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Date: 19/11/2025

External Evaluation Report (Conventional-face-to-face programme of study)

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

In Greek:

**Αναλυτικά Προγράμματα, Διδασκαλία και
Συγκριτική Παιδαγωγική [3-8 ακαδημαϊκά εξάμηνα,
90 ECTS, Μεταπτυχιακό]**

In English:

- **Curriculum, Teaching and Comparative Education [3-8 academic semesters, 90 ECTS, Master]**
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- **Language(s) of instruction:** Greek
- **Programme'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. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) were warmly welcomed to the campus at the University of Cyprus on the 18th November, 2025. The Evaluation Committee arrived at 9.00 am to begin the various meetings over the course of the day. We began with a meeting with the Vice Rector of Academic Affairs, had a presentation by the Dean of the School of Social Sciences and Sciences of Education, presentations by the Chair of the Department for Education and Academic Coordinator (Professor Klerides was ill with Covid; his slides were ably presented by Professor Phillippou), met with academic staff, students and administrators either teaching, learning or supporting the programme, and had a fruitful meeting with stakeholders. We had an opportunity to visit the new library which was stunning and to meet with the librarian able to show us the collections that were held that related to curriculum, teaching and comparative education. The EEC appreciated the thorough preparation of the documents that were provide prior to our site visit and the opportunity over the course of the day to ask questions and clarify points that had emerged in our reading of the paperwork. We valued the openness of the discussions that enabled us to emerge with a more thorough understanding of the programme, its organization, outcomes and areas for future directions. We were reviewing both the Master and PhD in Curriculum, Teaching and Comparative Education, which proved useful to see them together as there is also a learning pathway from one programme to the next.



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
Florian Waldow	Member	Humboldt University
Athena Theodotou	Member (Student)	Open University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

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

- *The 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

Findings

The Master of Education programme in Curriculum, Teaching, and Comparative Education is aligned with the department's teaching capacity and provides a pathway into the PhD programme. Its overall purpose is clearly stated on the website and in the evaluation document; to develop contemporary epistemological and methodological expertise in curriculum, teaching, and education. The programme aims to problematize local and international trends and is designed for professionals, teachers, and researchers seeking to enhance their qualifications, expertise, and professional identity. The programme meets the criteria laid out by the European Qualifications Framework. The language of instruction is Greek, though students are expected to have a good knowledge of English to enable them to access publications on the various topics in English. This is a reasonable expectation.

All students are assigned an academic advisor to help plan their courses and oversee their development though it is evident that for the master's student in this programme the two main coordinators of the masters and doctoral programmes, Dr. Phillippou and Dr. Klerides, undertake most of the advising roles. As we will show in the following section on student centred learning, this works effectively to build a good understanding of students and their progress through the programme.

The programme structure follows ECTS requirements and offers two options at the master's level: one with a thesis (Option B) and one without (Option A). By far the most favoured option is Option A – where students undertake coursework. A very small number take the thesis route and according to the evidence presented to us in the site visit, these students are likely to want to pursue a PhD. All students are assigned an academic advisor to help plan their courses and oversee their development.

The total ECTS is 90 credits; for Option A, this is made up of 4 compulsory courses that are foundational, 2 elective courses from a list of 8 electives; there is a compulsory seminar course of 6 credits that enables visiting professors or other international or national learning experiences to be assessed and accredited; and 1 of a choice of 4 research methods courses. For Option B, there are 4 compulsory courses that are foundational, a compulsory seminar course of 6 credits that enables visiting professors or other international or national learning experiences to be assessed and accredited; 1 of a choice of 4 research methods courses; and a dissertation (24 credits).

Students pursuing a Masters by dissertation have a committee with a lead supervisor who oversight the progress of the thesis. They produce a proposal that is defended and which guides the dissertation.

The programme is taught by a staff of 10, and courses are shared across different programme concentrations, fostering a critical mass of students. The curriculum covers a broad range of areas, including sociology of curriculum, comparative education, governance, history of education, post-colonial theories, globalisation, gender, digital education, and qualitative/quantitative research methods. The programme's courses, including their aims, objectives, assessments, and bibliographies, are well-documented on the website and are appropriate and aligned with the European Qualifications Framework. Or the Master's programme we have no issues with the

course content as an introduction to comparative education, teaching and curriculum studies. and recognise the references as standard and relevant in the field.

