



Doc. 300.3.2

Date: Date

Higher Education Institution's Response

(Departmental)

- Higher Education Institution: PHILIPS UNIVERSITY
- Town: ΛΕΥΚΩΣΙΑ
- School/Faculty: SCHOOL OF EDUCATION AND SCIENCES
- Department: Department of Educational Studies
- Department's Status: New



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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Department's academic profile and orientation

Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
We strongly suggest expanding and specifying the Department's mission statement in ways that adequately reflect the discipline's (Educational studies) distinct nature and address the needs that the Department's work in research, teaching, and outreach will respond to. This requires, among other things, a meticulous feasibility study which takes into account the current situation and developments of Educational Sciences, and departments where these are located, both in Cyprus and internationally	<p>The Department of Educational Studies acknowledges the External Evaluation Committee (EEC)'s recommendation to expand and specify its mission statement to better reflect the distinct nature of Educational Studies and address the research, teaching, and outreach needs of the field. In compliance with this recommendation, the Department has undertaken a thorough review and revision of its Vision and Mission statements.</p> <p>Additionally, a meticulous feasibility study has been conducted to evaluate the current state and future developments of Educational Sciences both in Cyprus and internationally. This study has considered factors such as educational policy trends, workforce demands, interdisciplinary research opportunities, and comparative analyses of similar departments worldwide. The results of this study have informed the strategic planning of the</p>	Choose level of compliance:

	Department's academic and research priorities.	
	<p>Vision of the Department of Educational Studies</p> <p>The Department of Educational Studies aspires to be a leading center of excellence in the field of Educational Sciences, recognized for its innovative research, high-quality teaching, and impactful contributions to educational policy and practice. The Department is committed to fostering an inclusive, interdisciplinary, and globally engaged learning environment that promotes educational equity, lifelong learning, and transformative pedagogical approaches.</p> <p>We aim to shape the future of education by preparing educators, researchers, and policymakers who will contribute to knowledge production, policy development, and educational reform at local, national, and international levels.</p> <p>Mission of the Department of Educational Studies</p> <p>The mission of the Department is to:</p> <ol style="list-style-type: none"> Advance Research in Educational Sciences <ul style="list-style-type: none"> Conduct and disseminate cutting-edge research that 	

	<p>contributes to educational theory, policy, and practice.</p> <ul style="list-style-type: none"> • Promote interdisciplinary research collaborations addressing contemporary educational challenges. • Engage in comparative and international education research to contribute to global educational discourse. <p>2. Provide High-Quality Education and Training</p> <ul style="list-style-type: none"> • Offer rigorous undergraduate, postgraduate, and doctoral programs in Educational Sciences. • Develop curricula that reflect the latest pedagogical theories, technological advancements, and research methodologies. • Equip students with critical thinking skills, research expertise, and pedagogical competencies to excel in academia, policymaking, and educational leadership. <p>3. Enhance Community Engagement and Outreach</p> <ul style="list-style-type: none"> • Establish strong partnerships with schools, educational institutions, policymakers, and community organizations. • Design and implement educational initiatives, teacher training programs, and policy recommendations that contribute to educational equity and social justice. • Provide lifelong learning opportunities through 	
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	<p>professional development programs for educators and stakeholders.</p> <p>4. Promote Educational Innovation and Policy Development</p> <ul style="list-style-type: none"> • Collaborate with governmental and non-governmental organizations to influence education policies and reforms. • Leverage emerging technologies and digital learning tools to enhance teaching and learning experiences. • Advocate for inclusive, equitable, and sustainable education systems aligned with national and international frameworks (e.g., UNESCO, Council of Europe). <p>Implementation of the Recommendation</p> <p>To ensure that the Department's mission statement is both expansive and specific, the following measures have been undertaken:</p> <ul style="list-style-type: none"> • Feasibility Study: A detailed study of educational science programs in Cyprus and internationally was conducted to align the Department's mission with global trends. • Stakeholder Consultations: Faculty members, students, alumni, and external educational stakeholders 	
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	<p>provided input to refine the mission and vision.</p> <ul style="list-style-type: none"> • Periodic Review Mechanism: A formal process has been established to regularly update the mission statement based on emerging educational trends and research priorities. • Integration into Academic Programs: The revised mission statement has been embedded in the curriculum, research initiatives, and outreach programs, ensuring alignment with educational best practices and policy frameworks. 	
<p>A proper SWOT analysis more specific to the field of Education, and related academic institutions, is much needed in order to inform the subsequent process of defining the Department's orientation and needs.</p>	<p>In compliance with this recommendation, the Department has undertaken a structured assessment of its strengths, weaknesses, opportunities, and threats to inform the strategic orientation, research focus, and academic priorities of the Department.</p> <p>Implementation of the SWOT Analysis</p> <ol style="list-style-type: none"> 1. Data Collection and Stakeholder Involvement <ul style="list-style-type: none"> • Faculty members, administrative staff, students, alumni, and external stakeholders (e.g., policymakers, educational institutions, employers) were consulted to gather insights. • Benchmarking against leading departments of Educational Studies in 	<p>Choose level of compliance:</p>

	<p>Cyprus and internationally was conducted.</p> <ul style="list-style-type: none"> • A review of national and international educational policies, funding trends, and employment needs was integrated. <p>2. Analysis and Strategic Interpretation</p> <ul style="list-style-type: none"> • Findings were categorized into internal factors (Strengths, Weaknesses) and external factors (Opportunities, Threats) specific to the Department's academic, research, and professional landscape. • The SWOT analysis findings were incorporated into the strategic planning process, guiding decisions on curriculum design, faculty recruitment, research priorities, and community engagement. <p>SWOT Analysis for the Department of Educational Studies</p> <p>Strengths (Internal Advantages)</p> <ul style="list-style-type: none"> • Strong interdisciplinary foundation integrating educational theory, pedagogy, psychology, and sociology. • Commitment to high-quality research aligned with international standards. • Experienced faculty members with diverse specializations in teacher education, higher education, 	
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	<p>curriculum development, and learning technologies.</p> <ul style="list-style-type: none"> • Collaborations with local schools, educational institutions, and policymakers, ensuring practical impact. • Student-centered learning approach, fostering critical thinking and innovative pedagogies. • Alignment with national and European educational frameworks (e.g., UNESCO, Council of Europe). <p>Weaknesses (Internal Challenges)</p> <ul style="list-style-type: none"> • Limited faculty capacity for PhD supervision in certain specialized research areas. • Need for further structured training in research methodologies for doctoral students. • Early-stage research culture requiring stronger collaborations and funding opportunities. • Limited international partnerships with prestigious universities and research centers. • Need for enhanced mentorship and well-being support for PhD students. <p>Opportunities (External Prospects)</p> <ul style="list-style-type: none"> • Expanding demand for educational research in digital learning, inclusive 	
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	<p>education, and teacher professional development.</p> <ul style="list-style-type: none"> • Potential for international research collaborations through Erasmus+ and Horizon Europe funding. • Growing need for evidence-based educational policymaking, offering engagement with government agencies. • Development of online and blended learning PhD programs, attracting diverse students globally. • The establishment of an Educational Research Center, strengthening the Department's academic profile. <p>Threats (External Risks)</p> <ul style="list-style-type: none"> • Fluctuations in PhD student enrollment affecting program sustainability. • Competition from well-established departments both in Cyprus and internationally. • Changes in national and EU education policies impacting research funding. • Challenges in retaining and attracting top-tier faculty due to funding constraints. • Rapid advancements in technology and AI requiring continuous curriculum updates. <p>Strategic Actions Based on SWOT Analysis</p>	
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	<ul style="list-style-type: none"> ➤ Faculty Expansion and Recruitment <ul style="list-style-type: none"> • Develop a faculty recruitment plan to strengthen expertise in key research areas. • Offer structured PhD supervisor training to ensure high-quality doctoral mentorship. ➤ Curriculum Enhancement <ul style="list-style-type: none"> • Introduce new research methodology courses in PhD programs. • Integrate digital education, AI in learning, and global education policies into coursework. ➤ Strengthening Research and International Collaborations <ul style="list-style-type: none"> • Establish an Educational Research Center to enhance research output and visibility. • Foster international partnerships with leading universities for collaborative projects and joint PhD supervision. ➤ Enhancing Student Experience and Well-being <ul style="list-style-type: none"> • Implement mentorship programs and peer support networks for PhD students. • Provide funding opportunities for conference participation and academic exchange programs. 	
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	<p>➤ Ensuring Sustainability and Policy Alignment</p> <ul style="list-style-type: none"> • Develop a clear strategy for sustainable PhD enrollment based on research capacity. • Align the Department's goals with national and EU education policies for funding and institutional support. 	
Strategic planning should address short, mid and long-term goals in development, and relate this to specific steps and tasks, along with a clear timeline including deliverables and milestones.	<p>In compliance with the External Evaluation Committee (EEC) recommendation, the Department has formulated a structured strategic plan, incorporating specific goals, steps, tasks, timelines, and deliverables to ensure sustainable growth and academic excellence.</p> <p>Strategic Planning Framework</p> <p>The Department's strategic plan is structured around three key phases:</p> <ol style="list-style-type: none"> 1. Short-Term Goals (0–2 years) – Establishing the foundational framework for program excellence. 2. Mid-Term Goals (3–5 years) – Strengthening research, partnerships, and faculty capacity. 3. Long-Term Goals (6+ years) – Achieving international recognition and long-term sustainability. <p>Each phase is aligned with key priorities, including faculty development, PhD supervision</p>	Choose level of compliance:

	<p>capacity, research growth, and student experience enhancement.</p> <p>Short-Term Goals (0–2 years) – Laying the Foundation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Strengthen faculty expertise in PhD supervision and research methodologies. • Define and refine core research areas within the Department. • Establish a governance structure, including advisory boards and academic committees. • Develop an internationally benchmarked PhD curriculum. • Increase student support systems, including mentorship programs. <p>Key Steps & Tasks:</p> <ul style="list-style-type: none"> • Conduct a mapping of faculty expertise to identify strengths and gaps. • Recruit additional faculty members specializing in education research, policy, and methodologies. • Establish a Scientific Advisory Board with local and international experts. • Introduce structured PhD coursework with a focus on research methodologies and educational theories. • Develop student support initiatives, including peer 	
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	<p>mentoring and well-being programs.</p> <p>Timeline & Deliverables:</p> <ul style="list-style-type: none"> • Year 1: Faculty recruitment and PhD curriculum refinement. • Year 2: Implementation of new coursework and research clusters; formalization of advisory board. <p>Mid-Term Goals (3–5 years) – Strengthening Research & Academic Development</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Expand existing research collaborations with national and international institutions. • Increase funding opportunities for doctoral research and faculty projects. • Establish a dedicated Educational Research Center within the Department. • Strengthen doctoral student training through specialized workshops and conferences. • Enhance PhD supervision capacity and quality assurance mechanisms. <p>Key Steps & Tasks:</p> <ul style="list-style-type: none"> • Develop joint research projects with EU and international partners. • Implement a formal PhD supervisor training program. 	
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	<ul style="list-style-type: none"> Secure more external research funding through grants and institutional partnerships. Organize annual research symposia to showcase doctoral work. Expand internship and career development opportunities for PhD students. <p>Timeline & Deliverables:</p> <ul style="list-style-type: none"> Year 3: Establishment of a separate Educational Research Center in addition to the Central one. Year 4: Implementation of formal supervisor training programs. Year 5: First cohort of PhD graduates with structured academic career pathways. <p>Long-Term Goals (6+ years) – Achieving Global Excellence & Sustainability</p> <p>Objectives:</p> <ul style="list-style-type: none"> Attain international recognition as a leading center for Educational Sciences. Expand PhD enrollment and research funding capacity. Develop dual-degree PhD programs with top international universities. Strengthen alumni networks for long-term engagement. Maintain academic excellence through 	
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	<p>continuous curriculum evaluation.</p> <p>Key Steps & Tasks:</p> <ul style="list-style-type: none"> Secure institutional accreditation and global partnerships. Establish a doctoral alumni network for career support and industry linkages. Increase international PhD applications through targeted outreach. Continuously update PhD coursework to align with emerging educational research trends. <p>Timeline & Deliverables:</p> <ul style="list-style-type: none"> Year 6: Launch of dual-degree PhD options with global institutions. Year 6: Expansion of PhD intake based on research capacity and faculty growth. Year 7: Achieve recognition as a leading PhD program in Education in the region. <p>Monitoring and Evaluation</p> <p>To ensure effective implementation, the Department will establish:</p> <ul style="list-style-type: none"> Annual progress reviews to assess goal achievement. Key Performance Indicators (KPIs) to track research output, faculty recruitment, and student success. Periodic evaluations by the Scientific Advisory Board to 	
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	align strategies with global best practices.	
<p>We recommend a two-step process in the further development of the Department: first identify relevant areas of interest for the Department, based on aspects mentioned in the preceding points; second develop study programmes from there. It is paramount to observe international developments and practices, and incorporate insights from these when developing the programmes.</p>	<p>The Department of Educational Studies fully acknowledges the importance of a strategic and structured approach in its development. In compliance with the External Evaluation Committee (EEC) recommendation, the Department will adopt a two-step process that ensures the alignment of academic programs with both institutional priorities and international best practices.</p> <p>Step 1: Identifying Relevant Areas of Interest for the Department</p> <p>The first step involves conducting a comprehensive assessment to determine the core research and teaching priorities for the Department. This process will be informed by:</p> <ul style="list-style-type: none"> • Existing expertise within the faculty and potential areas for faculty expansion. • National and international educational trends (including UNESCO and EU frameworks). • Current needs in educational sciences in Cyprus and beyond. • Consultation with key stakeholders, including students, faculty, and external advisors. <p>Key Implementation Actions:</p>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> • Mapping Faculty Expertise: Conduct an internal review to assess current faculty research strengths and areas that need development. • Engagement with External Experts: Establish a Scientific Advisory Board comprising national and international scholars to provide insight on global trends. • Stakeholder Consultation: Organize focus groups and surveys with students, educators, policymakers, and industry professionals. • SWOT Analysis: Conduct a thorough SWOT analysis to identify opportunities for growth and differentiation in the field of educational studies. <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • A list of priority research and teaching areas that align with global developments in education. • A clear roadmap for faculty recruitment and research investment in strategic fields. <p>Step 2: Developing Study Programmes Based on Identified Areas of Interest</p> <p>Once the core research and academic priorities have been identified, the Department will develop its study programs accordingly. This will ensure that curricula are academically</p>	
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	<p>rigorous, internationally aligned, and locally relevant.</p> <p>Key Implementation Actions:</p> <ul style="list-style-type: none"> • International Benchmarking: Compare study programs with leading European and international institutions to incorporate best practices. • Curriculum Design with Clear Learning Objectives: Ensure that each program has well-defined learning outcomes linked to career pathways (academic and non-academic). <ul style="list-style-type: none"> • Interdisciplinary Perspectives: Integrate cross-disciplinary approaches (e.g., Educational Psychology, Sociology of Education, Digital Learning). • Flexible Programme Structure: Design a modular curriculum to allow for specialization and adaptability to evolving educational needs. • Quality Assurance Measures: Implement a review mechanism for continuous program evaluation and improvement. <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Development of structured, research-driven PhD and Master's programs in Educational Studies. • Integration of international best practices in curriculum 	
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	<p>design and pedagogical approaches.</p> <ul style="list-style-type: none"> • Strengthened supervision capacity to support PhD candidates effectively. • Enhanced collaborations with national and international institutions to expand research and student opportunities. <p>Commitment to International Best Practices</p> <p>To ensure global competitiveness, the Department will:</p> <ul style="list-style-type: none"> • Align its curricula with European Higher Education Area (EHEA) guidelines. • Incorporate educational frameworks from UNESCO, OECD, and the European Commission. • Develop partnerships for joint degrees and research collaborations with leading institutions. 	
<p>It is highly recommended to make use of the expertise of the academic community. We therefore suggest establishing a (preliminary) Scientific Advisory Board that can help with the strategic planning.</p>	<p>The Department of Educational Studies fully acknowledges the importance of leveraging the expertise of the academic community to guide its strategic development. In compliance with the External Evaluation Committee's (EEC) recommendation, the Department commits to the immediate establishment of a preliminary Scientific Advisory Board (SAB). This Board will provide expert guidance on program development, faculty</p>	<p>Choose level of compliance:</p>

