Doc. 300.3.1/1

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

Date: Date.

- **Higher Education Institution:**
  Frederick University
- **Town: Limassol**
- **School/Faculty: School of Education and Social Science**
- **Department: Department of Education**
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

Programme 1 – Bachelor in Primary Education

In Greek:

Programme Name

In English:

 Primary Education (4 academic years, 240 ECTS, Bachelor [BEd])

Language(s) of instruction: Greek

Programme 2 – Master in Education Studies: Curriculum and Instruction - Conventional

In Greek:

Programme Name

In English:

 Education Studies: Curriculum and Instruction (3 academic semesters, 90 ECTS, Master [MEd])

Language(s) of instruction: Greek

Programme 3 – PhD in Education

In Greek:

Programme Name

In English:

 Education (3/4 academic years, 180/240 ECTS, PhD

Language(s) of instruction: Greek

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

REPUBLIC OF CYPRUS

A.   Introduction
This part includes basic information regarding the onsite visit.

Because of the pandemic, the onsite visit did not take place. Rather the proper review took place via a remote study, a remote meeting of the team to allocate responsibilities and ensure clarity of purpose, and then two days of meetings on Zoom (28th and 29th January 2021). Materials for the review were sent to us in good time and were comprehensive. We had the opportunity to undertake a virtual visit of the campuses provided via a link, as well as view teaching virtually. Technical support was available from the CAQAA in HE, and Lefkios Neophytou was excellent in providing advice as the review moved along. All pre-arranged meetings functioned well with excellent attendance. It was evident from the engagement of the Department that it functions very well, is cohesive and has a strong sense of professionalism and purpose. In our meeting with the Rector and Vice Rector, there is clearly a strong sense that Frederick University supports the activities within the Department, its overall development and positioning in the sector. Strong central structures and processes support programme activities at the level of the Department and its programmes which we reviewed

B.   External Evaluation Committee (EEC)

Name	*Position*	*University*
Susan Robertson (Chair)	Professor	University of Cambridge
Wilfried Admiraal	Professor	University of Leiden
Gerry Macruairc	Professor	National University of Ireland, Galway
Marina Neophytou	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

C.   Guidelines on content and structure of the report

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

- *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 each programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

ΔΙΠΑΕ CYQAA **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
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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:*
  o *has a formal status and is publicly available*
  o *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  o *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  o *ensures academic integrity and freedom and is vigilant against academic fraud*
  o *guards against intolerance of any kind or discrimination against the students or staff*
  o *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  o *is designed by involving students and other stakeholders*
  o *benefits from external expertise*
  o *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)*
  o *is designed so that it enables smooth student progression*
  o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  o *defines the expected student workload in ECTS*
  o *includes well-structured placement opportunities where appropriate*
  o *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.*

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?*

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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.

Findings for Bachelor in Primary Education

In reviewing the paperwork, the presentation by the programme lead, and following conversations with faculty and students, the description of the B.Ed is well-defined including its ECTS. There is a path of progression from year to year to include more extended periods of practice in school placements. The policies are clear regarding admission criteria (especially if a private school), transfers into the programme from another university or abroad, language requirements, and recognition of prior learning. The balances seem right regarding the % to be attributed from prior learning, or to be taken within the programme at Frederick (50% at least). Workloads from year to year are described as manageable by students. Faculty are active as researchers and scholars and we were able to see that the latest issues are surfaced in courses and classes. Because this is a small group of Faculty who are very cohesive, it is evident that there are ongoing conversations amongst them regarding content and areas of overlap. Students describe the programme as challenging, rigorous and worthwhile. The Council of the Department oversights quality oversights quality through a bi-annual cycle of review.

Findings for Master in Education Studies: Curriculum and Instruction - Conventional

In reviewing the paperwork, the presentation by the programme lead, and conversations with Faculty and students, the description of the Master's in Education Studies is well-defined, including its ECTS. The policies are clear regarding admission criteria (Bachelor's Degree) and them wanting to study in an area that there is relevant expertise for in the Faculty is evident. Workloads are described as manageable by students. Faculty are active as researchers and scholars and we were able to see that the latest issues are surfaced in courses and classes. Because this is a small group of Faculty who are very cohesive, it is evident that there are ongoing conversations amongst Faculty regarding content and areas of overlap. Students describe the programme as challenging, rigorous and worthwhile. The Council of the Department oversights quality through a bi-annual cycle of review.