Details about the Master's programme are available on the University of Cyprus website. The publicly available programme requirements specify the number of semesters, ECTS credits, and the timeline for the completion of the programme depending on whether it is by thesis or by coursework.

The Internal Quality Assurance regulations for the programme in question, along with the composition of the institution's Internal Quality Committee, are specified in the application document and were discussed in the presentations by the Vice Rector and the Dean, as well as the Head of Department and Course Coordinators.

Quality assurance is integral part of the university's operations, with the overall purpose of assuring the culture and maintaining the excellence of its study programmes. To that end, we were satisfied that the university has developed a quality assurance policy and an internal quality assurance system, which is applied to all study programmes across the university, including this master's degree. Its operations are based on a particular set of principles, in this case, the PDCA cycle (Plan, Do, Check, Act), and are framed by policies, rules, procedures, and criteria, as well as a number of quality assurance instruments to ensure the proper organisation, operation, and quality of the study programme—in this particular case, the MEd. It is compliant with the national Agency for Quality Assurance and Accreditation of Higher Education standards, as well as the quality assurance guidelines of the Higher Education Area at the European level.

Quality Assurance is overseen by the governance structures of the University of Cyprus, notably the Senate, which is the highest decision-making body and oversees the overall operation of its study programmes. The Department's Council studies proposals submitted by its committee and takes decisions to amend an existing programme or launch a new one, depending on the nature of the issues facing the programme.

A range of policies, rules, and regulations make up the quality assurance system. These include rules of study for postgraduate students; Plagiarism Policy; Student Complaint Policy and Procedures; Code of Conduct at Work and Equality and Anti-discrimination policies. These are important because they specify the overall means through which a programme is not just delivered but is also held accountable to the rest of the university.

To ensure programme quality, a number of tools are used, including: course evaluation by students at the end of each semester; Instructor evaluation by students at the end of each semester; an exit survey (once a year, largely for undergraduates, but also applied to exiting doctoral students); a student satisfaction survey (once every two years) relating to the services of the University of Cyprus; external evaluation and accreditation once every five years (of which this particular evaluation is one instance); Key Performance Indicators (KPIs), including staff-student ratio, number of incoming applicants, duration of studies, average degree grades, dropout rates, and course success rates; and Internal Quality Departmental Committee, which was established in the Department of Education in the first semester of 2023, making it a newer procedure. The

composition of the Internal Quality Committee is detailed. This university-wide committee has representation from: undergraduate and postgraduate students; two experts in quality assurance matters; one representative from each faculty; and the Vice Rector for Academic Affairs.

Completion rates for the Master's appears to be outstanding; there is almost no attrition. We believe that the close monitoring, plus opportunities to stop studying with no time penalties (e.g. parental responsibilities or illness) enables relevant support and timely intervention to ensure progress.

We spoke with students from the programme and stakeholders familiar with the programme; they were enthusiastic about the Master's programme and believed that it gave them the kinds of knowledge and skills to be a competent professional as well as providing a strong sense of personal achievement.

The Department's Council, as the decision-making body within the department, and assists with decisions around existing or new proposals. Students are also represented on the Council. New proposals specify in detail the potential number of students, the project's feasibility, staff expertise, the minimum number of semesters required, course codes, titles, and so on. The process for this is also outlined in detail, including ECTS credits and the justification for them. There are also details on the professional development of staff, including how quality teaching is rewarded, how teaching is evaluated, and how feedback is given. Staff report annually on their inputs/outputs and this is calculated to produce an amount of funding that can be used for conferences and other activities. It acts as an important incentive to performance in ways that are less perverse than some incentive structures.

Details on study regulations are provided, covering staff and student obligations, when studies might be suspended, when students might be removed from the register, and disciplinary controls for various offences. These offences might include safety breaches, transgressing photocopying rights, or other disciplinary misdemeanors.

