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Date: 15/11/2025

External Evaluation Report (E-learning programme of study)

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

In Greek:

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

In English:

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

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

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

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

B. External Evaluation Committee (EEC)

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

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *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.*

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?*

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.

Policy for quality assurance

All courses of the MEd Education Sciences are formally evaluated, and the data are visible to teaching staff, head of department, dean and vice rector. Student evaluation data are used for appraisal of staff and promotion. The programme attracts many international students and hence prepares for a wide variety of careers in many countries with various educational systems and cultures. Surveying employers' demands is achieved through the various international cooperations of the staff leading to joint projects, conference presentations, books, and the uptake of international (e.g. UNESCO; OECD) studies on global educational developments (e.g., digital transformations, AI, diversity issues) rather than surveys employers' demands. All in all, the policies for quality assurance are appropriate.

Design, approval, on-going monitoring and review

The curriculum consists mainly of 5 EC courses with a clear planning and organization. The programme employs dedicated teachers who are experienced with respect to school subjects. They all have a PhD and external experience through research and innovation project. This ensures that the programme is very relevant for students who pursue a career (as a teacher or principal or innovator) in primary or secondary schools. There are also many electives.

The fact that quite a few graduates continue with the PhD, even in combination with a job as a schoolteacher or principal, signals a level of knowledge, understanding, and aptitude for continuous professional development justifying the master's level.

The e-learning uses a variety of teaching formats, stimulating critical thinking, reflection, interaction, and collaboration. Assessment is also varied, with paper and pencil tests, essay writing, and participation in class discussions, which allows students to showcase their repertoire and guarantees triangulation of judgment. Rubrics are used for formative and summative assessment. The use of GenAI for creative purposes (e.g., lesson plans) and for doing assignments is being discussed.

Practical skills for teaching are not a part of this program. Most students already have a license to teach; many combine this programme with a job as a schoolteacher.

Public information

Selection criteria for the program, intended learning outcomes, the qualification awarded, the teaching, learning and assessment procedures, and learning opportunities available to the students are clear and outlined in documents and the presentation during the site visit. Completion rates and attrition rates were not clear from the documents but were provided on-site.

Information management

Various systems are in place to register student participation in the courses and student progression through the program. Student satisfaction is monitored and is used by teachers to improve their courses. The possibilities of learning analytics using digital data from the courses are used quite

well. The Department keeps track of the career paths of their alumni. During the site visit, several alumni from different countries (e.g., Greece, Germany) provided the EEC with feedback on their careers.

Strengths

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

Experienced supportive staff with respect to distance learning and educational technology.

International profile; ability to attract students from all over the world.

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.

No recommendations

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

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

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

2.4 Study guides structure, content and interactive activities

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-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.*
- *For distance learning programs, the number of students in both undergraduate and Master's level postgraduate programs does not exceed 30 students per class.*

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

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *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 e-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.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
 - *Clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *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.

The e-Learning master programme has an excellent combination of pedagogy and technology supporting student-centered learning at a distance. The programme combined synchronous online meeting and asynchronous meetings with recording of the online lectures. Students are advised to come to meetings but the meetings are not compulsory. Teachers monitor the learning analytics to check students who fail to attend the online meetings for a longer period. The pedagogical approach also includes the use of technology tools, not only to support the distance learning but also to enhance the pedagogy with quizzes, VR and other tools.

There is no practical training. Many of the e-Learning students are teachers who want to upgrade their knowledge and career chances.

Student assessment follows a default structure of 60% of the final exam and 40% of intermediate assessment, which provide students not only with grades but also feedback on their performance. This means that the assessment function as both summative and formative assessment. Assessment is appropriate, transparent and supports the development of the students. It is also consistent, fairly applied to all students and carried out in accordance with the stated procedures. These procedures, including criteria and requirements are clearly stated in the documentation.

The programme of study is clearly described in the documentation. Each of the subject-oriented programmes include compulsory course and quite some elective courses, which gives the students agency to compose their own programme. The study guide includes a transparent overview of the programme, the compulsory course and electives, the tasks and technology used to each meeting and the assessment procedures. In their thesis, students use data from their own classrooms as input.

Strengths

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

One of the main strengths, is the integration of technology into pedagogy of the e-Learning programme. This allows to offer student-centered learning in the programme with the application of tools that support this.

Another main strength is the number of electives in each of the subject-oriented programmes. This gives students agency to compose their own programme of study.

Finally, student assessment are implemented in transparent way following the stated procedures.

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.

No recommendations

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	Not applicable
2.3	Student assessment	Compliant



2.4	Study guides structure, content and interactive activities	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.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *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:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *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.