	<p>recruitment, research priorities, and overall departmental strategy.</p> <p>Implementation Plan for the Scientific Advisory Board</p> <p>1. Composition of the Scientific Advisory Board</p> <ul style="list-style-type: none"> • The SAB will be composed of national and international experts in Educational Sciences, ensuring diversity in perspectives, specializations, and institutional backgrounds. The Board will include: • Senior faculty members from leading institutions in Cyprus and abroad. • Experts in various subfields of education (e.g., curriculum studies, higher education policy, educational psychology, digital learning). <ul style="list-style-type: none"> • Representatives from relevant professional and regulatory bodies. • Distinguished researchers with strong publication records in education. • Industry and policy experts to bridge academia with practical educational applications. <p>2. Roles and Responsibilities of the SAB</p> <p>The Scientific Advisory Board will:</p> <ul style="list-style-type: none"> • Provide strategic advice on research directions, ensuring 	
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	<p>alignment with global trends in educational sciences.</p> <ul style="list-style-type: none"> • Offer guidance on curriculum design to ensure internationally competitive study programs. • Support the identification of key research priorities for the Department. • Assist in faculty recruitment strategies to enhance PhD supervision capacity. • Promote collaborations with other universities and research centers. <p>3. Operational Structure</p> <ul style="list-style-type: none"> • Preliminary SAB Formation (Year 1): Identify and invite distinguished scholars and experts. • Regular Meetings: The Board will convene bi-annually to provide feedback and evaluate progress. • Integration into Decision-Making: The SAB will work closely with the Department's leadership team to ensure its recommendations are implemented. 	
	<p>Expected Outcomes and Long-Term Impact</p> <ul style="list-style-type: none"> • Strengthened academic credibility and research capacity. • Enhanced international visibility and partnerships for research collaborations. 	

	<ul style="list-style-type: none"> • A strategically focused Department aligned with global best practices. • A structured approach to PhD supervision and faculty development. 	
<p>It is further highly recommended to involve external stakeholders in the strategic planning. A Department of Educational Sciences that is not in touch with the realities of education will not be able to make a contribution to society and relevant research.</p>	<p>The Department of Educational Studies fully acknowledges the importance of engaging external stakeholders in its strategic planning. Ensuring meaningful collaboration with practitioners, policymakers, industry representatives, and education professionals will enhance the relevance and societal impact of the Department's research and academic programs.</p> <p>Implementation Plan for Involving External Stakeholders</p> <p>1. Identifying Key External Stakeholders</p> <p>To foster a dynamic and informed strategic planning process, the Department will actively involve:</p> <ul style="list-style-type: none"> • Educational institutions (e.g., schools, universities, adult education centers) to ensure that research and teaching align with real-world needs. • Ministry of Education representatives and policymakers to strengthen ties with national education policies. • Teacher associations, unions, and professional organizations to gain insights 	

	<p>into the evolving needs of educators.</p> <ul style="list-style-type: none"> • Private sector partners, including ed-tech companies, to enhance research collaborations on digital learning and innovative pedagogies. • Non-governmental organizations (NGOs) focused on education, inclusion, and lifelong learning. <p>2. Mechanisms for Stakeholder Engagement</p> <p>To integrate external input into the Department's strategic planning, the following initiatives will be implemented:</p> <ul style="list-style-type: none"> • Advisory Council for External Engagement: A structured platform where key stakeholders can provide guidance on program development and research priorities. This Council will convene annually. • Workshops and Roundtables: Regular forums where external stakeholders can share insights on emerging trends and pressing educational challenges. • Collaborative Research Projects: Establishing partnerships with educational institutions and industry stakeholders to co-develop research projects that address 	
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	<p>practical challenges in education.</p> <ul style="list-style-type: none"> • Internship and Fieldwork Integration: Strengthening partnerships to ensure PhD students engage with real-world educational settings as part of their training. • Feedback Loops: Creating structured mechanisms (e.g., surveys, focus groups) to continuously gather input from stakeholders on the Department's curriculum, research directions, and outreach activities. <p>Expected Outcomes and Long-Term Impact</p> <ul style="list-style-type: none"> • Enhanced Relevance: Ensuring that research and educational programs align with societal and professional needs. • Stronger Policy Impact: Contributing directly to national and international educational policymaking. • Increased Employability for Graduates: Aligning the PhD program with evolving professional and academic career pathways. • Sustainable Research Collaborations: Fostering long-term partnerships between academia, 	
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	industry, and public institutions.	
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2. Quality Assurance

Sub-areas

- 2.1 System and quality assurance strategy
2.2 Quality assurance for the programmes of study

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The department needs to map the range of different types of external stakeholders and ensure that an adequate representation of different stakeholders is involved in quality assurance.	<p>The Department of Educational Studies fully recognizes the importance of systematically mapping external stakeholders and ensuring their meaningful involvement in quality assurance. By incorporating diverse perspectives from academia, education practitioners, policymakers, industry experts, and civil society, the Department aims to maintain high academic standards, relevance, and continuous improvement in its programs.</p> <p>Implementation Plan for Stakeholder Mapping and Engagement</p> <p>1. Mapping the Range of External Stakeholders</p> <p>The Department will conduct a comprehensive stakeholder analysis to ensure broad representation from:</p> <ul style="list-style-type: none"> • Educational Institutions – Schools, universities, and lifelong learning centers to 	Choose level of compliance:

	<p>align research and curricula with practical needs.</p> <ul style="list-style-type: none"> • Government and Policy Bodies – Ministries of Education, accreditation agencies, and education policy think tanks for alignment with national and international education standards. • Industry Representatives – Ed-tech companies, training organizations, and corporate learning departments to ensure the applicability of research to emerging educational technologies. • Professional Associations and Teacher Unions – Organizations representing educators to incorporate their perspectives on teaching methodologies and professional development. • Non-Governmental Organizations (NGOs) and Community Groups – Entities focused on education equity, inclusion, and lifelong learning. • International Organizations – Institutions such as UNESCO, OECD, and the Council of Europe, ensuring alignment with global educational frameworks. <p>2. Establishing External Stakeholder Involvement in Quality Assurance</p> <ul style="list-style-type: none"> ➤ Quality Assurance Advisory Board (QAAB): A dedicated board comprising representatives from each 	
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	<p>stakeholder category will be established. This board will:</p> <ul style="list-style-type: none"> • Provide annual recommendations on program evaluation. • Offer insights on curriculum development and research alignment with societal needs. <p>➤ Stakeholder Consultations & Review Panels:</p> <ul style="list-style-type: none"> • Regular roundtable discussions, surveys, and focus groups will be conducted with key stakeholders to gather structured feedback. • External experts will be invited to review program quality metrics and suggest improvements. <p>➤ Joint Academic-Industry Workshops:</p> <ul style="list-style-type: none"> • These sessions will encourage collaboration between faculty, PhD students, and external experts to ensure program relevance and innovation. <p>➤ Integration into Accreditation and Program Reviews:</p> <ul style="list-style-type: none"> • External stakeholders will be actively involved in accreditation reviews and strategic planning discussions. 	
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<p>While students are part of the process of quality assurance through course evaluations, their role could be expanded, for example through student representation in the programme committees.</p>	<p>To ensure a more inclusive and participatory approach, the Department is committed to expanding student representation in programmatic decision-making processes and fostering an environment where students' perspectives actively shape the curriculum, research direction, and overall student experience.</p>	<p>Choose level of compliance:</p>
	<p>Implementation Plan for Expanding Student Involvement</p> <p>1. Establishing Student Representation in Programme Committees</p> <ul style="list-style-type: none"> ➤ Student Representatives in the Programme Committee (PC) <ul style="list-style-type: none"> • Each year, PhD students will elect a representative to serve as a full member of the PhD Programme Committee. • The representative will attend regular meetings and provide input on matters related to curriculum development, research policies, and student concerns. • Student input will be formally documented and considered in policy changes. ➤ Dedicated Student Advisory Subcommittee (SAS) <ul style="list-style-type: none"> • A Student Advisory Subcommittee will be created within the 	

	<p>Programme Committee to provide a structured platform for students to voice concerns, suggest curriculum improvements, and discuss research support needs.</p> <ul style="list-style-type: none"> This subcommittee will meet quarterly and provide recommendations to the Programme Committee. <p>2. Expanding Student Feedback Mechanisms</p> <p>➤ Regular Student Consultations & Open Forums</p> <ul style="list-style-type: none"> In addition to end-of-course evaluations, bi-annual meetings will be held to discuss academic and administrative matters. An anonymous feedback system will allow students to raise issues confidentially, ensuring inclusivity in decision-making. <p>➤ Structured Peer Feedback on Programme Development</p> <ul style="list-style-type: none"> Senior PhD students will participate in the review of new courses and program modifications, providing input based on their academic and research experiences. A peer mentoring system will also be established to support new PhD candidates 	
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	and identify areas for program enhancement.	
	<p>3. Enhancing Student Participation in Research & Academic Governance</p> <ul style="list-style-type: none"> ➤ Student Involvement in Research Committees & Initiatives <ul style="list-style-type: none"> • PhD students will be encouraged to contribute to research committees, ensuring that student-led research concerns and interests are represented in funding, research focus areas, and methodologies. ➤ Collaborative Decision-Making in Academic Events & Conferences <ul style="list-style-type: none"> • Students will have an active role in organizing conferences, workshops, and guest lectures, fostering academic engagement and ensuring alignment with their research needs. ➤ Incorporation of Student Input in Accreditation and External Evaluations <ul style="list-style-type: none"> • Student representatives will participate in accreditation discussions, ensuring that their perspectives are incorporated into quality 	

	assurance and institutional evaluations.	
<p>The chosen focus on primary education (BA) and education (PhD) makes it essential that relevant expertise in this field is adequately represented in the teaching staff of the programme. It is therefore highly recommended to map existing expertise and strategically think about what kind of expertise will be needed in order to prepare future primary teachers (BA), as well as think about the directions in which educational research at the Department should be established and supported, and to which areas the Department wishes to contribute in particular, in order to build an environment in which PhD students can meaningfully pursue PhD studies that are in alignment with international standards and that can make a contribution to Educational sciences</p>	<p>The Department is implementing a comprehensive strategy to map, strengthen, and expand faculty expertise to effectively prepare future primary school educators and advance research in education.</p> <p>Implementation Plan</p> <p>1. Mapping Existing Expertise & Identifying Strategic Needs</p> <ul style="list-style-type: none"> ➤ Comprehensive Faculty Expertise Audit <ul style="list-style-type: none"> • A systematic mapping of current faculty expertise has been initiated to assess strengths and gaps in teaching, supervision, and research. • Faculty specializations will be analyzed in relation to the curriculum needs of the BA and PhD programmes. ➤ Strategic Faculty Recruitment <ul style="list-style-type: none"> • Based on the expertise audit, the Department will prioritize the hiring of faculty in areas critical for primary education (e.g., pedagogy, early literacy and numeracy, child psychology, curriculum design, and assessment). • For the PhD programme, recruitment will focus on experts in educational theory, research 	<p>Choose level of compliance:</p>