Findings for PhD in Education

In reviewing the paperwork, the presentation by the programme lead, and following conversations with faculty and students, it is evident that the PhD in Education conforms to the 3rd cycle and that proper processes are in place regarding admission (Masters, referees, written work). The expected ECTS. It was explained to us that though this is a PhD programme to be completed full-time (240 ECTS), students could decide not to take a course in a particular semester, and this would not count as time is related to payment for enrollment in a course. There is no formal tracking of the students regarding where the PhD students are in their various stages of progress (aside from what they have paid for. As the programme grows, and where students might take a rest from the programme because of other commitments, it will be easy to lose an overall sense of progress.   The overall structure of the PhD seems to confirm to the broadly North American model with comprehensives at the end of Year 1 (3x10 ECTS), a defense proposal (20 ECTS) at the end of Year 2, and a final dissertation of around 20,000 words following registration in 3x10 ECTS dissertation modules). The process of appointing the proposal panel (supervisor plus advisor plus 2 more from the Faculty) and

the viva panel (3 faculty and 2 external) is well explained. The comprehensive exam is composed of two parts to be completed and assessed. Students can take substantive courses where they are relevant in the Master's programme and other parts of the university. Students are to write and publish two international papers before they can graduate. The view is that students are successful in this task. There is a general rule that only 5 PhD students can be supervised per academic at any one point in time. The Council of the Department oversights quality through a bi-annual cycle of review.

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

Strengths for Bachelor in Primary Education

The cohort number is small and whilst this has benefits for the students, it does raise the issue of its sustainability. There is a strong vision for the programme and what its Unique Selling Point (USP) is. The links between the schools and the programme, and the community and the programme are visible and strong. The programme offers a range of subjects suitable for an engaging programme of Education Studies that has a strong orientation to the future (such as technology, sustainability).

Strengths for Master in Education Studies: Curriculum and Instruction - Conventional

This is a small programme that anchors the larger distance learning version. It speaks directly to policy changes in Cyprus regarding the 'Catalogue' (a list of graduates waiting for an appointment to a school), and a shift in policy to now require a percentage taking up an appointment in schools to have Curriculum and Instruction expertise to pass the examination that is being bought in. Courses are offered that align with the expertise of the Faculty. Students we spoke to are very enthusiastic about their programme, teachers and their learning.

Strengths for PhD in Education

Faculty have strong backgrounds themselves as active researchers with specialist areas enabling them to provide good supervision. Students have a combination of courses to enable them to develop their research question and methods, with two points at which they can get significant feedback on their knowledge and proposal before engaging with the thesis work. This programme takes the best of the North American model (course work and comprehensives), and also adds in publishing which is increasingly typical of European PhDs. Students also have the opportunity to take courses from the Masters' programme if they need more substantive knowledge. The flexibility in this full-time model because of its structure likely suits the fact that many of the students working full-time whilst studying. Students are clearly active in engaging in presenting their work in international forums.

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.

Areas of improvement and recommendations for Bachelor in Primary Education

Whilst the current cohorts are small and students enjoy the intimacy of getting to know Faculty well, in the long term it will need to grow to have a steady state of around 15-20 students to provide an efficient and pedagogically effective number. We suggest that the Department explore strategies and actively market and monitor the recruitment of students into the programme. We recognize the structural nature of the issues facing the Department (small size of Cyprus, the effects of the Catalogue, and the financial crisis with implication for public sectors), however it will need to be proactive to overcome the situation in the next four years.

Areas of improvement and recommendations for Master in Education Studies: Curriculum and Instruction - Conventional

Work toward the consolidation of the programme in areas of Faculty expertise.

Areas of improvement and recommendations for PhD in Education

Put into place a tracking of student progress system that enables an 'at a glance' sense of where students are and what strategies might be developed to move students along more effectively.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Bachelor in Primary Education	Master in Education Studies: Curriculum and Instruction - Conventional	PhD in Education
1.1	Policy for quality assurance	compliant	compliant	compliant
1.2	Design, approval, on-going monitoring and review	compliant	compliant	compliant
1.3	Public information	compliant	compliant	compliant
1.4	Information management	compliant	compliant	compliant

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 and 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.*

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

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.

Findings for primary education (BEd)

The programme supports learner-centred teaching and assessment. Teaching is done in small student groups, which makes it relatively easy to personalize teaching and adapt it to the needs of the students. Practical and theoretical studies are addressed, but they could be more connected in systematic way. Assessment procedures support the learning goals of the programmes. A clear structure of the administration of teaching practicum is set. Technology has been integrated in subject courses together with some specific courses on the use technology in education. Students are able to give direction to their programme with 32/240 EC electives.

