

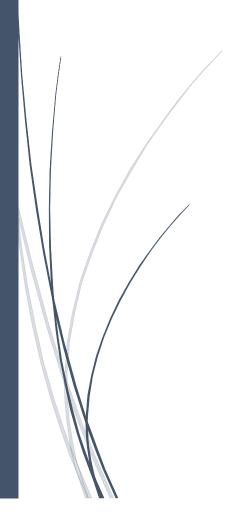
Doc. 300.3.2

Higher Education Institution's Response

(Departmental)

Date: Date

- 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].

1

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 11 into account the current situation and developments of Educational Sciences, and departments where these are located, both in Cyprus and internationally	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.	Choose level of compliance:
	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	



CYQAA CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Department's academic and research priorities.	
Vision of the Department of Educational Studies	
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.	
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.	
Mission of the Department of Educational Studies	
The mission of the Department is to:	
 Advance Research in Educational Sciences Conduct and disseminate cutting-edge research that 	





- contributes to **educational theory**, **policy**, and **practice**.
- Promote interdisciplinary research collaborations addressing contemporary educational challenges.
- Engage in comparative and international education research to contribute to global educational discourse.
- 2. Provide High-Quality Education and Training
- 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.
- 3. Enhance Community Engagement and Outreach
- 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





professional development programs for educators and stakeholders.

- 4. Promote Educational Innovation and Policy Development
- Collaborate with governmental and nongovernmental 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).

Implementation of the Recommendation

To ensure that the Department's mission statement is both **expansive and specific**, the following measures have been undertaken:

- 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



CYQAA CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



	provided input to refine the mission and vision. 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.	
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.	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. Implementation of the SWOT Analysis	Choose level of compliance:
	 Data Collection and Stakeholder Involvement 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 	





- Cyprus and internationally was conducted.
- A review of national and international educational policies, funding trends, and employment needs was integrated.
- 2. Analysis and Strategic Interpretation
- 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.

SWOT Analysis for the Department of Educational Studies

Strengths (Internal Advantages)

- 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,



- curriculum development, and learning technologies.
- 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).

Weaknesses (Internal Challenges)

- 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.

Opportunities (External Prospects)

 Expanding demand for educational research in digital learning, inclusive





- education, and teacher professional development.
- Potential for international research collaborations through Erasmus+ and Horizon Europe funding.
- Growing need for evidencebased 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.

Threats (External Risks)

- Fluctuations in PhD student enrollment affecting program sustainability.
- Competition from wellestablished 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.

Strategic Actions Based on SWOT Analysis



- Faculty Expansion and Recruitment
- 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
- Introduce new research methodology courses in PhD programs.
- Integrate digital education,
 Al in learning, and global education policies into coursework.
- Strengthening Research and International Collaborations
- 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
- Implement mentorship programs and peer support networks for PhD students.
- Provide funding opportunities for conference participation and academic exchange programs.



CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



	Ensuring Sustainability and Policy Alignment	
	 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.	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. Strategic Planning Framework The Department's strategic plan is structured around three key phases:	Choose level of compliance:
	 Short-Term Goals (0–2 years) Establishing the foundational framework for program excellence. Mid-Term Goals (3–5 years) Strengthening research, partnerships, and faculty capacity. Long-Term Goals (6+ years) – Achieving international recognition and long-term sustainability. Each phase is aligned with key priorities, including faculty development, PhD supervision 	



capacity, research growth, and student experience enhancement.

Short-Term Goals (0–2 years) – Laying the Foundation

Objectives:

- 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.

Key Steps & Tasks:

- 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



mentoring and well-being programs.

Timeline & Deliverables:

- Year 1: Faculty recruitment and PhD curriculum refinement.
- Year 2: Implementation of new coursework and research clusters; formalization of advisory board.

Mid-Term Goals (3–5 years) – Strengthening Research & Academic Development

Objectives:

- 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.

Key Steps & Tasks:

- Develop joint research projects with EU and international partners.
- Implement a formal PhD supervisor training program.





- 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.

Timeline & Deliverables:

- 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.

Long-Term Goals (6+ years) – Achieving Global Excellence & Sustainability

Objectives:

- 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



continuous curriculum evaluation.

Key Steps & Tasks:

- 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.

Timeline & Deliverables:

- Year 6: Launch of dualdegree 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.

