

Doc. 300.1.1

Date: 16/12/2022

External Evaluation Report

(Conventional-face-to-face programme of study)

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

In Greek:

In English:

Magister Artium Pedagogical Science

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek:

In English: 1) Sports Pedagogy; 2) Multiculturalism, Migration and Decolonial Education; 3) Early Childhood Education.



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

The EEC visited the University of Cyprus on the 12/12/2022. During the visit, the EEC met with key personnel of the University and the Faculty who presented key information about the university and the programmes of study being evaluated.

The EEC was provided with a tour of the library. Unfortunately, the EEC did not get to see the current teaching classrooms and labs of the programmes under review, as these are being taught from the 'old' campus and will be transitioning to the 'new' campus in the future.

The Agenda of the day was as follows:

09:00 – 09:10

- A brief introduction of the members of the External Evaluation Committee

09:10 – 09:40

- A meeting with the Vice Rector for Academic Affairs, Professor Tatiana Eleni Synodinou who is also the Chairwoman of the Internal QA Committee of the University

Participants from UCY

- Professor Tatiana Eleni Synodinou, Vice Rector for Academic Affairs, Chair of the Internal Quality Committee,
- Ms. Demetra Demetri, University Officer A' – QA Coordinator,
- Zacharias Zacharia, Department Chair
- Eleni Loizou, Professor, Early Childhood Education
- Niki Tsangaridou, Professor, Physical Education
- Iliada Elia, Associate Professor, Mathematics Education
- Marianna Papastephanou, Professor, Philosophy of Education
- Miranda Christou, Associate Professor, Sociology of Education

09:40 – 10:10

A meeting with the Head of the relevant department: Short presentation of the School's / Department's structure

Participants from UCY

- Zacharias Zacharia, Department Chair
- Eleni Loizou, Professor, Early Childhood Education
- Niki Tsangaridou, Professor, Physical Education
- Iliada Elia, Associate Professor, Mathematics Education

- Marianna Papastephanou, Professor, Philosophy of Education
- Miranda Christou, Associate Professor, Sociology of Education

10:25 – 11:25

Program Presentations:

- Eleni Loizou, Professor, Early Childhood Education
- Niki Tsangaridou, Professor, Physical Education
- Miranda Christou, Associate Professor Sociology of Education

12:25 – 13:00

Site visit - Library

- Mr Louis Prokopiou, University Officer, Library

14:00 - 15:00

A meeting with members of the teaching staff on each course for all the years of study (QA session).

- Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
- Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
- Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
- Discussion on assessment criteria, samples of final exams or other teaching material and resources.

Participants from UCY

- Eleni Loizou, Professor, Early Childhood Education
- Niki Tsangaridou, Professor, Physical Education
- Iliada Elia, Associate Professor, Mathematics Education
- Marianna Papastephanou, Professor, Philosophy of Education
- Miranda Christou, Associate Professor, Sociology of Education
- Simoni Symeonidou, Associate Professor, Inclusive Education
- Elena Ioannidou, Associate Professor, Language Arts Education
- Stavroula Philippou, Associate Professor, Curriculum and Teaching
- Panagiotis Antoniou, Lecturer, Educational Leadership and Evaluation
- Stavroula Kontovourki, Associate Professor, Literacy and Language Arts Education

15:00 – 15:20

A meeting with members of the administrative staff.

- Christina Georgiou
- Anastasia Costa-Demetriou
- Popi Kitsiou

15:20 – 16:00

A meeting with students and graduates only (5 – 15 participants).

