excellent set of communication practices amongst the leadership team that comprised the senior administrative staff. Their activities are supported by other administrative units in the university.

Strengths

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

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.

Areas of improvement and recommendations

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

No recommendations

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

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.	5
4.1.3	Intended learning outcomes, 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.		
The department has an excellent system in place for planning and monitoring the programmes of study.		
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
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.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
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

The department has its system in place for the organization of teaching. Access, teaching approaches and assessment are clear. One minor comment might be, if the Cypriot system allows, to recognize previously acquired competences as additional sources for admission.

Findings

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

The department has its systems related to learning and teaching in place. Requirements and criteria are published in time, both students and teachers know what to expect, teachers' professional development, both in pedagogy and technology is available, and teachers' self-evaluations are part of annual evaluation cycle with the Head of the Department, Dean of the School, and the vice-rector for Academic Affairs.

Strengths

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

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.

Areas of improvement and recommendations

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

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.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	4
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

The Department has an adequate number of full-time and exclusive teaching staff, with 24 faculty members whose areas of expertise fully support the programmes of study. All full-time staff hold the required academic qualifications and demonstrate appropriate substantive expertise, aligning closely with the subjects they teach. The contribution of visiting professors is limited, as no visiting faculty were hosted in 2022 or 2023 and only one was appointed in 2024: this expertise in educational technology is relevant to the programme. The single Special Teaching Staff member has a background in Education and professional experience suited to the needs of the programme, and although the documentation is limited, her role as Coordinator of School Practicum aligns with expected responsibilities. The low number of Special Teaching Staff and the absence of Special Scientists do not compromise programme

coherence. While permanent staff deliver 76.2% of courses, only 41% of weekly teaching periods are taught by full-time faculty, with 59% delivered by part-time instructors; although many part-time instructors have long-standing collaborations, increasing the proportion of teaching undertaken by full-time staff would further strengthen quality assurance. With approximately 545 students and 24 full-time faculty members (plus 69 part-time instructors), the student-to-staff ratio is within acceptable international norms and supports high-quality delivery. Feedback processes are well structured, with systematic student evaluations that are then analysed and integrated into staff appraisal and improvement processes.

- Number of teaching staff working full-time and having exclusive work: **24**
- Number of special teaching staff working full-time and having exclusive work: **1**
- Number of visiting Professors: **1**
- Number of special scientists on lease services: **N/A**

Findings

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

The application file provides a detailed list of teaching staff and the courses they deliver. Overall, full-time faculty members teach in areas that clearly correspond to their academic expertise and research interests. The ratio of teaching delivered by permanent versus non-permanent staff is 76.2% / 23.8%, which is generally acceptable and suggests a solid core of permanent teaching staff. However, data from Table 14 indicate that only 41% of the weekly teaching periods are delivered by full-time faculty, while 59% are taught by part-time instructors. From a quality-assurance perspective, it would be desirable for this ratio to be reversed, ensuring that the majority of teaching is delivered by permanent academic staff.

A high proportion of part-time instructors makes coordination and oversight more challenging, particularly in ensuring that courses are delivered consistently and in alignment with the programme design and intended learning outcomes. Nevertheless, during the site visit, the Committee was informed that the Department mitigates this risk by holding regular online coordination meetings, and that many part-time instructors have been collaborating with the Department for an extended period — some for more than ten years — which contributes to stability and continuity.

Regarding visiting professors, the Department did not host any during 2022 or 2023, and hosted one visiting professor in 2024: Dr. Georgios Lampropoulos, an expert in applied informatics whose expertise may support selected components of the Department's programmes, particularly in the field of educational technology.

The Department reports having only one Special Teaching Staff member, Christina Demetriou, who serves as Coordinator of School Practicum and Adviser. Christina completed her studies in Education at the University of Nicosia, and her background appears to align with the needs of the programme. However, the application file does not provide sufficient information regarding her academic qualifications or professional experience to allow the Committee to verify whether her

profile fully corresponds to the formal criteria for the category of Special Teaching Staff as stipulated in national regulations. The Department reports no Special Scientists.

Across all programmes, the Department serves approximately 545 students. According to Table 11, the Department employs 24 full-time faculty members (professors, associate professors, assistant professors, lecturers, and emeritus staff) and 69 adjunct/part-time instructors. This results in an overall student-to-teacher ratio of approximately 5.8 students per teaching staff member when counting both full-time and part-time staff. When considering only full-time faculty, the ratio is approximately 22.7 students per professor, which is within acceptable international norms but underscores the Department's substantial reliance on part-time instructors for teaching delivery.

Strengths

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

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. Many part-time instructors have collaborated with the Department for several years—some for more than a decade—providing continuity, stability, and familiarity with the programme structure and expectations. In addition, most part-time instructors hold a PhD, which contributes positively to the quality of teaching. The Department regularly organises online coordination meetings with part-time staff, ensuring alignment with course requirements and supporting consistent and coherent delivery across instructors. With approximately 545 students and 24 full-time faculty members, the student-to-full-time-staff ratio (22.7:1) is within acceptable international standards and supports effective student learning. Students systematically evaluate teaching, and the Department uses this feedback constructively within the annual staff appraisal and quality enhancement processes. 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.