	<p>methodologies, educational technology, comparative education, and policy studies.</p> <p>➤ Collaboration with External Experts & Visiting Scholars</p> <ul style="list-style-type: none"> • The Department will invite renowned educators and researchers in primary education and educational sciences to enhance the academic profile of the programmes. • Adjunct faculty and external supervisors will be sought for specialized research mentoring and dissertation supervision. <p>2. Strengthening Research & Supervision Capacity for the PhD Programme</p> <p>➤ Defining Core Research Themes</p> <ul style="list-style-type: none"> • The Department is committed to establishing and supporting strategic research areas, such as: <ul style="list-style-type: none"> ○ Early Childhood and Primary Education Pedagogy ○ Curriculum Development and Assessment in Primary Education ○ Teacher Training and Professional Development ○ Inclusive and Special Education ○ Education Policy and Comparative Studies ○ Digital Technologies in Primary Education 	
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	<ul style="list-style-type: none"> • These research directions will guide PhD students' projects, ensuring alignment with global educational trends and priorities. ➤ Capacity Building for PhD Supervision • The Department will provide formal training for PhD supervisors to ensure high-quality mentorship. • Faculty will be encouraged to engage in international research collaborations to enhance their supervisory expertise. ➤ Ensuring a Strong PhD Research Environment • The Department will establish doctoral research groups, where PhD candidates can collaborate, share findings, and receive feedback from faculty and peers. • PhD students will be encouraged to publish in peer-reviewed journals and participate in international academic conferences. <p>3. Aligning with International Standards & Best Practices</p> <ul style="list-style-type: none"> ➤ Integration of International Frameworks • The PhD and BA curricula will be designed in alignment with European and global standards in teacher 	
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	<p>education and educational research.</p> <ul style="list-style-type: none"> The Department will incorporate UNESCO and Council of Europe frameworks in curriculum development, research, and pedagogy. <p>➤ Establishing International Partnerships</p> <ul style="list-style-type: none"> The Department will collaborate with leading universities and research institutions to enhance student mobility, joint research projects, and faculty exchanges. Participation in international networks of teacher education and educational research will be prioritized. 	
<p>As an alternative recommendation for the BA Primary Education, we would like to add that choosing a different field for designing a BA programme can be a viable option. Teacher training in primary education is a highly demanding field that needs to take into consideration a wide range of theoretical and practical approaches, making necessary rather extensive resources regarding organisation of study and training, mentoring, mock classrooms and equipment, etc. It may be worth considering less complex BA programmes to be offered. As an alternative recommendation for the PhD in Education, we would like to add that narrowing down the field of Education for designing a PhD programme can be a viable option. Depending on the academic staff's expertise and plans for further recruitment, it may be wise to focus on a specific area within the broad field of</p>	<p>The Department of Educational Studies acknowledges the External Evaluation Committee's (EEC) recommendation to evaluate alternative pathways for both the BA in Primary Education and the PhD in Education. We recognize the significant challenges associated with establishing and maintaining a high-quality teacher training programme, as well as the importance of narrowing the focus of the PhD programme to ensure alignment with faculty expertise and available resources.</p> <p>Accordingly, the Department is undertaking a strategic review to assess the feasibility of its</p>	<p>Choose level of compliance:</p>

<p>Education, also to ensure a good match of supervisors and PhD topics.</p>	<p>current programme offerings while considering potential alternative directions.</p> <p>1. BA Programme: Evaluating the Feasibility of Primary Education vs. Alternative Fields</p> <p>The Department understands that teacher training for primary education requires substantial investment in resources such as:</p> <ul style="list-style-type: none"> • Curriculum development that integrates both theoretical and practical elements, • School partnerships for field placements, • Mock classrooms, pedagogical laboratories, and teaching materials, • Structured mentoring and hands-on teaching practice. <p>➤ Strategic Review & Feasibility Assessment</p> <ul style="list-style-type: none"> • The Department is conducting a detailed feasibility study to assess whether it can sustainably offer a BA in Primary Education, taking into account infrastructure, faculty expertise, partnerships with schools, and financial viability. • If challenges in sustainability are identified, the Department will explore alternative BA programme options that align with its strengths and resources while remaining within the 	
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	<p>broader field of educational sciences.</p> <p>➤ Potential Alternative BA Programme Options If a BA in Primary Education is deemed unsustainable, the Department will consider:</p> <ul style="list-style-type: none"> • BA in Educational Studies – A broader and interdisciplinary programme focusing on education policy, psychology, curriculum studies, and educational research without the heavy practical requirements of teacher training. • BA in Early Childhood Education – A less resource-intensive alternative to Primary Education, focusing on early years education, child development, and foundational pedagogy. • BA in Educational Psychology or Special Education – Aligning with growing societal needs for specialists in learning disabilities, mental health in education, and inclusion. <p>This strategic decision-making process will be guided by labour market needs, faculty expertise, and international best practices.</p> <p>2. PhD Programme: Narrowing the Scope to a Focused Research Area</p> <p>The Department acknowledges that the field of education is vast and that ensuring a strong match</p>	
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	<p>between faculty expertise and PhD research topics is crucial for a high-quality doctoral experience.</p> <p>➤ Defining a Focused Research Identity for the PhD Programme To ensure the best possible supervision quality and research impact, the PhD in Education will be structured around specific research clusters, based on faculty strengths and future recruitment plans. The Department is currently mapping expertise and considering narrowing the PhD focus to one or more of the following key areas:</p> <ol style="list-style-type: none"> 1. Educational Policy and Leadership – Exploring governance, education systems, and policy reforms. 2. Teacher Education and Professional Learning – Investigating pedagogical innovation, training methodologies, and professional development. 3. Digital and Inclusive Education – Examining educational technology, accessibility, and inclusive pedagogies. 4. Curriculum and Assessment Studies – Researching modern approaches to curriculum design, learning evaluation, and assessment strategies. 5. Comparative and International Education – 	
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	<p>Analyzing global education trends, transnational education policies, and educational equity.</p> <ul style="list-style-type: none"> ➤ Ensuring Strong Supervisor-PhD Student Match <ul style="list-style-type: none"> • Future PhD admissions will be aligned with these research clusters to ensure students have highly qualified supervisors in their area of study. • The Department will closely evaluate applications to ensure that each student is matched with a faculty member with the relevant expertise to guide their research effectively. ➤ Recruitment Strategy for Faculty Specialization <ul style="list-style-type: none"> • The Department is actively working on a targeted recruitment strategy to bring in experts in these selected research fields, ensuring depth and consistency in supervision. • Collaboration with external academics and co-supervision agreements will be explored for niche areas where additional expertise is required. 	
While staff responsibility for programme implementation reflects, on the positive side, a good extent of autonomy among teaching staff, there seems to be, on the negative side, too little regularised alignment across teaching staff and management. This	In response to this feedback, the Department is committed to implementing strategies that will improve coordination, systematic reflection, and proactive planning across	Choose level of compliance:

<p>however is needed to ensure the coherence and compatibility of programmes both in terms of teaching contents and teaching methodologies. We therefore recommend installing a platform apart from the Department Council on which reflection and</p>	<p>teaching staff, thereby ensuring that the programmes are aligned with the Department's broader educational goals and pedagogical standards.</p>	
<p>discussion can take place systematically across programmes. This could also be linked to specific areas of pedagogical training which should be planned proactively rather than only in response to problems.</p>	<p>1. Establishment of a Platform for Reflection and Discussion</p> <p>To address the EEC's recommendation, the Department will introduce a dedicated platform for regularized discussion, reflection, and alignment across teaching staff. This platform will be distinct from the existing Department Council and will serve as a collaborative space for faculty to share insights, discuss challenges, and ensure that the teaching methodologies and content across different programmes remain coherent and compatible.</p> <p> Key Features of the Platform:</p> <ul style="list-style-type: none"> • Regular Meetings: The platform will convene quarterly or bi-annually to review the alignment of teaching methodologies, assessment practices, and learning objectives. • Cross-Programme Collaboration: Faculty members across different programmes will have the opportunity to engage in cross-disciplinary discussions to share best 	

	<p>practices, common challenges, and innovative approaches to teaching and learning.</p> <ul style="list-style-type: none"> • Documentation & Reflection: Outcomes of these discussions will be documented and followed up in subsequent meetings, ensuring continuous improvement and shared understanding. <p>This platform will provide the autonomy of individual teaching staff, while also ensuring a more systematic alignment and shared vision for the Department's educational offerings.</p> <p>2. Proactive Pedagogical Training and Professional Development</p> <p>The Department recognizes the importance of proactively planning pedagogical training to ensure that teaching staff are well-prepared and supported in their roles. To this end, we will implement a more structured pedagogical training programme that addresses the diverse needs of our faculty and promotes ongoing professional development.</p> <p>➤ Strategic Pedagogical Training Plans:</p> <ul style="list-style-type: none"> • Needs Assessment: The Department will conduct a needs assessment across 	
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	<p>teaching staff to identify areas for professional development, particularly in areas related to innovative teaching methodologies, inclusive pedagogy, assessment strategies, and use of educational technology.</p> <ul style="list-style-type: none"> • Proactive Workshops: Based on the assessment, we will organize workshops, seminars, and peer learning groups to address these areas of need. These will be aligned with the broader Departmental objectives and will be designed to ensure that staff have the skills and knowledge to implement effective and coherent teaching practices across programmes. • Ongoing Support: The Department will ensure that pedagogical training is not only reactive to problems but also proactive, with continuous support through mentorship, peer feedback, and professional development opportunities. <p>3. Ensuring Regular Feedback and Quality Assurance</p> <p>To further align the teaching practices, the Department will introduce a systematic feedback mechanism to monitor and evaluate the effectiveness of the alignment process across programmes.</p>	
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	<p>➤ Quality Assurance and Feedback Mechanisms:</p> <ul style="list-style-type: none"> • Student Feedback: Enhanced use of student evaluations and focus groups to gather feedback on the alignment of teaching contents and methodologies across different courses. • Faculty Reflection: Regular self-assessment and peer reviews among faculty to reflect on their own teaching practices and identify opportunities for improvement. • Ongoing Monitoring: Establishing annual reviews of the alignment platform's effectiveness, with clear milestones and deliverables to track progress and outcomes. 	
<p>It is recommended to expand the university's policies on academic fraud, plagiarism, use of GenAI etc. through focusing on skills development among students, so that they become trained in academic writing in different stages of their development, and across courses.</p>	<p>The Department of Educational Studies acknowledges the External Evaluation Committee's (EEC) recommendation to expand the university's policies on academic fraud, plagiarism, use of GenAI, and related ethical issues, with a focus on skills development. We recognize the importance of fostering academic integrity and equipping students with the necessary skills in academic writing, including navigating the complexities posed by GenAI and similar tools. This will ensure that students are prepared to engage in ethical, high-quality research</p>	

	<p>and writing across all stages of their academic development.</p> <p>In response to this recommendation, the Department is committed to implementing a series of proactive measures aimed at promoting academic integrity and enhancing students' academic writing skills across courses and stages of their studies.</p> <p>1. Expanding University Policies on Academic Integrity</p> <p>The Department will collaborate with the university to expand and enhance existing policies regarding academic fraud, plagiarism, and the ethical use of GenAI. These updated policies will be made clear and accessible to all students, and the focus will be on fostering a deeper understanding of academic integrity.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Awareness Campaigns: The Department will launch a comprehensive awareness campaign at the beginning of each academic year, ensuring that students are fully aware of the university's policies regarding academic integrity. • Workshops & Seminars: We will host workshops and seminars on academic honesty, plagiarism, and ethical research practices, with a particular focus on the 	
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	<p>use of GenAI and similar tools.</p> <ul style="list-style-type: none"> • Integration in Course Work: In each course, we will integrate discussions on academic integrity and the ethical use of technology, helping students to recognize potential risks and responsibilities in their work. <p>2. Enhancing Academic Writing Skills Development</p> <p>The Department will implement a structured approach to academic writing skills development at multiple stages throughout students' academic journeys, ensuring that they are well-equipped to engage in rigorous research while maintaining academic integrity.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Writing Across Courses: Academic writing skills will be progressively developed and integrated throughout students' courses, starting from early coursework and continuing through advanced research projects. This will help students to build a solid foundation in academic writing that evolves with their academic and professional needs. • to engage critically with the work of others. This will encourage a collaborative learning environment and critical thinking skills while reinforcing ethical writing 	
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	<p>practices. Writing Support Workshops: We will offer writing workshops specifically designed for different stages of student development (e.g., early-stage research, thesis writing). These workshops will focus on key skills such as structuring academic papers, proper citation, and avoiding plagiarism, and will provide students with tools to engage with GenAI responsibly in their writing process.</p> <ul style="list-style-type: none"> • Peer Review & Feedback: A peer review system will be established, allowing students to receive constructive feedback on their writing and learn how • GenAI Awareness and Guidance: In light of the rise of GenAI tools, the Department will provide targeted sessions on the ethical use of GenAI in academic writing. Students will be trained to distinguish between appropriate use of these technologies and practices that may lead to unethical or unoriginal work. <p>3. Integration of Ethical Guidelines into Course Curriculum</p> <p>Academic writing development will not only focus on improving students' writing quality but also on ensuring that ethical guidelines are embedded throughout their studies. Courses will have clear</p>	
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	<p>guidelines on how to reference sources correctly and how to avoid unintentional plagiarism.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Clear Guidelines: Faculty will incorporate specific guidelines on referencing, source attribution, and the ethical use of AI tools in course syllabi. • Ethical Research Practices: In research-focused courses, students will be taught how to collect data ethically, cite sources correctly, and respect intellectual property. Ethical conduct will be evaluated as part of final assessments. • Technological Literacy: Students will also receive guidance on how to use GenAI tools ethically for tasks such as literature reviews, ensuring that they are aware of the potential for over-reliance on such tools and the importance of critical engagement with sources. 	
	<p>4. Continuous Monitoring and Feedback</p> <p>The Department will establish a system to monitor the development of students' academic writing skills and their adherence to academic integrity policies. Feedback will be continuously provided, and students will be supported in</p>	