Details are also given on the scholarships offered and how they are allocated; Master's students have access to scholarships based either on need or on achievement. We spoke with students on our site visit about accessing these scholarships.

A range of administrative services support masters' level studies within the department. More classically identified within the formal mechanisms is the Academic Development and Quality Sector (ADEQS). This body provides administrative support to the departments for the continuous improvement of service quality. ADEQS acts as the point of contact between the department and the administration, providing direct responses and supporting the design and development of new curricula, including support for micro-credentials and hybrid or distance learning.

ADEQS comprises the following offices: the *Evaluation and Accreditation Office* who helps support conventional programmes of study. Its tasks include monitoring, helping to prepare evaluation reports (of the kind this particular evaluation represents), coordinating internal reports, and managing their submission; the *Programme Development and Quality Assurance Office* who

support departments in the development and revision of new and existing study programmes, as well as in developing short-cycle programmes; and the *Distance Learning Support Office*.

Strengths

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

The 'Independent Study' course which was a recommendation of the prior evaluation was regarded as excellent by the Coordinators as it offers a chance for a student to design a more personalised programme.

We also believe that the compulsory core seminar is a great innovation in that it is the vehicle for having international experts come and deliver shorter more focused intellectual inputs; evidence suggests that these experts are high calibre and represent the leading scholars in the field (e.g. Professors Morris, Carney, and others).

Whilst not an innovation per se, the close monitoring of the students in an advisory capacity seems to pay major dividends. In this case, it has created a trusting supportive professional community that is valued by the students.

The other innovation at the level of the University is the Graduate School. While the School appears to be mainly an administrative unit for the moment, its presence offers opportunities for it to be developed more fully to enable more flexible access to relevant courses in other departments, help with internships and student mobility, and to be a forum to invite leading scholars to be widely accessible across the university.

Areas of improvement and recommendations

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

Whilst this is beyond the competence of the Department, we feel that the Graduate School could be viewed as a vehicle at the level of the university that offers more than administrative services for graduate students. We offer a set of reflections on this in the final section on recommendations.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant



1.4	Information management	Compliant
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- **Are students actively involved in research? How is student involvement in research set up?**
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- **Do students' assessments correspond to the European Qualifications Framework (EQF)?**
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

The site visit gave a very strong impression of an atmosphere of mutual trust and respect between teachers and students. This came through very strongly in the testimony of teachers, students and alumni alike. There appears to be a well-developed feedback culture, both with regard to teachers giving feedback on students' work and students giving feedback on the teaching. Undoubtedly aided by the fact that the number of students is very low (intake of a maximum of 12 students / year, in practice often considerably fewer), teachers monitor students' progress closely and respond well to individual needs of students and support them in the organisation of their studies and their learning. The programme allows students to devise their own learning path, with elective courses including an "independent study"-course that can be tailored to individual needs.

According to the course descriptions, various teaching approaches are implemented with a mix of lecturing, group work, group discussion and debates, students' own research and student presentations. Group sizes are comparatively small, with a minimum of five and a maximum of 25, the typical size according to the teachers being about 15. Feedback on assignments is provided by both teachers and peers. Course content, intended learning outcomes and methods of assessment are laid out clearly in the course descriptions. Students are encouraged to actively participate in the teaching and learning process. Seminar-type learning formats in some courses allow students to interact and respond to each others' work. Research and teaching are linked quite well in the sense that teachers' own research is used in their teaching. Teachers encourage students to participate in conferences, summer schools etc. and funds are made available for this purpose. At the site visit, the department's involvement in the GLOBED project was highlighted particularly as a welcome input from outside.

Teaching is on the main campus, which is located at a considerable distance from the department (20-45 minutes by car). Courses and reading lists updated are updated regularly by teachers.

Practical training in the sense of students doing their own research has an important place in the programme. Students are expected to engage in activities such as archival research and fieldwork. The research component is particularly strong in the Master type B (with thesis), but is also present in the type A-Master.

The programme does not lead to a professional degree in the sense that it prepares for a distinct profession (such as a teaching degree), and does not contain compulsory practical training in the sense of preparing for a distinct profession. However, doing internships is possible and encouraged.