Findings for educational studies (MEd)

The programme supports learner-centred teaching and assessment as small groups attend the programme. The number of electives is huge and might be difficult to organize with small number of students. Students have control over a part of their programme with 20/90 EC electives. Both theory and practice are addressed in the programme, although these might be a bit more integrated. Students are actively involved in the teaching process and in staff research

Findings for Education (PhD)

The programme supports learner-centred teaching and assessment as the programme consists of an individual trajectory with some courses in small groups. Supervisor can accept up to 5 students. Students are mostly part-time or full-time professionals, which means that the possibility to do an individual trajectory fits the needs and possibilities of these students. Students pay for the ECs they take.

Strengths

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

Strengths for BEd
The strengths of the BEd are:
- Personalized teaching approach and teaching in small groups
- Integration of technology in subject courses
- Robotics academy
- Variety in assessment procedures

Strengths for MEd
The strengths of the MEd are:
- Personalized teaching approach and teaching small groups
- Students are engaged with staff research
- Students are actively involved in their learning process
- Robotics Academy

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<u>*Strengths for*</u> *PhD*

The strengths of the PhD are:
- Personalized learning trajectories
- Student projects and staff research are strongly connected
- Academic writing included in the programme

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.

<u>*Areas of improvement and recommendations for*</u> *BEd*

A recommendation for the primary education programme could be that theory and practical training could be more integrated. For example, by students bringing their teaching issues from teaching practicum into the subjects and courses at the institute and, the other way around, to stimulate students to validate theories in teaching practice. Another recommendation could be to involve teachers as supervisors of the teaching practicum to make the connection between theory and practice.

<u>*Areas of improvement and recommendations for*</u> *MEd*

A recommendation for the educational studies programme could be to explicitly link the professional life of the students (most of them are part-time students and work at the same time) and their studies to engage students even more in the programme, but also to enrich the programme from practical experiences and societal developments.

<u>*Areas of improvement and recommendations for*</u> *PhD*

A recommendation for the PhD programme Education could be to include more collaboration and interaction between students, for example with peer assessment. Students have to learn as well how to critically review products of their peers and provide feedback that is correct, relevant and acceptable. These kinds of peer feedback/peer assessment assignments could also stimulate a collaborative culture amongst PhDs and enhance community feelings.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		BEd	*MEd*	*PhD*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	NA	NA
2.3	Student assessment	Compliant	Compliant	Compliant

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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

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.

Findings for Bachelor in Primary Education

This programme is very well supported by the teaching staff. Key areas of expertise and the research interests of the team in the Department are explicitly woven into all elements of course design and module content. The number of students on this programme are very low and consequently individual attention to the diversity of student needs is facilitated by this type of context. Fulltime staff are directly involved in teaching all aspects of the programme but they are not involved in school placement / teaching practice, this work is assigned to another person external to the Department. As numbers on the programme grow it would be useful for all staff to consider taking a more active role in the observation of teaching practice in order to ensure that all aspects of the programme content continue to align with current practice in schools and current demands on teachers.

Findings for Master in Education Studies: Curriculum and Instruction - Conventional

This is a very well-structured course and as it is taught face to face in a conventional way the teaching is carried out by members of the teaching faculty. The number of students on the course are small and the ambition for this conventional course is to keep the number to a maximum of 20. These numbers facilitate a high level of engagement between staff and students and ensure a high level of attention and response to student needs which in turn results the very positive evaluation of students as expressed in all discussions with students on this programme. There are core and elective available to students and which this is very valuable in terms of tailoring courses to the

needs and areas of interests of students it results in very small numbers in groups on some options. There is a requirement to reach six students in order for the module to run but this is a low number and as student numbers grow on other courses this number of options should be reviewed in order to free staff time up for other duties including school placement visits as outlain above. There is a regular review of the modules in the light of student feedback and this is very good practice and should continue. The range and modes of assessment are varied and assessment workload for student are balanced and this is excellent practice also.

Findings for PhD in Education

This new programme brings two programme together and this is a good example of consolidation to achieve a more efficient overall doctoral offering. The programme is very well outlined, all staff are well qualified to teach and support the PhD work. All staff report their interest in a commitment to the programme. This commitment is collaborated by very positive student evaluation. The overall work is supported by excellent models of review and academic leadership.