Monitoring and Evaluation

To ensure **effective implementation**, the Department will establish:

- 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



CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



align strategies with global best practices. We recommend a two-step process in The Department of Educational Choose level of compliance: the further development of the Studies fully acknowledges the Department: first identify relevant importance of a strategic and areas of interest for the Department, structured approach in its based on aspects mentioned in the development. In compliance with preceding points; second develop study programmes from there. It is the External Evaluation paramount to observe international Committee (EEC) developments and practices, and recommendation, the incorporate insights from these when Department will adopt a twodeveloping the programmes. step process that ensures the alignment of academic programs with both institutional priorities and international best practices. **Step 1: Identifying Relevant** Areas of Interest for the Department 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: **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. **Key Implementation Actions:**

- 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.

Expected Outcomes:

- 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.

Step 2: Developing Study Programmes Based on Identified Areas of Interest

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



rigorous, internationally aligned, and locally relevant.

Key Implementation Actions:

- 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 welldefined learning outcomes linked to career pathways (academic and nonacademic).
 - 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.

Expected Outcomes:

- Development of structured, research-driven PhD and Master's programs in Educational Studies.
- Integration of international best practices in curriculum



CYQAA CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



	design and pedagogical approaches. Strengthened supervision capacity to support PhD candidates effectively. Enhanced collaborations with national and international institutions to expand research and student opportunities. Commitment to International Best Practices To ensure global competitiveness, the Department will: 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.	
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.	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	Choose level of compliance:





recruitment, research priorities, and overall departmental strategy.

Implementation Plan for the **Scientific Advisory Board**

1. Composition of the Scientific **Advisory Board**

- 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).
 - 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.

2. Roles and Responsibilities of the SAB

The Scientific Advisory Board will:

Provide **strategic advice** on research directions, ensuring



alignment with global trends



Expected Outcomes and Long-Term Impact • Strengthened academic credibility and research capacity. • Enhanced international visibility and partnerships for research collaborations.	22
 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. 	
 in educational sciences. 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. Operational Structure 	



CYQAA CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



	 A strategically focused 	
	Department aligned with	
	global best practices.	
	 A structured approach to 	
	PhD supervision and faculty	
	development.	
It is further highly recommended to	The Department of Educational	
involve external stakeholders in the	The Department of Educational Studies fully acknowledges the	
strategic planning. A Department of	importance of engaging external	
Educational Sciences that is not in touch	stakeholders in its strategic	
with the realities of education will not be able to make a contribution to	planning. Ensuring meaningful	
society and relevant research.	collaboration with practitioners ,	
	policymakers, industry	
	representatives, and education	
	professionals will enhance the	
	relevance and societal impact of	
	the Department's research and	
	academic programs.	
	Implementation Plan for	
	Involving External Stakeholders	
	1. Identifying Key External	
	Stakeholders	
	Stakenorders	
	To foster a dynamic and	
	informed strategic planning	
	process, the Department will	
	actively involve:	
	• 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	



into the evolving needs of educators.

- 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.

2. Mechanisms for Stakeholder Engagement

To integrate external input into the **Department's strategic planning**, the following initiatives will be implemented:

- 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





practical challenges in education.

• 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.

Expected Outcomes and Long- Term Impact

needs.

- Enhanced Relevance:

 Ensuring that research
 and educational
 programs align with

 societal and professional
- 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,







industry, and public	
institutions.	

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.	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.	Choose level of compliance:
	Implementation Plan for Stakeholder Mapping and Engagement 1. Mapping the Range of External Stakeholders	
	The Department will conduct a comprehensive stakeholder analysis to ensure broad representation from:	
	Educational Institutions – Schools, universities, and lifelong learning centers to	





- align research and curricula with practical needs.
- 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.
- 2. Establishing External Stakeholder Involvement in Quality Assurance
- Quality Assurance Advisory Board (QAAB): A dedicated board comprising representatives from each





stakeholder category will be established. This board will:

- Provide annual recommendations on program evaluation.
- Offer insights on curriculum development and research alignment with societal needs.
- Stakeholder Consultations & Review Panels:
- 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.
- Joint Academic-Industry Workshops:
- These sessions will encourage collaboration between faculty, PhD students, and external experts to ensure program relevance and innovation.
- Integration into Accreditation and Program Reviews:
- External stakeholders will be actively involved in accreditation reviews and strategic planning discussions.