Graduates

- Ermis Kyriakides
- Galatia Kallitsi
- Anthia Michaelides

Doctoral Students

- Genovefa Zafiridou
- Irene Polemitou

Masters students

- Letitsia Mousa

16:15 – 16:40

A meeting with the Head of the relevant department and the programme's Coordinator - exit discussion

- Zacharia Zacharias
- Eleni Loizou
- Niki Tsangaridou



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Frances Press	Professor	Manchester Metropolitan University
Leena Krokfors	Professor	University of Helsinki
Antonio Calderón	Senior Lecturer	University of Limerick
Revekka Paraskeva	Student member	Open University of Cyprus

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:*
 - *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*

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*
 - *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*

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*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

Overall, the Magister Artium Pedagogical Science is well structured. It offers a conventional delivery that can take 3 semesters (1 ½ years) minimum and 8 semesters (4 years) maximum, to complete the required 90 ECTS. The sample of students interviewed by the EEC provided

feedback that the MA offerings promote deep learning aligned with the demands of societal working opportunities. The three offerings are aligned with the teaching and research expertise of staff. Given the current student's needs based on work, study and life, and the University "Hybrid Education" policy, blended teaching and learning opportunities might be considered.

Strengths

- Excellence in teaching and learning is an expressed objective of the University vision and mission.
- The courses seek to be accredited under the CYQAA.
- There is an "Internal Quality Assurance System".
- Student evaluation of teaching in each subject is centrally administered and structured in a way that ensures all students complete the teaching survey.
- Existence of informal mechanisms to hear student voice to inform programme decisions, facilitated by the small student cohort and thus close working relationships between students and staff.

Areas of improvement and recommendations

- The main purpose and objectives of each master programme (Sports Pedagogy; Multiculturalism, Migration and Decolonial Education; and Early Childhood Education) are expressed quite differently. Whilst not seeking to homogenise the programmes, we suggest that the purpose and objectives of each clearly reflects the requirements of EQF level 8 descriptors (knowledge, skills and responsibility and autonomy). In master programmes knowledge should be "at the most advanced frontier of a field of work or study", skills should be "the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice", and the master should demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research".
- To this end, we suggest the Masters' teaching teams work together to frame the main purpose and objectives of their programmes in ways that more explicitly reference and explicate the EQF level 8 objectives.
- Having a clear general purpose, informed by European Frameworks as well as current research literature, will facilitate the selection of intended learning outcomes for each area. Currently, for instance, Sports Pedagogy has as its the main purpose is: "to offer comprehensive education for teachers-researchers concerning specialize knowledge, cognitive development, epistemology and learning in Pedagogical Sciences" whereas for Multiculturalism, Migration and Decolonial Education, the purpose also provides more specifically the areas to engage with (e.g., competence to engage in: ethics of hospitality, migrant and refugee reception and inclusion in educational and social milieux, addressing debates of difference vs. identity, etc.). The suggestion would be for all the programmes to have the same general purpose (e.g., to advance or contribute to knowledge of a field of work or study), then, include the specifics from each area as unique programme elements.

- In relation to intended outcomes, we suggest being consistent with the wording (e.g., students will be able to...). General and specific learning outcomes might be considered. Current research findings, Cyprus society and students' needs might inform the selection of the intended learning outcomes.
- Another area that could be strengthened is formalising mechanisms for capturing and acting on 'student voice'. The committee appreciates the embedded approach to evaluating subjects. However, there is scope to gather students' input into the design and delivery of programmes (e.g., ask for content related feedback, and use it to refine the content of different modules, including options for assessment). We would strongly suggest using student voice and feedback when planning in-service training for the teaching staff.
- When conducting a self-evaluation for QYQAA accreditation, it would be useful for the team to provide text-based justifications for their answers as a stimulus for their reflection.

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

- The EEC has rated 1.1 as partially compliant as there should be formal mechanisms for ongoing evaluation of the programme in between the student evaluation of courses and the CYQAA accreditation of programmes. Please note that while there is a policy for quality assurance, and the team engage in the CYQAA quality assurance process, it is important that attention in the documentation is given to justifying the ratings provided by the team
- The EEC has rated 1.2 as partially compliant for the reasons outlined in the preceding areas of improvement. In particular, each programme's purpose and objectives should explicitly align with expectations of Masters level study (see Salzburg, 2015).