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

Strengths for Bachelor in Primary Education

- Commitment of all staff to this programme.
- Shared sense of mission for the impact of the programme on the future teaching workforce.
- The alignment between areas of expertise on the staff and programme/ modular content.
- Very good practice with respect to student engagement, review of student feedback.
- High degree of attention to detail in terms of all aspects of program outcomes.

Strengths for Master in Education Studies: Curriculum and Instruction - Conventional

- Overall structure of the programme.
- Balance been research training, programme theoretical content and student research.
- Alignment between staff expertise and programme content.
- Innovative assessment methods.
- Strong commitment to high quality student experience.

Strengths for PhD in Education

- Overall commitment to quality outcomes
- All of the systems and structures that are in place to monitor and support the PhD journey
- The wide range of opportunities provided within the department for PHD students in research, teaching and other related activities and projects.

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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.

Areas of improvement and recommendations for Bachelor in Primary Education

- A greater involvement of full-time staff in the school placement /teaching practice programme components.

Areas of improvement and recommendations for Master in Education Studies: Curriculum and Instruction - Conventional

- Review the number of electives or increase student intake to make all electives viable

Areas of improvement and recommendations for PhD in Education

- A planned/ delineated approach to manage students who struggle to complete in a timely way and to deal with student attrition if this becomes an issue as numbers on the different stages of the PhD programme grow.
- Monitoring the impact of the wide range of opportunities provided within the department for PHD students on their overall workload**.**

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

Sub-area		_Non-compliant/_ _Partially Compliant/Compliant_		
		Bachelor in Primary Education	_Master in Education Studies: Curriculum and Instruction - Conventional_	_PhD in Education_
3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Compliant	Compliant	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
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.

Findings for Bachelor in Primary Education

All regulations are clearly outlined in the documentation in a very succinct and logical way. Excellent consideration is evident in ensuring that admission requirements are also met and overall progression is given very significant attention. The smaller number on the courses and the overall commitment of staff to high quality student experience ensures that all aspects of this category are attended to very well.

Findings for Master in Education Studies: Curriculum and Instruction - Conventional

The review of the programme documentation provided and the discussions held with staff, students, the course leader and the head of department provide very conclusive evidence that there are excellent procedures and practices in place with respect to student admission, progression, recognition and certification i.e. each of the domains in this section.

Findings for PhD in Education

The is a very well structured programme. While the number of students and graduates are growing all the time there is very clear evidence that admission, progression, recognition and certification are exceptionally well considered by the team in this department. The leadership and staff are to be commended for their attention to detail in this regard.

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

Strengths for Bachelor in Primary Education

- High quality attention to all aspects of quality student experience
- Personal and professional engagement of staff with student well-being and progression
- Proactive approach to student well-being and overall quality of learning outcomes achieved by students

Strengths for Master in Education Studies: Curriculum and Instruction - Conventional

- A very high quality of student experience
- Small group teaching ensures engagement and results in a high level of progression
- A 'family like' culture prevails between staff and students and this produces very positive student outcomes

Strengths for PhD in Education

- Excellent opportunities for students to engage in a wide variety of activities related to their PhD experience
- Progression rates are good and student experiences on this programme are excellent – extremely positive student evaluations on each of the domains in this section

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.

Areas of improvement and recommendations for Bachelor in Primary Education

Develop a more proactive plan for student recruitment.

Areas of improvement and recommendations for Master in Education Studies: Curriculum and Instruction - Conventional

N/A

Areas of improvement and recommendations for PhD in Education

N/A

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Bachelor in Primary Education	Master in Education Studies: Curriculum and Instruction - Conventional	PhD in Education
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	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.*

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.

Findings for Bachelor in Primary Education

This programme is very well resourced, with a very favourable student/ lecturer ratio. The University has made a very explicit commitment to continue to support the programme as it grows and develops and this has resulted in a very strong and coherent learning experience for students. Students are supported in a personal and practical way and individual differences are catered for very well. This is enabled because of low student numbers, the commitment of staff and also by the degree of alignment between course content and staff expertise. A key risk is that the number on this programme do not grow sufficiently in a sustainable way and the future of the course would be in question.