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.	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.	Choose level of compliance:
	Implementation Plan for Expanding Student Involvement 1. Establishing Student Representation in Programme Committees	
	 Student Representatives in the Programme Committee (PC) 	
	 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)	
	A Student Advisory Subcommittee will be created within the	





Programme Committee to provide a **structured platform** for students to voice concerns, suggest curriculum improvements, and discuss research support needs.

 This subcommittee will meet quarterly and provide recommendations to the Programme Committee.

2. Expanding Student Feedback Mechanisms

- Regular Student Consultations & Open Forums
- 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.
- Structured Peer Feedback on Programme Development
- 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



CYQAA CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



and identify areas for	
program enhancement.	
3. Enhancing Student Participation in Research &	
Academic Governance	
Student Involvement in Research Committees & Initiatives	
 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 	
 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	
 Student representatives will participate in accreditation discussions, ensuring that their perspectives are incorporated into quality 	







	assurance and institutional evaluations.	
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	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.	Choose level of compliance:
about the directions in which educational 18 research at the Department should be established and supported, and to which areas the Department wishes to contribute in	1. Mapping Existing Expertise & Identifying Strategic Needs	
particular, in order to build an environment in which PhD students can meaningfully pursue PhD studies that are in alignment with international	Comprehensive Faculty Expertise Audit	
standards and that can make a contribution to Educational sciences	 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 FacultyRecruitment	
	 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	





methodologies, educational technology, comparative education, and policy studies.

- Collaboration with External Experts & Visiting Scholars
- 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.
- 2. Strengthening Research & Supervision Capacity for the PhD Programme
 - Defining Core Research Themes
- The Department is committed to establishing and supporting strategic research areas, such as:
- 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





- 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 highquality 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.
- 3. Aligning with International Standards & Best Practices
- Integration of International Frameworks
- The PhD and BA curricula will be designed in alignment with European and global standards in teacher



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



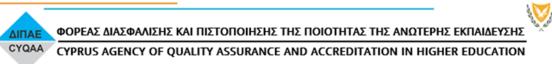
- education and educational research.
- The Department will incorporate UNESCO and Council of Europe frameworks in curriculum development, research, and pedagogy.
- Establishing International Partnerships
- The Department will collaborate with leading universities and research institutions to enhance student mobility, joint research projects, and faculty exchanges.
- Participation in international networks of teacher education and educational research will be prioritized.

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

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.

Accordingly, the Department is undertaking a **strategic review** to assess the feasibility of its

Choose level of compliance:





Education, also to ensure a good match of supervisors and PhD topics.

current programme offerings while considering potential alternative directions.

1. BA Programme: Evaluating the Feasibility of Primary Education vs. Alternative Fields

The Department understands that teacher training for primary education requires substantial investment in resources such as:

- 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.
- Strategic Review & Feasibility Assessment
- 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





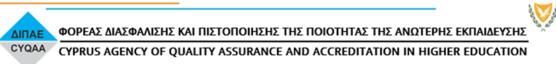
broader field of educational sciences.

- Potential Alternative BA Programme Options If a BA in Primary Education is deemed unsustainable, the Department will consider:
- 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.

This strategic decision-making process will be guided by labour market needs, faculty expertise, and international best practices.

2. PhD Programme: Narrowing the Scope to a Focused Research Area

The Department acknowledges that the **field of education is vast** and that ensuring a **strong match**





between faculty expertise and PhD research topics is crucial for a high-quality doctoral experience.

- 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:
- Educational Policy and Leadership – Exploring governance, education systems, and policy reforms.
- 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 –

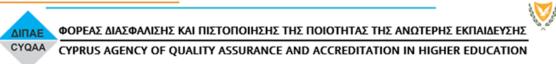


ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYQAA CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Analyzing global education trends, transnational education policies, and educational equity.	
Ensuring Strong Supervisor- PhD Student Match	
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	
 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.	
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:
	trends, transnational education policies, and educational equity. Ensuring Strong Supervisor-PhD Student Match 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 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 cosupervision agreements will be explored for niche areas where additional expertise is required. In response to this feedback, the Department is committed to implementing strategies that will improve coordination, systematic reflection, and





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 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.

teaching staff, thereby ensuring that the programmes are aligned with the Department's broader educational goals and pedagogical standards.