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.*

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.*

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.*

Findings

Overall, learning focuses on students' individual and social development and the processes of teaching and learning as well as assessment are flexible. Students reported on their personal and academic transformation through the programme of study. The studies are directly relevant to subsequent employment. Students positively commented on how their studies informed their work. Students found employment readily after graduating.

Strengths

- There is a move towards learner-centered flexible forms.
- The mutual respect within the learner-teacher relationship is promoted and evident.
- Studies seems to be directly relevant to subsequent employment
- Close relationships with PG students support the student journey
- Very positive feedback from students.
- Students have possibilities to attend international conferences as well as opportunities to teach and work as assistants
- Appropriate and clear procedures for dealing with students' complaints are available on the website
- Assessments are both formative and summative.
- Staff and student reported that although PhD and Master's students share common courses, assessment is differentiated.

Areas of improvement and recommendations

- Blended learning is a tool to develop the aims, content and methods of learner-centered approach. As an important element the policy on and the development of blended learning is central in changing from teacher-centered to learner-centered approach.
- The reference to Graduate School supporting blended learning could be strengthened in developing the next steps.
- Students expressed a desire for recorded lectures and more intensive collaboration between peers as a means of catching up and broaden the learning possibilities.
- Too heavy weighting of the exam may be directing students learning toward the exam, rather than learning throughout the programme and should be carefully considered throughout the assessment of the study programmes, goals, and methods used.
- Mapping the assessments across the programme is recommended.

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.*

Findings

The teaching staff are qualified at the appropriate level and their areas of expertise are appropriate to the content that they teach. The Masters concentrations reflect the expertise of the teaching staff and is connected to their areas of research. Teaching staff are active in research and publication and successful in grant capture. They are actively engaged in and influential in relevant professional and policy forums. Many staff are editors or members of editorial boards of international journals relevant to their area of research and scholarship. The university encourages staff to engage in high quality research and publication and this appears to be a strong consideration for promotion. However, staff also noted that teaching quality is also recognised, including through a quality teaching award. There is support for the professional development of teaching staff through the Teaching and Learning Centre. Additionally, staff are provided with a base level of funding to support such things as conference attendance and additional funds can be allocated based upon prior performance. Each course is evaluated at the end of the semester by students. The evaluation is centrally administered. The courses do not appear to utilise Visiting Professors.

Strengths

As above, additionally:

- The teaching team are cohesive and mutually supportive.
- The team have an impressive range of research and strong national and international collaborations.
- All teaching staff are employed full-time and the time allocated to teaching is limited to support their impactful engagement in research, publication and professional networks.

Areas of improvement and recommendations

- We understand the quality teaching award focuses on the individual and suggest there is scope to recognise the quality of teams (if applicable).
- The courses do not appear to utilise Visiting Professors. Attention should be given to increasing the contribution of Visiting Professors to the programmes. The engagement of international collaborators could be especially beneficial to post-graduates – though we acknowledge that the language of instruction is Greek, and this in itself will limit the scope of international collaborations.



- Peer observation of teaching can enhance the teaching strategies of both the observed and the observer. This may be a developmental opportunity that the team wish to take advantage of (see footnote for an example¹).

¹ Center for Transformative Learning (University of Limerick).
<https://www.ul.ie/ctl/professional-development/peer-observation>

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

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

Findings

Entry requirements to the programme are clear and appropriate. There are Postgraduate Studies Rules outlining the programmes requirements. The maximum length of attendance for a postgraduate student is eight semesters. Students have the opportunity to resubmit their Master's dissertation once, in the event of failing their dissertation. There are a clear available course structures outlining both compulsory and optional units that students must complete. There do not appear to be written requirements specifically for student progression, for example, what subjects must be completed, or what grade averages must be achieved, before students' progress to the next stage of their studies. Student selection is based on meeting specified academic conditions, submit recommendation letters, submit a short statement, and have a personal interview. Student must also reach a minimum level of English language proficiency. This ensures that students can engage with research and scholarship published in English.