Findings for Master in Education Studies: Curriculum and Instruction - Conventional

A very well-resourced programme with a low student - teacher ratio, lots of student choice and a very well thought through programme on offer in terms of module content. Many of the other details relating to this section have already been expressed elsewhere in this report. Generally, this is a very well-resourced Department in every respect and this allow for a very high level of commitment to all aspects of student experience

Findings for PhD in Education

A well resourced and well supported PhD programme and like the other programmes reviewed there is a very commendable commitment to proactive and positive student support.

Strengths

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

Strengths for Bachelor in Primary Education

- A very well-resourced programme where student receive a lot of individual attention
- A range of innovative practices in terms of teaching and learning
- High quality experiences across all domains in this section

Strengths for Master in Education Studies: Curriculum and Instruction - Conventional

Excellent range of choices available to students which has been enabled by the level of resourcing for the programme

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<u>Strengths for</u> PhD in Education

- The quality of student supervision
- The commitment to co-publication between students and staff member and the democratic nature of this policy
- The completeness of the PhD experience provided for students by the Department

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.

<u>Areas of improvement and recommendations for</u> Bachelor in Primary Education

Ensuring the sustainability of the programme unless numbers grow to provide for the future resourcing of a programme of this quality

<u>Areas of improvement and recommendations for</u> Master in Education Studies: Curriculum and Instruction - Conventional

N/A

<u>Areas of improvement and recommendations for</u> PhD in Education

A resource plan for issues with progression and completion when numbers grow on this programme as stated previously.

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

Sub-area	**Non-compliant/ Partially Compliant/Compliant**		
	Bachelor in Primary Education	*Master in Education Studies: Curriculum and Instruction - Conventional*	*PhD in Education*

5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

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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.*

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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?*
- *Can you please provide us with some 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.

The PhD programme is a well-structured programme that allows students to create their own trajectory. The dissertation defence is linked to the publication of a journal article or a conference paper. The comprehensive exam after the second semester provides a good indication of students' capability to proceed and finalize the programme. Many students study part-time and take more than 4 years for their study. The topic of the dissertation is strictly connected with the research expertise of the supervisors, which strengthen the relationship between supervisor and student.

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

The strengths are:
- Personalized trajectory
- Strong link between dissertation topic and research expertise of supervisor
- Publications mandatory for thesis defence

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.

A recommendation could be to link the dissertation not only to the research expertise of the supervisors, but also to the professional practice of the students. In that way students learn not only to do academic research, but also to base their practice on research evidence.

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

Sub-areas		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

D.   Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The programs are coherent, challenging, and students in all programs comment on the excellence of the teaching, support, and their growth as learners. The Department has achieved a 'word of mouth' reputation for the programs that we have reviewed here that this is an excellent place to enroll, learn and flourish. We congratulate the Department and its program leads in achieving this.

We offer the following program recommendations to strengthen an already good offer:

1. It has a relatively small number of core staff for the range of teaching activity; it will be important to use their expertise efficiently by addressing student numbers in the undergraduate (BEd) program and consolidating its M. Ed (C&I) conventional teaching to compliment the distance version which it is tied to. Continue with the ongoing monitoring of class sizes and aligning expertise with programming will help.
2. Explore more explicit ways of linking theory and practice in the various programs, and make good practices which were shared with us in our visit more visible to others in the Department. A level of this happens already, in part because of the small size and close relationships. This might form the basis of scheduled professional development conversations in the Department.
3. Plan a set of strategies for increasing recruitment to the BEd to increase student numbers to around 15-20 each year (eg. a small bursary as an incentive; continue to target secondary schools; market the program in Greece and the wider diasporic community; more assertive marketing using the excellent feedback from students on the program) and monitor student intake in the BEd over the next four years.
4. Consolidate the MEd in C&I as a means of capturing a group of potential teachers needing to have C&I as part of a portfolio to enter the teaching force as the Catalogue is phased out.
5. Formalise a tracking process for student progress in the PhD program to ensure students don't get lost in the system in a situation where they can manage the time challenges they have in completing the program through not taking courses. This happens through strong conversation circles, but it needs to be formalized especially as and when the student numbers expand.
6. In the PhD program, explore with doctoral students formats that work with their busy schedules abstract writing, conference presentations, publishing, advanced methods, ethics in doing research digitally and so on. For the moment this happens at the level of student-supervisor, but there is much to be gained by having more formal arrangements for students.

E. Signatures of the EEC

Name	Signature
Susan L Robertson	
Wilfried F. Admiraal	
Gerry Mac Ruairc	
Marina Neophytou	
Gerry Mac Ruairc	

Date: 12th February, 2021