1. Establishment of a Platform for Reflection and Discussion

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.

Key Features of the Platform:

- 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





practices, common challenges, and innovative approaches to teaching and learning.

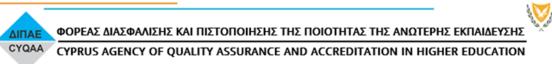
 Documentation & Reflection: Outcomes of these discussions will be documented and followed up in subsequent meetings, ensuring continuous improvement and shared understanding.

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.

2. Proactive Pedagogical Training and Professional Development

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.

- Strategic Pedagogical Training Plans:
- Needs Assessment: The Department will conduct a needs assessment across





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.

- 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.

3. Ensuring Regular Feedback and Quality Assurance

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.





	 Quality Assurance and Feedback Mechanisms: 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.
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.	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





and writing across all stages of their academic development.

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.

1. Expanding University Policies on Academic Integrity

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.

Key Actions:

- 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





use of **GenAl** and similar tools.

• 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.

2. Enhancing Academic Writing Skills Development

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.

Key Actions:

- 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





practices. Writing Support
Workshops: We will offer
writing workshops
specifically designed for
different stages of student
development (e.g., earlystage 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.

- Peer Review & Feedback: A
 peer review system will be
 established, allowing
 students to receive
 constructive feedback on
 their writing and learn how
- GenAl Awareness and
 Guidance: In light of the rise
 of GenAl tools, the
 Department will provide
 targeted sessions on the
 ethical use of GenAl 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.

3. Integration of Ethical Guidelines into Course Curriculum

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



 	Injure half to server CIIGO
_	
guidelines on how to reference	
sources correctly and how to	
avoid unintentional plagiarism .	
Key Actions:	
 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. 	
4. Continuous Monitoring and Feedback	
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



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



improving their writing and research practices.

Key Actions:

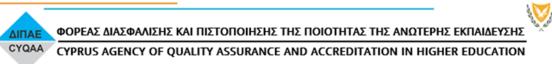
- Ongoing Assessment:
 Academic writing and adherence to ethical guidelines will be assessed continuously through assignments, projects, and exams.
- Regular Feedback: Students
 will receive regular feedback
 on their academic writing,
 both from faculty and peers,
 with a focus on improving
 their skills 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.

The Department needs to carefully consider the consequences of adding practicerelated 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.

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:



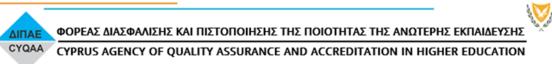
 	Aque o aque socio
1. Staff Recruitment and Expertise The implementation of a Primary Education programme requires substantial specialized expertise. As noted by the EEC, it will be necessary to recruit highly qualified staff with experience in primary education and pedagogical training. Actions: A Strategic 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. 2. Infrastructure and Learning Resources	





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.

- 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 handson 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





methods that align with current trends in primary education.

3. Feasibility Study and Pilot Programme

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**.

- 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.
- 4. Collaboration with External Stakeholders



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.

Actions:

- 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.

5. Long-Term Sustainability and Investment

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.



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



- 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.

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.

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:

1. Staff Recruitment and Development





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.

- 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.





2. Expansion of Supervision Capacity

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.

- 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.
- 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.



3. Alignment with International Standards

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.

- 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.
- 4. Long-term Sustainability of the PhD Programme





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.

Actions:

- 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.

5. Collaboration and External Support

The Department will explore collaborations with external





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.

- 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, policymakers, and practitioners
 will be established to provide strategic advice on the development of the PhD programme and its alignment with global best practices.



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.	In response to this recommendation, we have taken the following steps to map and strengthen our international networks in the field of education:	Choose level of compliance:
	1. Mapping Existing International Networks	
	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:	
	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 	



international collaborators, particularly those with a	
focus on educational research and development.	
Actions:	
 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. 	
2. Expanding and Strengthening International Networks	
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	





developments in **education studies**.

- **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



areas, such as educational policy, teacher training, and curriculum development.

3. Enhancing Student and Staff Mobility

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.

- Erasmus and Exchange
 Programmes: Establishment
 oThe 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.
- 4. Leveraging International Partnerships for Curriculum Development



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.

Actions:

- 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.