	<p>improving their writing and research practices.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Ongoing Assessment: Academic writing and adherence to ethical guidelines will be assessed continuously through assignments, projects, and exams. • Regular Feedback: Students will receive regular feedback on their academic writing, both from faculty and peers, with a focus on improving their skills while adhering to academic standards. • Individual Mentorship: Each PhD student will be assigned a mentor who will provide individual guidance on academic writing, research practices, and ethical considerations in their work. 	
<p>The Department needs to carefully consider the consequences of adding practice-related programmes such as Primary Education as this will require substantial investments in staff recruitment in areas of primary education, and in infrastructure, e.g. by having collections of relevant learning equipment that needs to be easily available to students (some of which can require much space), and by designing primary school classrooms so that students can be trained effectively and realistically.</p>	<p>In response to this recommendation, the Department is committed to undertaking a comprehensive feasibility study and strategic planning process to assess the viability and impact of introducing a Primary Education programme, taking into account both the immediate and long-term resource requirements. The following steps outline how the Department will address these concerns:</p>	

	<p>1. Staff Recruitment and Expertise</p> <p>The implementation of a Primary Education programme requires substantial specialized expertise. As noted by the EEC, it will be necessary to recruit highly qualified staff with experience in primary education and pedagogical training.</p> <p>Actions:</p> <ul style="list-style-type: none"> • A Strategic Recruitment Plan will be developed to attract qualified academics and practitioners with expertise in primary education, ensuring that we can provide high-quality supervision and teaching for the programme. • Consultation with Experts in primary education will be carried out to identify the specific skills and expertise required to effectively design and implement the programme. • Collaboration with Practitioners: To complement academic staff, consider partnerships with practitioners from local schools and educational organizations to enhance the practical training components of the programme. 	
	<p>2. Infrastructure and Learning Resources</p>	

	<p>The Department recognizes that Primary Education programmes require specialized infrastructure and resources, including relevant learning equipment and classroom environments. These resources must be easily accessible to students to support their development and training.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Assessment of Infrastructure Needs: A detailed assessment will be conducted to evaluate the infrastructure required for effective delivery of the Primary Education programme. This will include identifying the types of learning equipment (e.g., teaching aids, educational technology) and the space required for practical training. • Classroom Design and Learning Environments: Collaboration with architectural and educational experts to design realistic primary school classrooms within the university to provide students with hands-on experience. These classrooms will be equipped with the necessary materials to simulate real-world teaching environments. • Integration of Technology: The use of educational technology will be integrated into the classroom design to ensure that students are trained in modern teaching 	
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	<p>methods that align with current trends in primary education.</p> <p>3. Feasibility Study and Pilot Programme</p> <p>Before launching the full Primary Education programme, the Department will conduct a thorough feasibility study to assess the financial and logistical implications of implementing such a programme. This study will help identify potential costs, resource requirements, and the timeline for staff recruitment and infrastructure development.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Feasibility Study: A comprehensive feasibility study will be initiated to examine the financial implications, resource allocation, and potential partnerships that could support the establishment of the programme. • A pilot programme in Primary Education will be put in place to test the feasibility of the proposed curriculum, infrastructure, and staff recruitment strategy. This will allow us to address potential challenges before fully rolling out the programme. <p>4. Collaboration with External Stakeholders</p>	
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	<p>To ensure that the programme aligns with the needs of the field and to strengthen its credibility, by actively engaging with external stakeholders, including schools, education authorities, and other universities offering similar programmes.</p> <p>Actions:</p> <ul style="list-style-type: none"> • An External Advisory Board will be established comprising of experts in primary education, school administrators, and local policymakers to provide guidance and feedback on the curriculum design and infrastructure needs. • Collaboration opportunities will be explored with local schools to provide placement opportunities for students, as well as to create opportunities for co-teaching and practical experience. <p>5. Long-Term Sustainability and Investment</p> <p>Recognizing that implementing a Primary Education programme will involve significant initial investments, the Department is committed to ensuring the long-term sustainability of the programme by carefully planning for ongoing resource requirements and future growth.</p> <p>Actions:</p>	
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	<ul style="list-style-type: none"> • A resource plan will be created that outlines the financial requirements for the establishment and maintenance of the programme, including staffing, infrastructure, and materials. • Sustainable Funding: The Department will actively explore funding opportunities, including government grants, partnerships, and philanthropic donations, to support the programme's launch and sustainability. • A process for regular evaluation will be established of the programme's progress, including feedback from students, staff, and external stakeholders, to ensure that the programme continues to meet its objectives and remains relevant to the field. 	
<p>The Department needs to carefully consider the consequences of having a PhD programme in education, as this means investing considerably in supervision expertise and capacity in the field of education. Given the current staff situation, this means that much more staff experienced in these areas needs to be recruited in order to be able to offer a PhD programme that is in alignment with international standards.</p>	<p>In response to this recommendation, the Department is committed to a thoughtful and strategic approach to expanding its supervisory capacity and ensuring that the PhD programme meets the highest academic standards. The following actions outline how the Department will address the concerns raised by the EEC:</p> <p>1. Staff Recruitment and Development</p>	

	<p>The Department recognizes that in order to offer a high-quality PhD programme, we must ensure that we have the appropriate supervision expertise and academic staff in place. This includes recruiting staff with extensive experience in PhD supervision and expertise in relevant fields of educational research.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Development and implementation of a comprehensive recruitment strategy to hire highly qualified academics with expertise in key areas of education research. This will ensure that we can provide robust supervision and academic support for PhD students. • Faculty Development Programmes: Existing staff will be encouraged to participate in professional development opportunities focused on PhD supervision to enhance their capacity to mentor students effectively. This will include training in research methodologies, academic writing, and supervision best practices. • Engagement with External Experts in educational research to support staff development and provide additional supervisory capacity. 	
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	<p>2. Expansion of Supervision Capacity</p> <p>Recognizing that supervision capacity is critical to the success of a PhD programme, we will work to ensure that the department can provide a sufficient number of qualified supervisors to meet the demands of the PhD programme.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Mapping Supervisory Capacity: A comprehensive mapping exercise will be conducted to assess the current supervisory capacity of the Department, including identifying the areas of expertise where further recruitment is needed. This will ensure that the department can provide expert supervision in a range of research areas within education. • Mentorship Programme: To build supervisory capacity, a structured mentorship programme will be established to allow junior staff members to gain experience in PhD supervision under the guidance of more experienced supervisors. This will help in creating a sustainable supervision model that is scalable as the PhD programme grows. 	
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	<p>3. Alignment with International Standards</p> <p>In order to ensure that the PhD programme meets international standards, the Department will continue to engage with global best practices in doctoral education. This includes aligning the programme with international benchmarks for research quality and ensuring that the supervision process adheres to best practices in doctoral education.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Engagement with International Experts: The Department will actively seek advice and feedback from international experts in doctoral education to ensure the programme is on par with leading global PhD programmes in education. This will include establishing an international advisory board to provide ongoing feedback and guidance. • Programme Benchmarking: The curriculum and supervision model for the PhD programme will be regularly reviewed and benchmarked against leading international institutions to ensure that we remain aligned with global standards of academic excellence. <p>4. Long-term Sustainability of the PhD Programme</p>	
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	<p>The Department understands the importance of long-term sustainability in developing a high-quality PhD programme. This involves ensuring that the necessary resources, both human and financial, are in place to support the growth and success of the programme.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Resource Allocation Plan: A detailed resource allocation plan will be developed, outlining the financial and staffing resources needed to support the PhD programme, including the recruitment of additional staff, provision of research resources, and the development of research clusters within the Department. • Ongoing Review and Evaluation: The Department will establish a regular review process to assess the ongoing needs of the PhD programme, including the adequacy of supervisory capacity and alignment with international standards. Feedback from PhD students, faculty members, and external stakeholders will be used to inform these reviews and ensure the programme's continuous improvement. <p>5. Collaboration and External Support</p> <p>The Department will explore collaborations with external</p>	
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	<p>institutions, both in Cyprus and internationally, to enhance the PhD programme's quality and sustainability. Collaborations will also help in expanding the supervisory capacity available to students.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Partnerships with International Institutions: We will explore opportunities for collaboration with international universities to offer joint supervision, exchange programmes, and access to a broader range of research expertise. • Advisory Board and Stakeholder Engagement: An Advisory Board comprising academic experts in education research, policy-makers, and practitioners will be established to provide strategic advice on the development of the PhD programme and its alignment with global best practices. 	
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3. Administration

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
We recommend mapping the Departments international networks in the field of Education.	<p>In response to this recommendation, we have taken the following steps to map and strengthen our international networks in the field of education:</p> <p>1. Mapping Existing International Networks</p> <p>The Department has initiated a comprehensive process to map our existing international partnerships and collaborations. This will include both academic networks and professional associations in the field of education. The mapping will cover the following areas:</p> <ul style="list-style-type: none"> • Existing International Academic Collaborations: This will include identifying institutions, research centres, and universities we are already engaged with, both through formal partnerships and informal research collaborations. • Documentation of our participation in key international education conferences, workshops, and symposia to assess the breadth of our global engagement. • International Research Projects: The Department will catalog ongoing research projects that involve 	Choose level of compliance:

	<p>international collaborators, particularly those with a focus on educational research and development.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Database Creation: A detailed database will be created to list and categorize all international networks, including contacts, institutions, and areas of expertise. This will be updated regularly to reflect new partnerships. • Analysis of Existing Relationships: The existing partnerships will be analyzed to assess their effectiveness and potential for future growth. The focus will be on enhancing research collaborations, student exchanges, and joint academic initiatives. 	
	<p>2. Expanding and Strengthening International Networks</p> <p>While the Department has some established international networks, there is a clear need to expand and strengthen these connections to ensure that we are actively engaged with the global academic community in education. This will allow us to ensure that our research and teaching practices reflect the latest international</p>	

	<p>developments in education studies.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Proactive Engagement with Leading International Institutions: Engage with leading educational institutions across Europe, North America, and other key regions to build more robust academic networks and foster opportunities for joint research projects, PhD student exchanges, and collaborative teaching initiatives. We note that we already have such cooperation with the National and Kapodistrian University of Athens, the Hellenic Open University, and the University at Albany – SUNY. • Establishment of an international advisory board consisting of renowned experts in the field of education who will help guide the department's strategic development and ensure we remain connected to global trends and best practices. • Collaborative Research Initiatives: The Department will seek to expand its involvement in international research consortia, which will allow us to engage with the broader education research community. We will prioritize projects that align with the department's focus 	
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	<p>areas, such as educational policy, teacher training, and curriculum development.</p> <p>3. Enhancing Student and Staff Mobility</p> <p>To further strengthen our international networks, the Department will actively promote mobility programmes for both staff and students. This will facilitate a more direct exchange of ideas and research outputs between our department and leading international institutions.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Erasmus and Exchange Programmes: Establishment of The Department will strengthen its involvement in Erasmus+ and other international exchange programmes, providing students and academic staff with opportunities for short-term mobility and long-term research collaboration. • Establishment of visiting scholar programmes that allow international researchers to visit the department for collaborative research, lectures, and workshops, thereby fostering a culture of international academic exchange. <p>4. Leveraging International Partnerships for Curriculum Development</p>	
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	<p>Our international networks will also play a key role in curriculum development by ensuring that the Department's educational offerings reflect global standards and respond to international trends in educational theory and practice.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Global Curriculum Insights: We will systematically review curricula from leading international institutions in education to identify emerging trends and best practices that could inform our own programme design. • Collaborative Curriculum Design: The Department will work closely with its international partners to co-create curricula and research opportunities that are interdisciplinary, innovative, and reflective of diverse educational systems worldwide. <p>5. Tracking and Evaluating the Effectiveness of International Networks</p> <p>To ensure that the international networks the Department has mapped and expanded are effective and aligned with our strategic goals, the Department will establish mechanisms for tracking and evaluating the success of these collaborations.</p> <p>Actions:</p>	
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	<ul style="list-style-type: none"> • Annual Network Evaluation: The Department will conduct an annual review of all international collaborations to assess the outcomes of research projects, student and staff exchanges, and joint initiatives. • Feedback from International collaborators will be gathered regularly to identify areas for improvement and to ensure that our partnerships are mutually beneficial. 	
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4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The absence of structured input from educational stakeholders (students, experts in the field of education and educational research, teachers, school principals, children, parents), limits the relevance and responsiveness of programme updates. A formal mechanism for gathering stakeholder feedback and incorporating it into teaching and learning should be established.	<p>In response to this recommendation, we have initiated the following steps to establish a formal mechanism for gathering feedback from relevant stakeholders and incorporating their input into our teaching and learning processes:</p> <p>1. Establishment of Stakeholder Feedback Mechanism</p> <p>To address the need for regular feedback from key stakeholders, the Department has set up a formal mechanism that facilitates the systematic collection and analysis of stakeholder opinions on programme content, teaching methodologies, and learning outcomes.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Stakeholder Feedback Surveys: The Department will regularly distribute comprehensive surveys to various stakeholder groups, including students, faculty members, teachers, school leaders, parents, and educational experts. These 	Choose level of compliance:

	<p>surveys will focus on key aspects of the curriculum, teaching effectiveness, and the alignment of the programme with current trends and challenges in the education sector.</p> <ul style="list-style-type: none"> • Focus Groups and Interviews: In addition to surveys, the Department will organize focus groups and interviews with different stakeholder groups to gather qualitative feedback on how well the programme meets their needs and expectations. • Online Feedback Platform: The Department will implement an online platform where stakeholders can submit feedback at any time throughout the academic year. This will provide an easily accessible way for stakeholders to express their views on various aspects of the programme. <p>2. Involving Key Educational Stakeholders</p> <p>The Department has identified several key stakeholder groups whose perspectives are essential for improving the relevance of our programmes. These include:</p> <ul style="list-style-type: none"> • Students: As the primary beneficiaries of our programmes, their feedback on course content, teaching methods, and support services is crucial. 	
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	<ul style="list-style-type: none"> • Teachers and School Principals: These stakeholders can offer valuable insights into how well our programmes prepare future educators and the alignment of our graduates' skills with the needs of schools. • Educational Experts and Researchers: Their expertise will help ensure that our curriculum reflects current developments in the field of educational research and best practices. • Parents and Children: Input from these groups will help us understand the broader impact of our graduates on the educational experience and outcomes in schools. <p>Actions:</p> <ul style="list-style-type: none"> • Advisory Panels and Committees: The Department will establish Advisory Panels consisting of representatives from each of the above groups. These panels will meet regularly to discuss key programme updates and ensure that the Department stays informed about evolving trends in education. • Engagement with Practitioners: We will actively engage with teachers, school principals, and educational practitioners to understand their perspectives on the effectiveness of our 	
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	<p>graduates in real-world educational settings.</p> <ul style="list-style-type: none"> • Collaborative Workshops: The Department will organize workshops and seminars in collaboration with stakeholders to discuss how our curriculum can be adapted to better prepare students for the challenges of modern education. 	
	<p>3. Incorporating Stakeholder Feedback into Programme Updates</p> <p>To ensure that stakeholder feedback is effectively integrated into programme design and teaching methods, the Department has established procedures for analyzing, discussing, and acting on the feedback collected.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Annual Programme Review: Feedback from stakeholders will be systematically reviewed during the annual programme review process. This will include a thorough analysis of survey responses, focus group findings, and interview insights. • Curriculum Adjustments: Based on stakeholder feedback, necessary adjustments will be made to the curriculum and teaching methods. This may involve updating course content, 	

	<p>introducing new teaching methodologies, or enhancing practical training for students.</p> <ul style="list-style-type: none"> • Reporting and Transparency: After reviewing the feedback, the Department will publish a summary report on the changes made based on stakeholder input. This report will be shared with all stakeholders to demonstrate that their feedback has been taken into consideration and acted upon. 	
	<p>4. Continuous Engagement and Feedback Loops</p> <p>The Department is committed to establishing a continuous feedback loop to ensure that stakeholder input remains an ongoing process throughout the academic year. This will allow us to adapt quickly to any emerging needs or concerns.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Regular Stakeholder Engagement: The Department will establish regular, scheduled opportunities for ongoing feedback throughout the academic year, rather than limiting feedback collection to a few isolated points in time. • Feedback Integration in Course Design: The Department will work to 	

	<p>ensure that feedback from stakeholders is integrated at both the course design and delivery stages. Faculty members will be encouraged to regularly review and adjust their teaching methods based on stakeholder input.</p> <p>5. Evaluation of the Feedback Process</p> <p>To ensure that the stakeholder feedback process is effective and contributes to the continuous improvement of the programmes, the Department will regularly evaluate the mechanism's efficiency and impact.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Feedback Process Evaluation: An evaluation of the feedback mechanism will be conducted annually to assess the relevance, effectiveness, and accessibility of the system. This will help identify any gaps or areas for improvement. • Improvement of Engagement Channels: The Department will refine the feedback channels based on evaluation results to increase participation and ensure that all relevant stakeholders are engaged. 	
Programmes lack adequate practical components, such as internships, field	In response to this recommendation, the	Choose level of compliance:

experiences, and hands-on projects, potentially limiting the application of theoretical knowledge in realworld settings.

Department has taken proactive steps to **strengthen the practical components** of our programmes. Below is a detailed overview of the **actions** taken to ensure that our programmes incorporate meaningful **field experiences** and **practical learning opportunities**.

1. Introduction of Internship and Field Placement Opportunities

The Department is committed to enhancing students' practical experience by offering **internship placements** and **field experiences** that allow students to engage directly with educational settings.

Actions:

- **Internship Placements:** The Department has initiated collaborations with local **schools, educational organizations, and community centres** to provide internship opportunities for students. These internships will allow students to observe, interact, and gain hands-on experience in real classroom environments. The placements will be tailored to match students' areas of interest and future career aspirations.
- **Field Experiences:** In addition to internships, the Department will ensure that students complete **field**

	<p>experiences as part of their curriculum. These will include visits to schools, educational NGOs, and other educational institutions to observe and participate in day-to-day educational practices, which will enhance their understanding of how theory applies in practice.</p> <ul style="list-style-type: none"> • Professional Practice Modules: Practical practice modules have been integrated into relevant courses, wherein students will spend a designated amount of time working in educational settings, applying their learning to address real-world challenges. 	
	<p>2. Integration of Hands-on Projects and Case Studies</p> <p>To further enhance the application of theoretical knowledge, the Department will integrate more hands-on projects, case studies, and simulated teaching activities within courses.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Action Research Projects: Students will be encouraged to undertake action research projects in educational settings. This will involve identifying real issues in schools or educational institutions, collecting data, 	

	<p>and analyzing outcomes, with the goal of making meaningful improvements based on their findings.</p> <ul style="list-style-type: none"> • Simulation Exercises: The Department will introduce simulated teaching scenarios, where students will have opportunities to practice lesson delivery, classroom management, and curriculum planning in a controlled environment before transitioning to real classroom experiences. • Collaborative Projects with Educational Institutions: In collaboration with educational institutions, the Department will organize hands-on collaborative projects that allow students to work on practical problems. This can include developing educational materials, organizing events, or implementing small-scale educational interventions in real educational settings. <p>3. Mentorship and Support in Practical Components</p> <p>The Department will ensure that students receive guidance and mentorship throughout their practical experiences, ensuring that their involvement in fieldwork and projects is structured, purposeful, and aligned with their academic goals.</p> <p>Actions:</p>	
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	<ul style="list-style-type: none"> • Faculty Supervision: Students participating in internships and field experiences will receive continuous faculty supervision to ensure that their practical learning aligns with their academic studies. Supervisors will monitor the progress of students and provide feedback to improve their experience and learning outcomes. • Mentorship Program: Each student will be paired with a mentor (e.g., a teacher, school principal, or industry expert) who will offer guidance and support throughout the practical component of the programme. Mentors will help students apply theoretical knowledge to real-world problems and offer career insights. • Reflection and Debriefing Sessions: Following field experiences or internships, students will participate in reflection sessions where they can discuss their experiences, share insights with their peers, and receive feedback from faculty members. This will ensure that students can critically reflect on the practical component of their learning and its connection to their theoretical studies. <p>4. Collaboration with External Stakeholders</p>	
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	<p>The Department has prioritized building strong relationships with external educational stakeholders to ensure that the practical components of our programmes are meaningful and aligned with real-world needs.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Partnerships with Schools and Educational Institutions: The Department has established strategic partnerships with schools, teacher training centres, and other educational organizations that will provide students with a range of practical opportunities. This includes placing students in primary and secondary schools, as well as special education settings, to ensure diverse practical experiences. • Collaborative Research Projects: Students will also engage in collaborative research projects with external stakeholders, where they will have the opportunity to investigate practical issues in education and work alongside professionals in the field to develop solutions. <p>5. Continuous Evaluation and Enhancement of Practical Components</p> <p>To ensure that the practical components of our programmes meet high standards and</p>	
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	<p>effectively contribute to student learning, the Department will regularly evaluate the structure, content, and quality of practical experiences and make necessary improvements.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Regular Feedback Collection: The Department will regularly collect feedback from students, mentors, and educational partners to evaluate the quality and relevance of practical components. This will help identify areas for improvement and ensure that our practical experiences continue to align with the needs of the education sector. • Annual Review of Practical Components: Each year, the Department will conduct an annual review of its internship, field experience, and hands-on project offerings, ensuring that they continue to reflect current best practices and educational trends. 	
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5. Teaching Staff

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The level of expertise among the staff in relation to is a notable gap in the current profile of staff	<p>In response to this recommendation, we have outlined a comprehensive plan to strengthen the expertise of our staff in key areas of educational studies. Below is a detailed overview of the actions taken to address this issue:</p> <p>1. Recruitment of New Faculty with Specialized Expertise</p> <p>One of the core steps to address the current gaps in staff expertise is the recruitment of new faculty members with specialized knowledge in critical areas of education. This will help ensure that the Department is equipped to offer high-quality teaching and research opportunities across a range of educational topics.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Targeted Recruitment: The Department has initiated a recruitment process to hire faculty members with expertise in underrepresented areas of educational research and teaching. We aim to recruit individuals with experience and qualifications in areas such as educational psychology, special education, comparative 	Choose level of compliance:

	<p>education, curriculum design, and educational technology.</p> <ul style="list-style-type: none"> • Focus on International Expertise: The recruitment process will also include an emphasis on bringing in faculty with international experience, ensuring that the Department remains at the forefront of global trends and practices in educational research and pedagogy. • Leveraging External Networks: The Department will also collaborate with international experts and adjunct professors to enhance the breadth and depth of expertise available to our students. This will allow us to offer courses and research supervision in specialized areas that are currently underrepresented within the existing staff. <p>2. Professional Development and Continuous Training for Current Faculty</p> <p>In addition to recruiting new faculty members, the Department is committed to enhancing the professional development of existing staff to ensure that they remain up-to-date with the latest developments in educational research and pedagogy.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Tailored Professional Development Plans: We will 	
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	<p>design personalized professional development plans for current faculty members, focusing on areas where expertise can be developed further. This will include opportunities for attending conferences, participating in workshops, and engaging in research collaborations.</p> <ul style="list-style-type: none"> • Research Training Programs: Current faculty members will be encouraged to engage in advanced research training programs that focus on contemporary trends in educational research, including emerging methodologies, interdisciplinary approaches, and innovations in educational practice. • Faculty Exchanges and Collaboration: The Department will facilitate opportunities for faculty to participate in faculty exchanges, collaborative research projects, and teaching partnerships with international institutions. These partnerships will help faculty develop expertise in emerging areas of educational studies and bring new ideas into their teaching and research. <p>3. Collaboration with External Stakeholders and Experts</p> <p>The Department acknowledges that the development of expertise within educational</p>	
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	<p>studies requires continuous engagement with external stakeholders and educational experts to ensure alignment with current educational practices and emerging trends.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Establishing an Advisory Board: A Scientific Advisory Board will be established, composed of experts in various fields of education, including those from local and international universities, educational NGOs, and policy-making bodies. The Board will provide strategic guidance on areas where staff expertise needs to be developed and offer advice on emerging trends and future research priorities. • Engagement with Educational Practitioners: The Department will engage with teachers, school leaders, and policy experts to inform the development of staff expertise in areas such as curriculum design, assessment strategies, and educational leadership. These interactions will ensure that the Department's expertise is responsive to the needs of the education sector. • Guest Lectures and Workshops: The Department will organize guest lectures, workshops, and seminars led by external experts to 	
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	<p>provide staff and students with insights into contemporary research and practices in education. This will help expand the Department's expertise and foster ongoing learning.</p> <p>4. Strategic Planning for Future Expertise Needs</p> <p>The Department will develop a strategic plan for mapping out the future needs in terms of expertise, ensuring that we proactively address gaps and prepare for future developments in the field of education.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Needs Assessment and Gap Analysis: The Department will conduct a needs assessment to identify specific areas of expertise that need to be developed, both in terms of teaching and research. This assessment will include feedback from students, faculty, and external stakeholders to ensure that the Department is responsive to current and future educational challenges. • Long-Term Recruitment Strategy: A long-term recruitment strategy will be developed to ensure that the Department continues to attract and retain faculty with the necessary expertise in key educational areas. This will involve targeting 	
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	<p>emerging areas of educational research and practice, including technology-enhanced learning, global education, and socio-emotional learning.</p>	
<p>A more proactive approach to ensuring greater dispositions among the team towards education as applied to teaching and children and young people</p>	<p>We fully acknowledge the need to develop a strategic plan that will guide how current faculty members can be supported to enhance their research and teaching methodologies, ensuring that they are aligned with the evolving demands of the educational field. This includes ensuring a more explicit and focused connection between research, teaching, and practice, particularly in relation to the needs of children and young people.</p> <p>1. Development of a Strategic Plan to Align Teaching and Research</p> <p>In response to the EEC's recommendation, the Department has taken steps to develop a comprehensive strategic plan that will outline specific actions to enhance the alignment of current staff's research and teaching with the core domain of education. This plan will focus on the development of pedagogical approaches, the integration of educational theory and practice, and professional growth opportunities for faculty to</p>	<p>Choose level of compliance:</p>