The assessment criteria are clearly described in varying detail for each course. According to the course descriptions, assessment consists typically of a mix of participation, a final exam and other activities such as a mid-term test, a written assignment or a research activity such as archival research or fieldwork. Most assessments include individual exams and assignments. In some courses, group work (e.g. writing a joint paper) is part of the assessment. As a rule, the teachers who taught the course appear to also be responsible for assessment. Final exams typically account for 40% of the grade. Neither a second assessor nor peer assessment seem to be included, with the exception of the Master's thesis itself, which is independently evaluated by two evaluators. Students appear not to be provided with a choice of review items and assessment types.

On reviewing the website, we come to the conclusion that assessment corresponds to the EQF.

Strengths

A major strength of the programme is the dedication and highly professional attitude displayed by teachers, creating an atmosphere of mutual trust. This came through very strongly in the site visit. Teachers were described as approachable and supportive. The well-developed feedback culture, the possibility of creating their own learning path with support from the teachers and the fact that the individual needs of the students are well taken care of was specially highlighted. The fact that support structures are working very well is also evidenced by the extremely low rates of dropout from the programme and the extremely high rates of completion within the stipulated time frame.

Areas of improvement and recommendations

Although doing internships is possible and encouraged, this component of the course might be strengthened further, e.g. by including an internship as a compulsory element of the programme.

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



Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*

- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

3.1 Teaching staff recruitment and development

The University of Cyprus applies clear, regulated and transparent procedures for the recruitment, evaluation and promotion of academic staff. The Master's programme is delivered by 10 full-time, permanent academic staff members, all of whom hold PhDs and possess academic profiles closely aligned with the programme's disciplinary areas (curriculum studies, comparative education, educational technology, educational policy, history and philosophy of education, literacy, research methods).

The teaching staff demonstrate a high level of research activity and scholarly productivity, as highlighted in the programme documentation, which explicitly states that department members are active researchers with significant publication records. Their work appears in recognised international journals and edited volumes, and many staff contribute to ongoing funded research projects. This strong research base directly informs their teaching and enhances the academic depth of the programme.

Professional development is actively supported through the Centre for Teaching and Learning, which offers non compulsory training for professors, seminars and systematic student evaluations

of teaching. Institutional mechanisms such as the Teaching Excellence Award reinforce the value placed on quality teaching. However, although student evaluations of teaching are consistently positive, they have no direct economic impact on the teaching staff, even if they may be taken into account indirectly in promotion processes.

The programme also benefits from visiting academics, who contribute periodically bringing international perspectives. Former students, young researchers and postdoctoral fellows are also invited to engage with current students, strengthening the programme's academic community and research orientation.

3.2 Teaching staff number and status

The number of teaching staff is adequate for the programme's size, workload and structure. All teaching responsibilities are covered by full-time permanent academic staff, with no reliance on part-time or temporary instructors for core programme delivery. Visiting academics are involved only occasionally and do not exceed the number of permanent staff. During the visit, students and former students report that their professors are highly supportive, approachable and flexible, providing guidance that is responsive to individual needs and fostering a positive and encouraging academic atmosphere.

3.3 Synergies of teaching and research

There is strong and consistent integration of teaching with research. Staff regularly incorporate their own scholarly work into the curriculum ("using own research"), and institutional structures such as the Research and Innovation Service support staff in securing external funding and maintaining active research agendas. The staff's publication record falls squarely within programme-relevant fields, and teaching loads are compatible with sustained research activity. Collaborative research, including international partnerships, further strengthens the research-led nature of the programme. The balance between teaching hours and available research time appears appropriate, given that staff teach a limited number of weekly hours and are entitled to a sabbatical semester after every six semesters of service.

Strengths

The teaching staff constitutes a significant strength of the programme. All ten members are full-time, permanent academics holding PhDs, with strong and relevant research profiles that align closely with the programme's thematic areas. Their scholarly activity directly supports the programme's objectives and ensures a solid foundation for research-led teaching.