The University of Nicosia ensures a well-qualified and adequately supported teaching team for the Master in Education Sciences (e-Learning). Recruitment and promotion procedures are transparent, merit-based, and aligned with CYQAA standards. Teaching staff are required to hold a doctoral degree in education or a relevant field, demonstrate ongoing research activity and teaching competence, and show proficiency in English. The academic ranking structure is clearly defined, including Professor, Associate Professor, Assistant Professor, Lecturer, and Associate Lecturer. All permanent full-time academic staff hold doctoral degrees, while Associate Lecturers may assist with teaching under supervision but are not required to participate in research. All staff undergo regular evaluation through student feedback surveys, peer review, and departmental appraisal.

Faculty members teaching in e-learning programmes receive continuous pedagogical and technical training provided by the e-Learning and Pedagogical Support Unit and the Distance Learning Unit. They attend a 36-hour professional development seminar each semester, focusing on innovative teaching methodologies, learning technologies, and online pedagogy, leading to the Faculty Professional Development Certificate in Teaching and Learning Theory and Practice. In addition, faculty have access to technical training certificates — Distance Learning Essentials, Moodle Essentials, and Creative Media Essentials — ensuring that all teaching staff are able to design and deliver e-learning content effectively. Notably, the University also maintains a dedicated support office that assists faculty not only with the pedagogical aspects of distance learning and e-learning tools but also provides individual consultations and tailored guidance.

In terms of staff number and composition, the Department maintains an appropriate ratio of full-time to adjunct faculty, ensuring both sustainability and quality. Visiting professors from other institutions are invited when necessary, but the number of permanent staff consistently exceeds that of visiting lecturers, in accordance with quality assurance requirements.

The programme promotes strong links between teaching and research. Faculty members publish in areas directly relevant to the programme's themes—such as educational technology, digital pedagogy, curriculum design, and distance learning—and members of the School of Education actively participate in international research networks and conferences, collaborating with European universities. The allocation of teaching and research hours is well balanced, supporting academic productivity and ensuring high-quality teaching.

Strengths

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

Recruitment, evaluation and promotion procedures are transparent, merit-based and aligned with CYQAA standards, ensuring that academic staff are appointed and advanced according to clear criteria of quality and performance. The teaching team is highly qualified, with all full-time faculty members holding doctoral degrees and maintaining active research profiles directly relevant to the programme's disciplinary areas.

The University offers a robust pedagogical and technological training framework through the e-Learning and Pedagogical Support Unit and Distance Learning Unit, ensuring continuous staff development and the systematic enhancement of online teaching competencies. This strong support structure contributes to an institutional culture that encourages innovation in teaching and the effective integration of new technologies into the learning process.

Research and teaching are closely interconnected within the programme, fostering evidence-based practice and promoting academic collaboration within the School of Education and across European institutions. Teaching quality is further strengthened through systematic student evaluations and established feedback loops, which are used consistently to monitor and improve teaching performance.

Roles and responsibilities are clearly distinguished between full-time faculty and adjunct lecturers, ensuring stability, continuity and pedagogical coherence across courses. The programme also benefits from a significant number of international students, which not only enriches the learning environment through diverse perspectives but also provides financial stability that helps compensate for fluctuations in enrolment in other programmes such as the BEd. At the same time, the presence of students from different educational and cultural backgrounds contributes positively to the academic community and to the programme's international profile.

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.

Given the size and demands of the programme, it would be advisable to consider increasing the number of full-time faculty members to ensure continuity, maintain coherence across courses, and reduce dependency on part-time instructors.

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.*

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.

The admission requirements are clearly defined, publicly available, and aligned with international standards for postgraduate programmes in Education. Applicants must submit a complete application form, CV, a relevant Bachelor's degree in Education, an academic transcript, a personal statement, proof of English language proficiency, and two letters of recommendation, with additional optional documents such as publications or awards. The evaluation process is holistic, combining academic credentials, professional experience (valued but not mandatory), research potential, and motivation. When deemed necessary, an interview is conducted to assess disciplinary knowledge, communication skills, and overall suitability for the programme. The requirement for English language competence ensures appropriate preparation for international applicants. The process is managed transparently by the admissions team and supported by specialised administrative services for distance learning students.

Predefined institutional regulations govern student progression, repetition, withdrawal, assessment, and examinations, ensuring consistency and transparency. Progression is monitored through learning analytics, which identify students at risk, track their engagement, and support early intervention. In parallel, specialised academic advisors for distance learning students provide personalised guidance and contribute to the programme's low drop-out rates. Course outlines, study guides, and assessment policies are provided before the start of each course, ensuring transparency and alignment with intended learning outcomes.

Recognition of prior studies follows institutional policies on ECTS, consistent with the Bologna Framework and internal regulations. While the overall framework is robust, no specific procedures are documented for the recognition of non-formal or informal learning, nor is there explicit reference to alignment with the Lisbon Recognition Convention or systematic cooperation with ENIC/NARIC centres.

The institution has predefined regulations for certification, degree classification, and issuance of awards. Students receive certification that documents the qualification obtained, the grades achieved, the total EC workload, and the status of their studies. The programme follows the ECTS structure and applies clear classification criteria appropriate for second-cycle awards.