	<p>further develop their expertise in education.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Strategic Review and Planning: We will initiate a strategic planning process that will involve consultations with all faculty members, external education experts, and stakeholders. This process will help identify areas where faculty can improve their alignment with contemporary trends in education and outline clear objectives for the department's growth in this domain. • Clear Goals and Milestones: The plan will define short-term and long-term goals for faculty development, establishing clear milestones for implementing changes in teaching practices and research. These goals will focus on increasing staff engagement with education-related research that supports the development and well-being of children and young people, and strengthening connections between educational theory and practice. <p>2. Enhancing Staff Development Through Targeted Initiatives</p> <p>We understand that fostering dispositions toward education requires continuous support and professional growth</p>	
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	<p>opportunities for staff. Therefore, the Department is committed to providing structured opportunities for staff development in areas that are integral to enhancing the quality of education, particularly related to teaching children and young people.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Pedagogical Training and Development: We will introduce a dedicated professional development program aimed at enhancing pedagogical skills for staff. This program will focus on practical aspects of teaching, including child-centered learning, inclusive education, socio-emotional development, and active learning strategies. Faculty will be encouraged to participate in ongoing workshops and seminars on best practices in teaching and how these can be applied to different educational settings. • Research Focus on Education Practice: To ensure that the faculty's research is grounded in the practical realities of education, we will encourage faculty to develop research projects that are directly linked to teaching practices and address real-world challenges in education. The research will particularly focus on child development, pedagogical 	
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	<p>innovation, and curriculum development that directly impact children and young people.</p> <p>3. Proactive Faculty Engagement in Education and Children's Needs</p> <p>The Department aims to cultivate a team of faculty who are proactive in engaging with the real-life challenges faced by children and young people in educational settings. This requires ongoing support and encouragement for faculty members to focus their research and teaching on issues that have a direct impact on children and young people's educational outcomes.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Collaboration with Educational Stakeholders: The Department will establish stronger collaborations with schools, teachers, policy-makers, and child development professionals to ensure that faculty research and teaching are informed by current educational needs and trends. This will provide faculty with valuable insights into the challenges and opportunities present in the education sector. • Action-Oriented Research and Teaching: Faculty will be encouraged to engage in action-oriented research 	
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	<p>that seeks to address specific challenges within educational systems, with a particular focus on supporting children and young people. This research will be integrated into the teaching process to ensure that students are exposed to real-world educational issues and solutions.</p> <ul style="list-style-type: none"> • Service Learning and Field-Based Opportunities: The Department will incorporate field-based learning opportunities into the curriculum, including internships, service learning, and practical teaching experiences. These opportunities will help students understand the challenges children and young people face in educational settings and develop practical skills for addressing these challenges. <p>4. Evaluation and Continuous Improvement</p> <p>To ensure the effectiveness of these initiatives, the Department will put in place a system of evaluation and feedback to track progress in aligning faculty development with the needs of education. This system will allow the Department to monitor the success of the strategic plan and make adjustments as necessary.</p> <p>Actions:</p>	
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	<ul style="list-style-type: none"> • Regular Evaluation of Faculty Development: We will implement regular evaluations of faculty professional development programs, including peer assessments, student feedback, and external reviews. This will help ensure that faculty are consistently improving and staying aligned with the goals of the Department and the wider educational landscape. • Student and Stakeholder Feedback: In addition to faculty evaluation, feedback from students and external stakeholders will be gathered to assess how well teaching practices are meeting the needs of children and young people. This feedback will inform adjustments to teaching methods and course content. 	
The development of a strategic plan that will outline how the current staff can be supported to develop research and teaching that aligns more readily and explicitly with the domain of education	The Department of Educational Studies acknowledges and appreciates the External Evaluation Committee's (EEC) recommendation to develop a strategic plan aimed at supporting current staff in the development of research and teaching practices that more explicitly align with the domain of education. In response, the Department has initiated a comprehensive process to address this recommendation by creating a robust plan that will foster professional growth and	Choose level of compliance:

	<p>ensure that both teaching and research are effectively aligned with the evolving demands of the field of education.</p> <p>1. Strategic Plan Development: Aligning Staff with Educational Objectives</p> <p>The Department is in the process of developing a strategic plan that focuses on enhancing faculty members' alignment with the core objectives of the educational domain, ensuring that both research and teaching meet the highest standards of quality. This plan will serve as a roadmap for creating an environment where faculty can thrive in their roles and continue to contribute meaningfully to the field of education.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Review and Analysis of Current Practices: We are conducting a comprehensive review of current research activities, teaching methodologies, and course content to identify areas where further alignment with educational theory and practice is needed. This review will help ensure that faculty members are equipped to address the current and future needs of the education sector. • Faculty Engagement: We will actively engage all staff members in the development of the plan, gathering their 	
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	<p>input on what types of support they need in terms of professional development, research opportunities, and teaching practices. This inclusive approach will ensure that the plan reflects the needs and aspirations of the entire faculty.</p> <p>2. Supporting Research Development in Education</p> <p>A key aspect of the strategic plan is to enhance the research capacity of the Department, particularly in areas directly relevant to educational practice and theory. Faculty members will be provided with the resources and support needed to engage in impactful research that addresses current educational challenges and contributes to the body of knowledge in the field.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Targeted Research Training: The Department will provide research training workshops and resources to help faculty members enhance their research skills, focusing on methodologies, educational research paradigms, and data analysis techniques. These sessions will help faculty to design and implement high-quality research projects. • Mentoring and Collaboration: We will establish mentorship opportunities where experienced faculty can 	
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	<p>guide newer faculty members in conducting research projects. Additionally, we will foster interdisciplinary collaborations with external educational organizations, academic institutions, and researchers to ensure faculty members have access to a wide range of expertise and perspectives.</p> <ul style="list-style-type: none"> • Research Funding and Grants: The Department will support faculty in identifying and applying for research funding, both internal and external. This includes providing assistance with grant writing and connecting faculty to relevant funding opportunities. <p>3. Supporting Teaching Development in Education</p> <p>To further align teaching with the educational field, the Department will develop specific strategies to support faculty in enhancing their teaching practices, making them more relevant and impactful to students. This will involve integrating contemporary educational theories and pedagogical innovations into teaching methods and curricula.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Pedagogical Training Programs: The Department will introduce pedagogical workshops aimed at 	
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	<p>enhancing teaching strategies, focusing on active learning, student-centered teaching, and inclusive education. These programs will encourage faculty to develop skills that promote deeper student engagement and better learning outcomes.</p> <ul style="list-style-type: none"> • Technology Integration: The plan will also emphasize the importance of integrating educational technology into teaching. Faculty will receive training on the use of online tools, learning management systems, and other digital resources to enhance the learning experience for students. • Peer Observation and Feedback: We will introduce a peer observation system where faculty can observe each other's teaching, provide constructive feedback, and share best practices. This will foster a collaborative teaching culture and ensure that teaching methods remain aligned with current educational trends. <p>4. Continuous Professional Development and Feedback</p> <p>The Department recognizes the importance of ongoing support and feedback for faculty development. A system of continuous professional development will be established to ensure that faculty members</p>	
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	<p>are always improving and adapting their research and teaching practices to meet the evolving needs of the education sector.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Annual Professional Development Plans: Each faculty member will create an annual professional development plan that outlines specific goals for enhancing their research and teaching practices. These plans will be reviewed annually by department leadership to ensure alignment with the Department's overall objectives. • Feedback Mechanisms: The Department will implement regular feedback mechanisms for faculty members to assess the effectiveness of the support and resources provided. This will include feedback from students, peers, and external stakeholders, ensuring that the Department remains responsive to the needs of both staff and students. <p>5. Measuring Success and Adjusting the Plan</p> <p>The Department will establish clear milestones and key performance indicators (KPIs) to track the success of the strategic plan. These will include metrics related to research output,</p>	
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	<p>teaching quality, faculty development, and student outcomes. Regular assessments will ensure that the plan is effective in aligning research and teaching with the field of education.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Monitoring and Evaluation: The success of the strategic plan will be regularly assessed through faculty self-assessments, student feedback, and external reviews. These assessments will help the Department understand the impact of its initiatives and make adjustments as needed. • Annual Review of the Plan: The Department will conduct an annual review of the strategic plan to ensure it remains relevant and aligned with both the Department's objectives and the broader trends in education. 	
A strategic plan for future recruitment to address gaps in expertise and capacity.	The Department of Educational Studies fully acknowledges and appreciates the External Evaluation Committee's (EEC) recommendation to develop a strategic plan for future recruitment that addresses gaps in expertise and capacity. In response to this recommendation, the Department is taking proactive steps to ensure that future recruitment efforts are strategically aligned with the Department's evolving needs,	Choose level of compliance:

	<p>particularly in the areas of educational research and teaching.</p> <p>1. Recruitment Strategy Development</p> <p>A key component of the Department's development is to enhance the existing faculty by identifying gaps in expertise and strategically recruiting new staff members who possess the necessary skills, knowledge, and experience to fill these gaps. The strategic recruitment plan will focus on recruiting individuals with expertise in areas of educational theory, research methodologies, and pedagogical practices that align with the Department's core mission and objectives.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Identification of Expertise Gaps: The Department is conducting a thorough assessment of its current staff's expertise to identify areas where additional expertise is needed. This assessment will consider current teaching strengths, research areas, and future departmental goals. • Alignment with Departmental Needs: The recruitment strategy will be developed with a clear focus on filling these identified gaps, ensuring that new hires are well-equipped to contribute to both teaching 	
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	<p>and research initiatives in educational sciences.</p> <ul style="list-style-type: none"> • Specific Areas of Expertise for Recruitment: We are particularly focusing on areas such as educational leadership, special education, pedagogical innovations, and educational technology, which are essential for ensuring a well-rounded and high-quality educational experience for both undergraduate and graduate students. <p>2. Recruitment Plan for Enhancing Research Capacity</p> <p>In addition to filling gaps in teaching expertise, the Department recognizes the importance of bolstering its research capacity. As part of the recruitment strategy, the Department aims to attract faculty members with strong research portfolios, particularly in areas that align with the Department's strategic research priorities. These include comparative education, curriculum development, educational policy, and teacher education.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Research-Oriented Recruitment: Future recruitment will prioritize candidates with a proven record of conducting high-impact educational research. This will involve focusing on 	
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	<p>researchers who have experience securing funding, publishing in top-tier journals, and contributing to the broader academic community.</p> <ul style="list-style-type: none"> • Research Collaboration Opportunities: We will actively seek to recruit individuals who are open to interdisciplinary collaborations with other academic units, both within the University and internationally. This will help foster a research culture that is dynamic, collaborative, and aligned with global trends in educational research. <p>3. Recruitment Timeline and Phases</p> <p>The recruitment process will be implemented in clear phases, aligning with the Department's strategic goals and long-term vision. This approach will allow the Department to recruit staff in a timely and efficient manner while ensuring that new hires meet the desired criteria.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Short-Term Recruitment: In the immediate term, the Department will focus on addressing any immediate gaps in teaching and research expertise by conducting focused recruitment campaigns in the areas of most need, such as primary education, inclusive 	
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	<p>education, and educational policy.</p> <ul style="list-style-type: none"> • Long-Term Recruitment: Over the next three to five years, the Department will take a more strategic approach to recruitment, ensuring that new hires contribute to the Department's long-term research and teaching goals. This will include recruiting faculty who can mentor PhD students and lead research projects that align with the Department's educational objectives. <p>4. Collaboration with Academic Networks and External Experts</p> <p>The Department recognizes that successful recruitment requires collaboration with both academic networks and external experts in the field of education. We will leverage these connections to identify and attract high-quality candidates.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • International and Local Recruitment Networks: The Department will strengthen its collaboration with national and international educational networks, academic organizations, and research consortia to widen the pool of potential candidates. 	
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	<ul style="list-style-type: none"> • Advisory Board and Stakeholder Input: We will continue to consult with external stakeholders, including the University's Scientific Advisory Board, educational professionals, and partners from the wider academic and educational communities. Their input will ensure that recruitment efforts are aligned with the latest trends and needs in the education sector. <p>5. Diversity and Inclusivity in Recruitment</p> <p>The Department is committed to ensuring diversity and inclusivity in all recruitment efforts. The recruitment strategy will prioritize attracting candidates from diverse backgrounds, ensuring that the faculty is representative of different perspectives, experiences, and expertise areas. This will enhance the Department's ability to address a wide range of educational issues and foster an inclusive learning environment.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Inclusive Recruitment Practices: We will implement transparent and inclusive recruitment practices that encourage applications from underrepresented groups in education. 	
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	<ul style="list-style-type: none"> • Promotion of Equal Opportunities: The recruitment process will be designed to ensure equal opportunities for all candidates, regardless of gender, ethnicity, or background, ensuring that the faculty is diverse, equitable, and representative of the global education landscape. <p>6. Monitoring and Evaluation of Recruitment Outcomes</p> <p>The Department will establish a system for monitoring and evaluating the effectiveness of the recruitment strategy to ensure that it meets the goals of filling expertise gaps and enhancing the Department's capacity. This evaluation will help refine future recruitment strategies and ensure that the Department is able to meet its long-term objectives.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Annual Review of Recruitment Strategy: The Department will conduct an annual review of its recruitment outcomes to assess the effectiveness of the strategy in filling expertise gaps and meeting strategic goals. This will involve reviewing faculty development, research output, and teaching quality. • Feedback from Staff and Stakeholders: Regular 	
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	<p>feedback from existing staff and external stakeholders will be sought to ensure that the recruitment process is aligned with the Department's overall needs and objectives.</p>	
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6. Research

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The staff do not have substantial publication research activity in the field of education or specifically in the field of primary education, or a record of attracting research income from private and public funding bodies in the field of education.	<p>The Department of Educational Studies acknowledges and appreciates the External Evaluation Committee's (EEC) recommendation regarding the need to enhance the staff's publication activity in the field of education, particularly in the area of primary education, as well as the importance of attracting research funding from both private and public sources. In response to this feedback, the Department is committed to developing and implementing strategies to improve both the research productivity and research funding capabilities of its faculty, ensuring alignment with international standards in the field of educational research.</p> <p>1. Enhancing Research Productivity and Publications in Educational Research</p> <p>The Department recognizes the importance of substantial publication activity in the field of education, especially in primary education, to contribute to the academic reputation of the University and to the broader educational community. To address this gap, we are taking several concrete steps to encourage and support staff in</p>	Choose level of compliance:

	<p>enhancing their research outputs.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Research Development and Support Programs: The Department is introducing research development initiatives aimed at supporting staff members in expanding their research portfolios. This includes providing dedicated time for research, offering support for research writing workshops, and facilitating collaboration opportunities with international scholars in the field of primary education. • Targeted Research Themes: To increase the focus of staff research in primary education, the Department is encouraging staff to align their research efforts with emerging trends and needs in primary education, such as innovative teaching methods, curriculum design, and inclusive education. This will help staff build a critical mass of publications that address key issues in primary education and educational research. • Publication Incentives and Mentorship: The Department will implement incentive structures to recognize and reward 	
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	<p>faculty members who publish research in high-impact journals. Additionally, we will provide mentorship programs where senior academic staff can guide junior staff through the publication process, fostering a culture of research excellence.</p> <p>2. Increasing Research Funding and Attracting External Grants</p> <p>In addition to enhancing publication activity, the Department acknowledges the need to increase its success in attracting research funding from both private and public sources. Securing external funding is vital to support innovative research projects and to ensure the Department's continued development in educational research.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Research Funding Strategy: The Department is developing a comprehensive strategy to enhance the staff's capacity to secure research funding. This will involve providing training on grant writing, including the preparation of proposals for national and international research funding bodies, such as EU research programs and national educational research grants. 	
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	<ul style="list-style-type: none"> • Collaboration with External Stakeholders: The Department will foster closer collaboration with external stakeholders such as schools, government agencies, non-governmental organizations (NGOs), and research councils to explore opportunities for collaborative funding. By strengthening these relationships, the Department aims to diversify its funding sources and increase the number of collaborative research projects in primary education and other related fields. • Research Partnerships and Networks: We will actively pursue partnerships with international educational institutions, research organizations, and private sector companies that focus on educational innovations, to build strong, mutually beneficial research networks. These collaborations will open up new avenues for joint research projects and increase the Department's visibility and impact in the educational research community. <p>3. Strategic Recruitment and Capacity Building</p> <p>To address the gap in research activity in primary education, the Department will focus on</p>	
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	<p>strategic recruitment to bring in faculty members with strong expertise in primary education research and who have a proven track record of publishing in high-impact journals and attracting research funding.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Targeted Recruitment: The Department will prioritize the recruitment of academic staff with established research expertise in primary education. This will ensure that future research directions align with the Department's strategic goals, and that faculty members bring with them a strong publication history and the ability to attract external funding. <p>Capacity Building for Early Career Researchers: The Department will focus on supporting early career researchers by providing mentoring and guidance on developing research projects, publishing in leading educational journals, and securing external research funding.</p> <p>4. Collaboration with Research Hubs and Networks in Primary Education</p> <p>The Department will actively seek to integrate itself into national and international research networks that focus on primary education and</p>	
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	<p>educational research. This will not only enhance staff collaboration with other leading scholars but will also provide opportunities to apply for funding and publish in prestigious journals.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Research Networks and Conferences: The Department will encourage faculty participation in international conferences, workshops, and research symposia in the field of primary education. These events will provide opportunities to network with key stakeholders and researchers, learn about the latest trends in education research, and collaborate on joint publications and research projects. • External Expert Collaborations: The Department will invite external experts in primary education to serve as visiting researchers, offering faculty members the chance to engage with thought leaders in the field. This collaboration will facilitate knowledge exchange and foster joint research initiatives. <p>5. Monitoring and Evaluation of Research Outcomes</p> <p>The Department will implement a systematic approach to monitor and evaluate the</p>	
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	<p>progress of research activities, including publication records and research funding success. Regular evaluation of research outcomes will help track the effectiveness of the strategies put in place and allow for adjustments to be made where necessary.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Annual Research Review: An annual review of the Department's research outputs and funding achievements will be conducted to assess the impact of the strategies and actions taken. This review will focus on publication productivity, the number of external grants secured, and the progress of ongoing research projects. • Feedback from Stakeholders: Feedback from research collaborators, funding bodies, and academic peers will be solicited to ensure the Department is meeting the highest standards in research and continuing to make impactful contributions to the field of education, particularly in primary education. 	
The new Department lacks a clear and structured research strategy, resulting in limited long-term planning and research development in the field of education.	The Department of Educational Studies acknowledges the External Evaluation Committee's (EEC) recommendation regarding the absence of a clear and structured research strategy	Choose level of compliance:

	<p>within the Department. We recognize that a well-defined and forward-looking research strategy is essential for fostering long-term development, supporting faculty research activities, and ensuring alignment with both national and international educational research standards. In response to this recommendation, the Department is committed to the development and implementation of a comprehensive research strategy that will guide research activities and provide clear direction for future research endeavors in the field of education.</p> <p>1. Establishment of a Clear and Structured Research Strategy</p> <p>To address the gap in the Department's research strategy, we are embarking on a process to develop a strategic plan for research that will define the Department's research focus, goals, and methodologies over the next five to ten years. This plan will establish clear, actionable steps for building research capacity and will align with international best practices in educational research. The research strategy will be structured in a way that enables sustained and targeted development in the field of education, and will focus on areas that are most relevant to</p>	
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	<p>current trends and challenges in education.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Consultation with Key Stakeholders: To ensure the research strategy is well-informed and aligns with global trends, we will engage internal stakeholders (faculty, staff, and students) as well as external experts (scholars, practitioners, and industry leaders) in the development process. This consultation will ensure that the strategy reflects the needs and priorities of the educational community and addresses emerging areas of focus in education research. • Defining Core Research Areas: The strategy will identify core research themes and priority areas within the field of education, with a particular emphasis on areas that align with the Department's strengths and aspirations, such as primary education, inclusive education, educational technology, and teacher development. We will also integrate key cross-cutting themes, such as equity in education, policy analysis, and curriculum innovation, into the research strategy. • Establishing Clear Objectives: The research strategy will set specific, measurable, achievable, relevant, and time-bound 	
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	<p>(SMART) objectives for the Department's research development. These objectives will include goals for publication output, research collaborations, research funding, and graduate student research, and will guide the Department's long-term planning and growth in educational research.</p> <p>2. Long-term Planning and Research Development</p> <p>The Department acknowledges that long-term planning is crucial for sustainable research development. We are committed to developing a long-term research agenda that will foster faculty expertise, encourage interdisciplinary research, and support the advancement of knowledge in the field of education.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Research Infrastructure and Resources: As part of the strategy, we will allocate resources for research infrastructure, including access to research databases, funding opportunities, and collaboration platforms. We will also establish a research office to provide administrative support for faculty members in securing funding and managing research projects effectively. 	
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	<ul style="list-style-type: none"> • Facilitating Interdisciplinary Research: The Department will promote interdisciplinary research by encouraging collaborations both within the University and with external institutions, ensuring that faculty have access to diverse perspectives and methodologies in educational research. • Strengthening Research Culture: We will create a culture of research excellence by offering research seminars, workshops, and collaborative research opportunities for staff and students. Additionally, we will enhance mentorship programs for early-career researchers to support the development of their research skills and scholarly productivity. <p>3. Research Capacity Building and Staff Development</p> <p>In line with the research strategy, the Department will prioritize the development of research capacity among staff. This includes identifying areas where staff require further training or support and ensuring that the Department is well-equipped to support ongoing professional development in educational research.</p> <p>Key Actions:</p>	
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	<ul style="list-style-type: none"> • Research Training and Workshops: We will organize research training for faculty members, focusing on areas such as research design, data analysis, and grant writing. This will help staff build the necessary skills and knowledge to succeed in competitive research funding environments and produce high-quality research. • Encouraging Research Mobility: The Department will support faculty members in participating in research mobility programs, such as sabbaticals and research exchanges, to enhance their academic profiles and build networks with leading international scholars. • Research Collaboration with Industry and Practice: We will foster partnerships with schools, governmental agencies, NGOs, and private sector organizations to bridge the gap between theory and practice in educational research. This will increase the practical relevance of our research and help ensure that our research is impactful and aligned with real-world educational needs. <p>4. Monitoring, Evaluation, and Continuous Improvement</p>	
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	<p>To ensure the success of the research strategy, the Department will implement a systematic approach to monitor and evaluate the progress of research initiatives. This will include regular assessments of the Department's research outputs, funding achievements, and the alignment of research activities with the defined objectives.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Annual Research Review: We will conduct an annual review of the Department's research performance, including an evaluation of publication records, research collaborations, and external funding achievements. This review will help identify areas for improvement and guide future planning. • Feedback Mechanisms: Feedback will be solicited from faculty, students, and external stakeholders to assess the relevance and impact of the Department's research activities. This will ensure that our research continues to meet the evolving needs of the educational sector and remains aligned with international standards. 	
There is no formalized approach to incorporating research findings into teaching, reducing opportunities.	In response to this recommendation, the Department has implemented several strategies to formalize and strengthen the integration	Choose level of compliance:

	<p>of research findings into teaching.</p> <p>1. Formalizing the Integration of Research into Teaching</p> <p>To address this gap, the Department is committed to creating a structured approach that ensures research findings are systematically integrated into both undergraduate and graduate teaching. This will involve establishing specific mechanisms through which faculty can share and apply their research insights within their courses, thus enhancing the academic experience for students and bridging the gap between theory and practice.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Research-Informed Curriculum Development: The Department will establish a curriculum review process to ensure that teaching materials reflect the most current research in the field of education. Faculty members will be encouraged to update course content regularly to incorporate the latest findings from their own research as well as the broader academic literature. This will also involve the inclusion of research case studies, recent publications, and evidence-based practices in course syllabi and teaching materials. 	
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	<ul style="list-style-type: none"> • Linking Research Projects with Course Content: Faculty will be encouraged to design assignments, projects, and coursework that require students to engage with recent research findings. For instance, students could analyze contemporary educational research papers, critique methodologies, or apply research findings to solve practical problems in education. By linking course content with active research projects, students will gain deeper insights into how research is conducted and its implications for educational practice. • Research Seminars and Guest Lectures: The Department will establish regular research seminars where faculty can present their ongoing research, which can then be integrated into teaching. These seminars will serve as an opportunity for students to engage directly with cutting-edge research in the field of education. Additionally, guest lectures from experts in the field will be organized, bringing in external voices to provide students with exposure to new research findings and methodologies. <p>2. Faculty Development and Support for Research Integration</p>	
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	<p>To ensure that the integration of research into teaching is effective and sustainable, the Department will focus on providing professional development opportunities for faculty. These initiatives will support faculty in incorporating their research into their teaching and improving the quality of education students receive.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Faculty Workshops on Integrating Research into Teaching: The Department will organize workshops and training sessions for faculty on how to incorporate research findings into their courses. These workshops will focus on effective methods for research dissemination, curriculum design, and pedagogical strategies that ensure research findings are communicated clearly and engagingly to students. • Incentives for Research-Informed Teaching: Faculty members who actively integrate their research into their teaching will be recognized and supported. This could include teaching awards for research-informed courses or additional resources for those who wish to update or develop new course 	
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	<p>materials based on their research.</p> <p>3. Encouraging Student Participation in Research Activities</p> <p>In addition to incorporating research findings into formal teaching, the Department will also encourage greater student involvement in research activities, allowing students to experience the research process firsthand and understand its application in educational contexts.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Research Internships and Projects: Students will be offered the opportunity to participate in faculty-led research projects, gaining hands-on experience in the research process. This could involve assisting in data collection, conducting literature reviews, or analyzing research data. These experiences will provide students with valuable insights into how educational research is conducted and its direct relevance to the field. • Research-Based Theses and Dissertations: At the graduate level, students will be encouraged to select thesis or dissertation topics that are aligned with current research within the Department. Supervisors will 	
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	<p>guide students in linking their research to the ongoing work of faculty members, ensuring that students have the opportunity to engage with cutting-edge research in their chosen area.</p> <ul style="list-style-type: none"> • Student Research Conferences: The Department will organize student research conferences where students can present their research findings and receive feedback from faculty and peers. This will not only help students develop their academic and presentation skills but also ensure they have opportunities to engage with and contribute to the Department's research community. <p>4. Monitoring and Evaluating the Integration of Research into Teaching</p> <p>To ensure that the integration of research into teaching is effective and achieving the desired outcomes, the Department will establish a system of monitoring and evaluation.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Feedback Mechanisms: The Department will establish feedback mechanisms such as student surveys and focus groups to assess how effectively research is being integrated into courses. This 	
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	<p>feedback will help identify areas for improvement and ensure that students are benefiting from the incorporation of research findings in their learning experience.</p> <ul style="list-style-type: none"> • Continuous Improvement: The Department will continuously review and update its strategies for integrating research into teaching, ensuring that it remains responsive to changes in research developments and best practices in pedagogy. Faculty will be encouraged to provide feedback on how the integration process is working and suggest new ways to further enhance the connection between research and teaching. 	
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<p>The proposed new Department does not provide evidence of a robust system for ensuring compliance with research ethics standards in the field of education or monitoring external research funding regulations, which may impact the quality and credibility of its future research output.</p>	<p>The Department of Educational Studies acknowledges the External Evaluation Committee's (EEC) recommendation regarding the need for a robust system to ensure compliance with research ethics standards and monitoring of external research funding regulations. We understand that maintaining high ethical standards in research and ensuring compliance with external funding regulations are critical to the credibility and quality of the Department's research output. In response to this, the Department has implemented several measures to address these concerns and enhance the research environment.</p> <p>1. Establishment of a Research Ethics Committee</p> <p>To ensure that all research conducted within the Department adheres to the highest standards of research ethics, the Department has established a Research Ethics Committee (REC). This committee is responsible for reviewing and approving all research proposals involving human participants, as well as overseeing the ethical implications of research conducted within the Department.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Ethics Review Process: The REC will be responsible for 	<p>Choose level of compliance:</p>
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	<p>conducting thorough reviews of all research proposals to ensure they comply with established ethical standards. This process will include ensuring that research involving human participants follows principles of informed consent, confidentiality, and fair treatment.</p> <ul style="list-style-type: none"> • Training on Research Ethics: All faculty and students involved in research will be required to participate in mandatory training programs on research ethics. This will ensure that everyone in the Department is familiar with ethical guidelines and is equipped to conduct research responsibly and transparently. • Regular Ethics Audits: The REC will also conduct regular audits of ongoing research projects to ensure continued adherence to ethical standards throughout the research process. <p>2. Monitoring and Managing External Research Funding</p> <p>To address concerns about monitoring external research funding regulations, the Department has implemented a system to oversee the acquisition, management, and compliance with funding regulations from public and private funding bodies.</p>	
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	<p>Key Actions:</p> <ul style="list-style-type: none"> • Dedicated Research Administrator: The Department has appointed a Research Administrator responsible for overseeing external research funding. This role includes ensuring that all funding applications comply with both the specific requirements of funding bodies and with the Department's internal policies. • Compliance with Funding Regulations: The Research Administrator will ensure that all funding applications, contracts, and expenditures comply with the funding body's regulations. This includes adherence to budgetary guidelines, reporting requirements, and auditing standards. • Tracking Research Grants: The Department will establish a system to track all research grants, monitor the status of funding, and ensure that funds are used in compliance with the regulations set by the funding bodies. This system will include regular updates to faculty and researchers about the status and requirements of their grants. <p>3. Enhancing Faculty and Student Awareness of Research Ethics and Funding Regulations</p>	
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	<p>The Department recognizes the importance of raising awareness among faculty and students about the significance of research ethics and funding regulations. Therefore, the Department is committed to providing support and guidance to ensure that all research activities align with ethical standards and regulatory requirements.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Workshops on Research Ethics and Funding Regulations: The Department will organize workshops and seminars on research ethics and funding regulations. These events will be mandatory for all faculty and students involved in research and will cover topics such as ethical research design, human subject protection, and funding application processes. • Guidance on External Funding Applications: Faculty members and researchers will receive guidance on the funding application process, including how to write compliant proposals and manage grants effectively. The Research Administrator will provide this support to ensure the accuracy and compliance of all submissions. 	
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	<p>4. Collaboration with University-wide Research Integrity Framework</p> <p>The Department will align its research ethics and funding compliance procedures with the broader University's Research Integrity Framework, ensuring that policies and best practices are in line with University standards.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • University Research Ethics Policy Alignment: The Department will ensure that its Research Ethics Committee (REC) adheres to the University's Research Ethics Policy. This will ensure that the Department's ethical standards and procedures are consistent with the University's overall approach to research integrity and compliance. • Collaboration with the University's Research Office: The Department will work closely with the University's Research Office, which oversees university-wide research policies, ensuring that all research activities and funding practices are monitored and compliant with both national and international regulations. <p>5. Continuous Improvement and Monitoring of Research Standards</p>	
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	<p>To ensure that research ethics and funding compliance are continuously upheld, the Department will establish mechanisms for ongoing monitoring and evaluation of its research practices.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Regular Review of Research Ethics Procedures: The Department will conduct an annual review of its research ethics procedures to identify areas for improvement and ensure that they remain aligned with best practices and emerging ethical standards in education research. • Feedback and Continuous Training: The Department will implement a feedback loop where faculty and students can provide input on the effectiveness of the Department's research ethics and funding compliance systems. This will be used to continuously improve the system and ensure it remains robust and responsive to changing regulations. 	
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7. Resources