Recruitment and promotion procedures are transparent, rigorous and governed by clear institutional regulations. The inclusion of external experts in selection committees ensures objectivity and quality. Promotion criteria take into account teaching performance, research productivity and ongoing development of teaching skills, reinforcing high academic standards across the department.

The University provides robust structural support for teaching development through the Centre for Teaching and Learning. This unit offers systematic training opportunities, teaching-skills development, course and instructor evaluations, pedagogical seminars and regular feedback mechanisms, all of which promote continuous enhancement of teaching quality and reflective practice among staff.

The involvement of visiting academics and former students is meaningful yet proportionate. Distinguished international scholars and young researchers contribute to seminars and selected learning activities, enriching the programme through diverse perspectives while maintaining the central role of permanent staff.

There are strong synergies between teaching and research across the programme. Academic staff systematically draw on their own research in course design and delivery, collaborate within and beyond the University, and engage in externally funded research projects directly connected to the programme's disciplinary fields. This integration helps ensure that teaching is current, scholarly and aligned with international academic developments.

Finally, students consistently report that their professors are highly supportive, approachable and flexible, providing guidance that is responsive to individual needs and fostering a positive and encouraging academic atmosphere.

Areas of improvement and recommendations

Although the teaching staff demonstrates strong qualifications, active research profiles and a clear commitment to high-quality teaching, the way student evaluations inform staff development and career progression is not fully evident. Evaluations are systematically collected and analysed; any issues with performance are picked up by the Department Chair. Student concerns can be flagged with the Course Coordinators.

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

Sub-area	<p style="text-align: center;"><i>Non-compliant/ Partially Compliant/Compliant</i></p>
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3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

4.1 Student admission, processes and criteria

The programme operates with pre-defined and published admission regulations, coordinated centrally by the Graduate School. Calls for admission clearly outline eligibility criteria, required documents and application procedures. Requirements include a relevant academic background, English language proficiency, reference letters and an interview conducted by the programme coordinators, ensuring transparency and consistency. Applications are submitted electronically through the University's online system. The relatively small intake of students allows the Department to maintain close oversight of individual applications and ensures that admitted students align with the programme's academic expectations. Students reported that the admission process was clear and appropriate for the level and demands of the programme.

4.2 Student progression

Student progression is governed by clear and published regulations, including rules on attendance, academic responsibilities, maximum duration of studies and the possibility of

suspending studies for medical or personal reasons. Progression is consistently supported through close supervision by the programme coordinators, who act as Academic Advisors. Students expressed strong appreciation for the personalised support they receive, emphasising that coordinators and teaching staff provide quick, helpful and tailored guidance when selecting courses, addressing academic challenges or resolving concerns. They described this academic support as highly effective.

Academic staff reported very high success and completion rates, with almost 100% of students completing the programme, no evidence of dropouts and an average completion time of approximately four semesters, even though completion is possible in two. The small cohort size enables timely interventions when needed. However, the panel did not observe the systematic publication of key progression indicators (e.g., success rates, time-to-completion, interruptions), which may limit transparency for prospective and current students.

4.3 Student recognition

The University maintains formal and clearly defined procedures for recognising prior studies, allowing students to transfer up to 24 ECTS from other accredited postgraduate programmes under specific conditions. These processes follow institutional regulations and ensure fairness and coherence. While recognition of non-formal or informal learning is not explicitly addressed in the programme documentation, the broader institutional framework—through the Quality Assurance Office and the International Relations Service—aligns with European standards and the Lisbon Recognition Convention, supporting mobility and consistent recognition practices across the University.

4.4 Student certification

Procedures for certification are well established and centrally managed. The Academic Affairs and Student Welfare Service oversees enrolment and ensures the publication of curricula and examination arrangements. Upon completion, students receive a Diploma Supplement issued by the Graduate School, which provides transparent information on the qualification obtained, including its level, context, content, learning outcomes and status. This guarantees full alignment with European and international standards for certification

Strengths

The programme demonstrates a well-structured and transparent admission policy, with clearly defined and consistently applied criteria. Applicants are assessed on multiple objective elements, including their academic background, English language proficiency, recommendation letters and a personal interview. The interview process enables programme coordinators to gain a deeper

understanding of candidates' interests, preparedness and capacity to complete the programme on time, thereby supporting both the quality of selection and the programme's overall efficiency.