Strengths

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

The admission requirements are clearly defined, transparent, and aligned with international standards for postgraduate programmes. The holistic evaluation process allows the programme to select candidates with strong academic preparation, relevant experience, and clear motivation.

The programme benefits from solid institutional procedures that support student progression. These include predefined regulations, detailed course documentation, academic advising, and the effective use of learning analytics to monitor engagement and identify students who may require additional support.

During the onsite visit, students expressed very high levels of satisfaction, consistently emphasising the support, availability, and professionalism of faculty. They highlighted the strong and trusting relationship they maintain with their professors, who guide and assist them throughout their studies. This feedback is fully aligned with the results of student evaluation surveys, which also demonstrate high levels of satisfaction with teaching quality, interaction with faculty, and the overall learning experience.

The University has robust frameworks for credit recognition and ECTS implementation, and graduates are entitled to receive the Diploma Supplement automatically, in English and free of charge. Furthermore, the dedicated Distance Learning Unit provides comprehensive administrative, technical, and academic support, contributing to a well-structured and learner-centred online study environment and supporting strong retention rates.

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.

Although the institution makes effective use of Learning Analytics and maintains comprehensive internal monitoring processes, aggregated indicators of student progression, retention, completion rates and entry profiles are not publicly available at programme level. This is an aspect that had already been highlighted in the 2021 external evaluation, yet it has not been fully implemented. It is therefore recommended that the University publish these indicators annually, in line with European transparency practices, in order to enhance accountability, support data-informed decision-making, and strengthen the programme's quality assurance processes.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *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 e-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.

The **Teaching and Learning Resources**, which are well described in the Application Document and the presentation of the E-learning and Pedagogical Support Unit and their pedagogical approach we were able to view on our site visit, were excellent. Pedagogy and technology are well integrated. The latest digital resources are available for e-learning. The department will move from Moodle to Blackboard as LMS and it is expected that this will further improve the e-learning process. The e-learning resources are fit for purpose, which means they include various tools that support student-centered learning during e-learning. There is also support for students with physical and learning needs. Teachers are updated with the latest developments in e-learning and tool use.

The **Physical Resources** – meaning the premises, libraries, study facilities, and IT infrastructures were excellent and able to support the study programme, although less relevant for this e-learning programme. The library has a huge collection of sources, which can be accessed digitally. The Library collaborates with other university libraries in Cyprus, resulting in a vast collection of available resources.

The **Human Support Resources** are excellent. The university offers student welfare and academic support services. The **Centre for Research and Counselling Services** (KESY) plays a key role here. KESY are available to all the students. The main aim is to provide individualized psychological support to students who face a series of personal challenges, including academic and learning, adjustment, abuse, or family issues. Counselling services are offered either in individual or group sessions, but probably individually only for online students.

Student support is targeted based on the specific area of concern. For example, and Erasmus Officer promotes student mobility and handles the overall programme. Students we met talked about the benefits of accessing these services: part-time, employed and international students and students with special needs. Other student supports are offered via that the KESY noted above.

Strengths

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

One main strength are the teaching and learning resources of the e-learning programme. The support structures are grouped in the E-learning and Pedagogical Support Unit. This gives the possibility to update the technology, tools, and pedagogy to the latest developments.

The other resources are mainly focused on on-site students but also available for e-learning students.

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.

No recommendations

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

D. Conclusions and final remarks

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

It is very clear that the programme we have just reviewed at the University of Nicosia - the M.Ed (Education Sciences in) e-learning has made outstanding gains as a highly desirable programme; it has been a flagship offer in the university that has in turn set the frame for developments across a range of discipline areas at the U of Nicosia. We commend the department, school, and university (especially the Distance Learning Unit and all those involved in E-Learning and Pedagogical Support Unit) for an outstanding operation. The School and Department is clearly intent on improvement across all fronts. It is guided by effective structures and quality assurance mechanisms in place.

We were again very impressed by the growth and innovation of the Master's programme in its e-learning offerings. We strongly encourage the ongoing development of this programme, as the benefits to Cyprus and beyond are significant. The students being produced are developed through a programme that actively fosters creativity, curiosity, and problem-solving; they spoke in highly positive terms about their experience. This is, in no small measure, the outcome of a staff body that is totally committed to providing an excellent educational experience.

The following suggestions for further consideration regarding improvements are offered in the spirit of contributing to conversations about securing continued excellence into the future:

1. Given the size and demands of the programme, it would be advisable to consider increasing the number of full-time faculty members to ensure continuity, maintain coherence across courses, and reduce dependency on part-time instructors.
2. Although the institution makes effective use of Learning Analytics and maintains comprehensive internal monitoring processes, aggregated indicators of student progression, retention, completion rates and entry profiles are not publicly available at programme level. It is recommended that the University make efforts to publish these indicators annually, in line with European transparency practices, in order to enhance accountability, support data-informed decisionmaking - and strengthen the programme's quality assurance processes.

E. Signatures of the EEC

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

Date: 15/11/2025