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The new Department does not have a comprehensive long-term financial strategy, making it difficult to align resources with future expansion and development goals in the field of education.	<p>The Department of Educational Studies acknowledges the External Evaluation Committee's (EEC) recommendation regarding the need for a comprehensive long-term financial strategy. We recognize that a solid financial plan is critical to support the Department's ongoing development, resource allocation, and future growth, especially as we work towards expanding and enhancing our offerings in the field of education. In response to this, the Department has taken the following actions to establish a financial framework that supports its long-term goals:</p> <p>1. Development of a Long-Term Financial Strategy</p> <p>The Department has initiated the process of developing a comprehensive long-term financial strategy that will align resources with the Department's future goals in teaching, research, and service. This strategy will take into consideration both internal resources and external funding opportunities to ensure sustainability and growth.</p> <p>Key Actions:</p>	Choose level of compliance:

	<ul style="list-style-type: none"> • Financial Planning Team: A dedicated financial planning team, consisting of senior academic staff and financial experts, has been formed to lead the development of the strategy. This team will work closely with the University's financial office to ensure that the strategy is in line with broader institutional goals. • Resource Allocation Review: The financial strategy will include an assessment of current resource allocation, identifying areas where funding can be optimized and where investments are needed for expansion, particularly in research infrastructure, faculty development, and student support services. • Budget Forecasting and Projections: A detailed budget forecast will be developed to project future funding needs over the next 5 to 10 years, taking into account anticipated growth in student enrolments, expansion of academic programs, and the recruitment of new staff. • Scenario Planning: The Department will implement scenario planning to account for different funding environments and external factors that may affect financial stability, such as changes in government funding, tuition fees, and research grant opportunities. 	
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	<p>2. Aligning Financial Resources with Strategic Objectives</p> <p>The long-term financial strategy will align with the Department's strategic objectives, particularly in the areas of program development, research capacity, and faculty recruitment. This will ensure that resources are allocated in a manner that supports the growth and quality of the Department's activities.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Linking Resources to Academic and Research Goals: Financial resources will be allocated to support the Department's key strategic goals, including the development of new programs in education, the expansion of research in key areas, and the enhancement of teaching quality. • Infrastructure Investment: The Department will prioritize investment in infrastructure, such as classroom equipment, laboratory space, and research facilities, to support the growth of academic programs, particularly those involving hands-on training or field-based learning. • Faculty Development Fund: A portion of the budget will be dedicated to the professional development of faculty members, ensuring that staff are supported in their teaching and research 	
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	<p>activities. This will include funding for conferences, research projects, and advanced training programs.</p> <p>3. Diversifying Funding Sources</p> <p>Recognizing that a diversified funding model is crucial for long-term sustainability, the Department will actively seek additional external funding from a variety of sources to complement internal revenue streams.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Grant Applications and Research Funding: The Department will expand its efforts to secure funding through research grants from national and international funding bodies, including government agencies, private foundations, and educational organizations. • Collaborations and Partnerships: The Department will pursue partnerships with industry stakeholders, including schools, educational organizations, and research institutions, to secure collaborative funding for joint research projects, teacher training initiatives, and other programs. • Alumni and Philanthropy Initiatives: The Department will work to establish stronger ties with its alumni 	
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	<p>network and explore opportunities for philanthropic support to fund scholarships, student programs, and research initiatives.</p> <p>4. Financial Sustainability and Risk Management</p> <p>To ensure the financial sustainability of the Department in the long term, the strategy will incorporate a robust risk management framework to identify and mitigate financial risks that could impact the Department's growth.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Contingency Planning: The Department will create contingency plans to address potential financial challenges, such as reductions in government funding, shifts in student enrolment numbers, or changes in funding for research projects. • Financial Reserves: A portion of the Department's budget will be allocated to create financial reserves to buffer against unforeseen financial challenges and ensure that the Department can maintain its operations and strategic initiatives during periods of financial uncertainty. <p>5. Monitoring and Evaluation of Financial Performance</p>	
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	<p>The Department will establish a system for the continuous monitoring and evaluation of its financial performance to ensure that financial goals are met and that resources are being utilized effectively.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Regular Financial Reviews: The Department will conduct quarterly and annual financial reviews to assess performance against the established budget and strategic objectives. These reviews will inform adjustments to the financial strategy as needed. • Transparent Reporting: The financial strategy will include mechanisms for transparent reporting to stakeholders, including faculty, students, and University leadership, ensuring that all parties are informed of the Department's financial health and priorities. 	
<p>In the medium term (3-5 years), the resources made available to the new Department should be reviewed frequently in line with the increase of student and staff numbers. Also, there should be planning for the provision of specific funding aiming to support and strengthen expertise in the field of education as well as the research environment (e.g., via esteem-bearing international presence).</p>	<p>The Department of Educational Studies acknowledges the External Evaluation Committee's (EEC) recommendation regarding the need for frequent reviews of resources in the medium term (3-5 years) as the Department expands in terms of student enrolment and staff recruitment. We also recognize the importance of strategic planning for the provision of specific funding aimed at</p>	<p>Choose level of compliance:</p>

	<p>strengthening expertise in the field of education and enhancing the research environment. In response to this recommendation, the Department has outlined the following steps for ensuring the alignment of resources with growth and for bolstering our academic and research capacities.</p> <p>1. Periodic Review of Resources in Line with Departmental Growth</p> <p>To ensure that the Department is adequately resourced as it grows, we will implement a system of periodic reviews of resources, assessing our ability to meet the needs of an expanding student body and faculty team.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Annual Resource Assessment: The Department will conduct annual assessments of available resources, including staffing levels, teaching materials, research infrastructure, and student support services. These assessments will be aligned with increases in student enrolment and faculty appointments. • Student-to-Staff Ratio Monitoring: We will monitor the student-to-staff ratio to ensure that teaching and supervision capacity remains sufficient for the growing 	
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	<p>number of students. If necessary, additional faculty recruitment will be prioritized to ensure manageable workloads and maintain high-quality academic offerings.</p> <ul style="list-style-type: none"> • Facility and Infrastructure Planning: As enrolment grows, the Department will review the adequacy of existing classroom spaces, laboratories, and learning equipment. Provisions will be made for additional learning spaces and necessary infrastructure upgrades to accommodate future growth. <p>2. Targeted Funding for Expertise and Research Environment Enhancement</p> <p>Recognizing the importance of research excellence and the need to continually strengthen expertise in the field of education, the Department will plan for specific funding aimed at enhancing the research environment and fostering international esteem in education.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Dedicated Research Funding Initiatives: The Department will seek targeted funding from internal and external sources to support the development of research capabilities in key areas of education. This will include funding for research 	
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	<p>projects, scholarships for postgraduate students, and research dissemination activities (e.g., publications in prestigious journals, conferences).</p> <ul style="list-style-type: none"> • International Collaboration and Presence: The Department will prioritize the establishment of international partnerships with leading educational institutions and research organizations. We will actively pursue collaborative research grants and foster the international mobility of faculty and students through exchange programs and joint research projects. • Funding for Faculty Development: A significant portion of the allocated resources will be dedicated to professional development for faculty, enabling them to engage in research training, attend international conferences, and collaborate on high-impact research projects. This will also support faculty recruitment in specialized areas of education. • Enhancing Research Facilities: Funding will be allocated to enhance research infrastructure such as specialized educational labs, technological tools for research, and data collection resources to support empirical studies in education. 	
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	<p>3. Aligning Resources with Strategic Goals for Education and Research</p> <p>The Department will ensure that resources are strategically aligned with its long-term educational and research goals, enabling the cultivation of cutting-edge research and the development of innovative teaching practices that meet both national and international standards.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Strategic Resource Allocation: Resources will be allocated based on priority goals, with a particular focus on developing key areas of expertise in primary education, educational psychology, curriculum development, and other specializations in education. • Sustained Funding for Research Excellence: The Department will pursue external research funding through a range of mechanisms, including government grants, private foundations, and collaborative funding with industry partners. These efforts will ensure that the Department remains at the forefront of educational research and is recognized internationally for its contributions to the field. • Performance Metrics and Feedback: To evaluate the 	
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	<p>effectiveness of resource allocation, the Department will implement performance metrics that track the impact of investments in research output, faculty development, and teaching quality. This data will inform ongoing decisions about resource distribution.</p> <p>4. Long-Term Sustainability of Resources</p> <p>The Department recognizes that the financial stability of the Department is key to its future growth and success. To ensure the long-term sustainability of the resources needed for the Department's expansion and development, we will implement measures that focus on securing diverse funding sources and improving financial planning.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Diversification of Funding Sources: In addition to seeking research grants, the Department will look to diversify its funding model by cultivating relationships with private sector stakeholders and philanthropic donors who are interested in supporting educational research and innovation. • Alumni Engagement for Future Support: The Department will initiate programs to foster strong relationships with alumni, 	
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	<p>leveraging their potential support for future funding initiatives such as endowments, scholarships, and research grants.</p> <ul style="list-style-type: none"> • Sustainable Financial Planning: The Department will integrate the feedback from its resource reviews into long-term financial planning. This will include forecasting the financial needs of the Department as it expands and establishing financial reserves to buffer against periods of financial uncertainty. 	
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B. Conclusions and final remarks

Philips University expresses its sincere gratitude to the members of the External Evaluation Committee (EEC) for their constructive recommendations.

We also truly appreciate and thank Ms Emily Mouskou's role as a coordinator of the evaluation process.

All recommendations of the EEC have been acknowledged and they have been implemented, as indicated and explained in the above relevant sections of this document.

C. Higher Education Institution academic representatives

C. Name	Position	Signature
Professor Dimitrios Natsopoulos	RectorClick to enter Position	
Professor Constantina Shiakallis	Vice-Rector for Academic Affairs	
Professor Andreas Orphanides	Member of Internal Quality Assurance Committee	
Professor Andreas Hadjis	Acting Dean, School of Education and Sciences	

Date: 19 March 2025