A further strength lies in the programme's small cohort size, which facilitates close academic monitoring and supports timely interventions when necessary. Students consistently report high levels of satisfaction with the academic support they receive, highlighting the dedication, responsiveness and personalised guidance of both coordinators and teaching staff. This strong supervisory structure contributes to excellent progression outcomes, including very high completion rates and the absence of dropouts.

The programme benefits from clear and fair procedures for the recognition of prior studies, aligned with institutional regulations and validated by the Cyprus NARIC (KYSATS) authority, ensuring that students enter the programme with appropriately recognised qualifications. Certification processes are also well organised: graduates receive a Diploma Supplement fully compliant with European standards, providing transparent information about the qualification.

Finally, the programme demonstrates sensitivity to students' financial circumstances. Tuition fees are reasonably set and students have the option to pay in instalments, reducing financial pressure and supporting accessibility. The combination of transparent processes, strong academic support structures and fair financial arrangements constitutes a robust and student-centred framework.

Areas of improvement and recommendations

Although the programme demonstrates strong student progression outcomes and a high level of support from academic advisors, one area where transparency could be enhanced relates to the visibility of key progression indicators. While staff reported excellent completion rates, no dropouts and timely graduation patterns, these data are not systematically published. Making this information accessible would reinforce the programme's accountability and could provide valuable guidance to prospective and current students. For this reason, it is recommended that the programme compile success rates, completion times and data on interruptions annually and make them publicly available in a clear and standardised format.

In terms of admission information, the programme already applies well-structured and transparent selection criteria; however, the public-facing documentation could be strengthened by more clearly communicating how the various admission elements—academic background, English proficiency, reference letters and interview-based motivation—are considered in the final decision. Providing this clarification would enhance applicants' understanding of expectations and further reinforce the transparency of the process.

Finally, regarding recognition of learning, the programme's procedures for recognising prior studies are clearly defined, but the documentation makes limited reference to the potential recognition of non-formal or informal learning. Even if such cases are rare, clarifying the

programme’s position—either by stating whether this recognition is possible or by outlining its limits—would improve alignment with European standards and provide greater clarity for applicants.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Department for Education is located in two sites; the old site of the University, and the new site where the teaching and major services, as well as many of the other departments, as now located. The new site and buildings of the University of Cyprus is architecturally stunning. The ongoing issue for the Department is that the offices are located on the old site, while all other activities and services, teaching, library and so on, are located on the new site. This creates real issues not only because of time spent travelling, but also limits the capacity to 'belong' to the Faculty of Social Sciences and Education, and to the rest of the university.

A wide array of university offices provide support, ranging from Academic Affairs and Student Welfare to IT Infrastructures; Technical Services; the Centre for Teaching and Learning; Career Centre and Centre for Entrepreneurship. The Student Welfare Association supports financially students in need, regardless of their level of study. Applications for financial support are submitted to the Social Support Office of the Academic Affairs and Student Welfare Services; the total amount of financial aid offered to students is decided annually depending on the financial capacity of the Association's Fund. Some 500 students are aided every year with an annual budget of 150.000 euros. Students can apply for financial assistance in external schemes supported by the State. This includes Masters students, and is based on either need or achievement.

The University provides student support mechanisms at both the departmental level and centrally through the Academic Affairs and Student Welfare Service. A key central service is the University Mental Health Centre, which now operates under the Department of Psychology. It offers free assessment services to students facing difficulties with learning, adjusting to university life, or other personal challenges. The Centre also organises workshops and presentations on topics such as student welfare, mental health, and disability.

Regarding student life, there are numerous clubs focused on specific interests like dance and music. The Career Centre provides advice, hosts an online jobs portal listing part-time and full-time employment, and offers individual support with CV development. Students can also book into career seminars. For healthcare, the university has a Health and Safety Department available to students. While free healthcare is offered, international students (non-European) are required to have private health insurance, whereas European students can use the European Health Insurance Card. The Master's students are primarily Cypriot though some are from Greece.