Areas of improvement and recommendations

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

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.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

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.	4
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
Click to enter text.		

Findings

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

Research is an important part of the department's mission. The research impact has increased incredibly since 2020, and the department is no 1 in Cyprus in all indexes. Research mechanisms and regulations are in place, and external fundings is one of the department's objectives. The motivation for research is high at all levels (student, teacher and administrators) and the output in terms of publications is OK. One minor comment might be the relatively low number of publications in high-impact, non-Greek language journals.

Strengths

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

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.

Areas of improvement and recommendations

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

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.

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources (ESG 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		
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.	4
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
Some manual accountability processes could be digitalized to ensure they are robust and that resources are used efficiently		

Findings

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

In the application, or self-study, document and in conversation with the various senior members of the leadership team, there was a great deal of evidence of a high level of commitment to the delivery of the various programmes in the Department. This includes ensuring adequate financial resources to ensure all programmes – from the BEd to the MEd and the PhD are functioning well. The on-line Masters has grown in strength and visibility and now enrolls some 371 students and is a flagship programme for the university and for the Department. Class sizes are regulated to ensure that the programmes run as efficiently as possible. Some specialisations at the Master's level are more popular than others, hence carrying a larger number of electives. We did become

aware of some administrative activity work – such as coordination of student progress in the BEd (not PhD which is monitored by the Vice Rectorate’s Office for Research) – appears to take place manually. Digitising this activity 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.

Strengths

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

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.

Areas of improvement and recommendations

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

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.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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 Department we have just reviewed at the University of Nicosia has made outstanding gains across a wide range of fronts in its programme offerings. We commend the Department, School, and University for an outstanding operation; a view that was supported by alumni and stakeholders. The Department is clearly intent on improvement across all fronts. It is guided by effective structures and quality assurance mechanisms in place.

Its undergraduate BEd is engaging and innovative in its pedagogical practices. We strongly encourage the ongoing development of this programme, as the benefits to Cyprus and beyond are significant. The teachers being produced appear to be developed through a programme that actively fosters creativity, curiosity, and problem-solving. This is, in no small measure, the outcome of a staff body that is totally committed to providing an excellent educational experience.

At the postgraduate level, we were again very impressed by the growth and innovation of the Master's programme in its e-learning offerings. The programme provides a range of specialisms and offers opportunities for students from locations such as the Greek islands and other parts of the world to access a high-quality, professional degree.

We see two main areas for consideration by the Department that will strengthen the department's work. One relates to ongoing internal quality assurance processes and the other to the balance of teaching and research.

The University has clear guidelines for students and faculty regarding internal quality assurance processes. The goal would be to formalise these procedures at the departmental level, making them explicit in official documentation and ensuring they function independently of any single individual's initiative.

1. We noted that issues concerning staff performance or specific student concerns are currently handled by the Dean and the Head of Department. While this has worked well in the past, we believe it is important to develop, document, and publicise formal processes. This would ensure everyone understands how such problems are resolved and how to achieve outcomes.
2. Another area is mentoring. Currently, the Dean and Head of School largely mentor academic staff. This could become problematic if tensions arise between a staff member and leadership. Implementing a formal mentoring system would allow for arm's-length conversations about an individual's progress, preventing potential confusion with promotion or incentive systems.
3. A further example includes the small but growing PhD programme. While it has graduated a small number of students, issues such as intellectual property and authorship should be more formally developed as the programme expands and student numbers increase, requiring more systematic procedures.
4. Finally, formalizing the structures for stakeholder input – not to replace current informal networks but to complement them – will create an arm's length set of reflections on the future strategic direction of the Department.



Regarding the second area – we recommend an ongoing conversation aimed at how best to recalibrate the effort between teaching and research. While we note that sabbaticals are available upon application, a large number of teaching responsibilities are concentrated among a small staff. We recommend exploring efficiency savings and allocating funds for small-scale research projects, beyond those funded through EU measures. Access to seed funding and dedicated research time is crucial to support the calibre of the staff being recruited.

We noted a high level of commitment from the staff we met. However, as we communicated in our exit interview, one can never underestimate how quickly momentum can be lost and staff can become overburdened. Therefore, it will be important for the department to strategically balance its efforts across research, teaching, and societal impact in its ongoing planning.

In all, however, the Department, School and University can be congratulated for its high standards and commitment to excellence regarding its programme offer.



E. Signatures of the EEC

F.

<i>Name</i>	<i>Signature</i>
Susan Lee Robertson	
Josefina Sala Roca	
Hanno van Keulen	
Wilfried Admiraal	
Athena Theodotou	

Date: 15/11/2025