Strengths

- The small cohort of students ensures that teaching staff are able to closely monitor student progress.
- There is informal but continuous monitoring of student progress.

Areas of improvement and recommendations

- Consider written requirements specifically for student progression, for example, what subjects must be completed, or what grade averages must be achieved, before students' progress to the next stage of their studies.

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	Partially compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

4.2 is rated as only partially compliant because of the lack of specification re ECTS requirements for progression in 10.3.1 of the Postgraduate Studies Rules. We also recommend more explicit guidelines regarding subject requirements (i.e., pre-requisites) for the Masters.

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.*

5. Learning resources and student support

Findings

Overall, teaching and learning, physical and human resources are appropriate and supporting the achievement of the programme objectives.

Strengths

- Extensive reading list in all the courses.
- Variety of student-centred pedagogies (e.g., debates, study cases, lesson observations, etc.)
- Students are well informed about the services available to them.
- Expertise on teaching and research experience of faculty members.
- Learning resource center library "Stelios Ioannou" and access to relevant and timely digital resources.

Areas of improvement and recommendations

- There is considerable variation in the length of readings lists for each subject. Consider reducing the reading list by providing a selection of essential readings and complementary. We would suggest that students' are encouraged to search and create reading list based on their needs and research topic of interest.
- Consider flexible or hybrid modes of teaching and learning to embrace current higher education trends in the European Higher Education.
- Promote students' mobility within and across higher education systems.
- Consider students with different capabilities, different levels of academic preparation, special needs due to physical disabilities, and how they can achieve the intended learning outcomes.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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**

D. Conclusions and final remarks

- The EEC would like to thank the staff of the university for their informative and open discussion throughout the day. The EEC observed a strong staff team, actively engaged in research in their areas of expertise, strongly connected to their professions. The EEC heard extremely positive feedback from students about the quality of the postgraduate programmes under offer. One student referred to the programme making her a 'better person' this attests to both the positive impact of the student's personal journeys as well as their research journeys.

Additionally:

- The programme appears well resourced, and we are pleased to see the library as an obvious hub of student activity. We do note however, that academic and administrative staff have been temporarily displaced in the move from one campus to another. Staff did speak with some enthusiasm about the creation of new learning facilities on the new campus.
- Our main recommendations for improvement are intertwined and relate to taking a holistic approach to programme evaluation and review.
- Firstly, we recommend the teaching team work together to revise the programmes purposes and objectives to more explicitly align with standards pertaining to masters study. Following we suggest a more consistent approach to the expression of programme objectives (without detracting from their uniqueness).
- Following, we suggest that there is scope to have an explicit programme evaluation process that sits in between the course evaluations undertaken by students, and the CYQAA evaluation. A mapping process for example, could occur both within and across programmes. Within programmes such mapping could, for example, ensure the avoidance of duplication (content and assessment). Across programmes, such mapping could ensure consistency of expectations for students with regard to level of study and performance.
- This process should take into account students' perspectives on areas such as assessment, and course content (for example, students did express a desire for a greater emphasis on creativity).
- Relatedly, we suggest that it would be useful for staff to have a moderation process whereby some assessments were second marked by a staff member external to the course teacher, to generate discussion about parity and fairness of marking within and across courses. This need not be for every subject nevertheless have some regularity.



- We conclude with a positive comment related to the opportunities that are provided to students to engage with their professions and grow as researchers through their attendance at conferences, networks, act as teaching assistants and so forth. This creates a dynamic environment for student learning.
- This could be extended through the fostering of a Masters student community where they have the opportunity to overcome isolation and facilitate effective growth. This would support a subsequent recommendation (in the report relating to PhD) about the creation of a PGR community.



E. Signatures of the EEC

Name	Signature
Frances Press	
Leena Krokfors	
Antonio Calderón	
Revekka Paraskeva	

Date: 16/12/2022