For housing, the university offers 12 residential buildings with a total capacity of 208 single rooms and two common rooms, which are made available to students. Many students in the PhD programme work full-time so it is not clear the extent to which they access these residential living opportunities.

In terms of infrastructure—including classrooms, laboratories, library, and equipment—the new campus houses most of these resources. It is home to lecture theatres, amphitheatres, reading rooms, meeting rooms, student clubs, sports centres, and the administrative offices.

The new Stelios Ioannou Learning Resource Centre, opened in 2018, consolidates the library collection under one roof. We visited the Library and were impressed with its architecture and also the capacity to provide a space for learning. It offers a very large number of study spaces, including 900 individual and group study areas, all with wheelchair access. The library itself serves both internal university users and external users for a contribution. Its extensive collection includes: 400,000 printed books; more than 100,000 printed volumes of scientific journals; 700,000 electronic books; 200 scientific databases; and 30,000 electronic journal titles, providing access to many millions of scientific articles.

As a founding member of the Cyprus Library Consortium, the library operates alongside six other Cypriot public and private academic libraries, participating in agreements that enable inter-library loans and resource sharing. There is a librarian allocated to support the Department for Education staff and students.

The library features multi-media spaces and designated rooms to support different kinds of access, including self-study and group study. A large number of seminars are also held within the library, offering a range of training and information services. In line with modern trends, it is actively involved in European Open Science promotion projects.

We did ask about student mobility (e.g. Erasmus) and it appears that the masters' students are mostly working full time so have limited capacity to be away from their work.

Strengths

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

The new campus is impressive as is the library and the teaching facilities; they really are state of the art.

Areas of improvement and recommendations

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

Move the Department of Education offices to the new campus as soon as is feasible as this has placed limits on the ability of the Department – academics, administrators and doctoral students - to feel part of the university and easily access all of its services.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant
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5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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 programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

1. Commendations and Strengths

The review committee wishes to acknowledge and commend the following strengths of the programme:

We thank the department for its thorough preparation of the documentation and for the exceptional openness demonstrated during the site visit. The constructive conversations enabled a deep understanding of the programme's nature, offerings, and potential for student success.

Feedback from students was overwhelmingly positive. They reported a high level of trust, and described the academic staff as highly professional, motivated, enthusiastic, and caring. This supportive environment was consistently praised as a key factor in their outstanding educational experience.

The programme's model of close monitoring and support delivers excellent results, particularly in completion rates. This is especially commendable given that many students are working full-time while progressing at a pace comparable to full-time students.

The committee was impressed by the strategic use of resources, including:

- Financial support for students to attend conferences and assist with fees.
- The provision of scholarships.

The inclusion of a six-credit compulsory seminar is a significant innovation. Furthermore, the programme's practice of inviting leading international scholars (e.g., Professor Steve Carney, Professor Schriewer, Professor Paul Morris) injects cutting-edge knowledge and provides invaluable networking opportunities for students, especially those working on dissertations. The independent study module also opens up space for flexible learning.

2. Areas for Improvement and Development

The committee recommends the following actions to further strengthen the programme:

The most pressing issue is the physical separation of the Department's offices from the main teaching resources and the library on the new campus. We strongly recommend prioritising the relocation of the Department to the main campus to better integrate academic activities and support services for both staff and students.



While the programme continues to attract students, a slight decline in enrolment has been noted. We encourage the department to actively advertise the demonstrable quality of the programme to ensure its long-term sustainability and visibility for future student intakes.

The role and benefits of the doctoral school for Master's students, particularly those on a coursework track, require clarification. We recommend further elaboration on how this school can function not just as an administrative unit, but as a vehicle for fostering interdisciplinary work and providing tangible value to all postgraduate students.

In summary, this is an important and high-quality programme. The recommendations above are intended to build upon its significant strengths and ensure its continued success and growth in the future.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Susan Lee Robertson	
Josefina Sala Roca	
Florian Waldow	
Athena Theodotou	

Date: 19/11/2025