5. Tracking and Evaluating the Effectiveness of International Networks

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.





•	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.

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.	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:	Choose level of compliance:
established.	Establishment of Stakeholder Feedback Mechanism	
	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. Actions:	
	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	





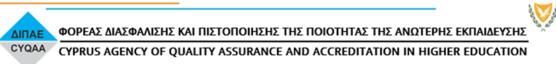
surveys will focus on key aspects of the curriculum, teaching effectiveness, and the alignment of the programme with current trends and challenges in the education sector.

- 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.

2. Involving Key Educational Stakeholders

The Department has identified several key stakeholder groups whose perspectives are essential for improving the relevance of our programmes. These include:

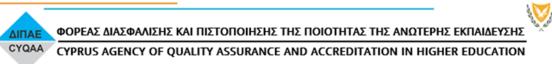
 Students: As the primary beneficiaries of our programmes, their feedback on course content, teaching methods, and support services is crucial.





- 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.

- 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



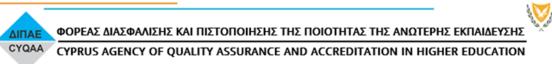


graduates in real-world educational settings. • Collaborative Workshops: The Department will organize workshops and seminars in collaboration with stakeholders to discuss how our curriculum can be adapted to better prepare students for the challenges of modern education.	
3. Incorporating Stakeholder Feedback into Programme Updates 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. Actions:	
 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, 	





introducing new teaching methodologies, or enhancing practical training for students. 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. 4. Continuous Engagement and **Feedback Loops** 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. **Actions:** 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





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.

5. Evaluation of the Feedback Process

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.

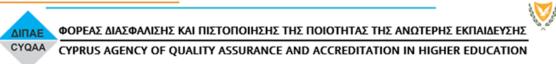
Actions:

- 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.

- **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



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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.

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.

2. Integration of Hands-on Projects and Case Studies

To further enhance the application of theoretical knowledge, the Department will integrate more hands-on projects, case studies, and simulated teaching activities within courses.

Actions:

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,





- and analyzing outcomes, with the goal of making meaningful improvements based on their findings.
- 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.

3. Mentorship and Support in Practical Components

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.





- 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.
- 4. Collaboration with External Stakeholders





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.

Actions:

- 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.
- 5. Continuous Evaluation and Enhancement of Practical Components

To ensure that the practical components of our programmes meet high standards and





effectively contribute to student learning, the Department will regularly evaluate the structure, content, and quality of practical experiences and make necessary improvements.

- 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.

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	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:	Choose level of compliance:
	1. Recruitment of New Faculty with Specialized Expertise	
	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.	
	• 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	





education, curriculum design, and educational technology.

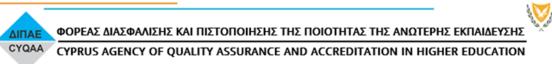
- Focus on International
 Expertise: The recruitment
 process will also include an
 emphasis on bringing in
 faculty with international
 experience, ensuring that the
 Department remains at the
 forefront of global trends and
 practices in educational
 research and pedagogy.
- Leveraging External
 Networks: 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.

2. Professional Development and Continuous Training for Current Faculty

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.

Actions:

Tailored Professional
 Development Plans: We will





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.

- 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.

3. Collaboration with External Stakeholders and Experts

The Department acknowledges that the development of **expertise** within educational





studies requires continuous engagement with external stakeholders and educational experts to ensure alignment with current educational practices and emerging trends.

- **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





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.

4. Strategic Planning for Future Expertise Needs

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.

- 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



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



emerging areas of educational research and practice, including technology-enhanced learning, global education, and socio-emotional learning. A more proactive approach to ensuring We fully acknowledge the need Choose level of compliance: greater dispositions among the team to develop a **strategic plan** that towards education as applied to will guide how current faculty teaching and children and young people 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. 1. Development of a Strategic Plan to Align Teaching and Research 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





further develop their expertise in education.

Actions:

- 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 shortterm 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 educationrelated research that supports the development and well-being of children and young people, and strengthening connections between educational theory and practice.

2. Enhancing Staff Development Through Targeted Initiatives

We understand that fostering dispositions toward education requires continuous support and professional growth





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.

- **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.
- 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 realworld challenges in education. The research will particularly focus on child development, pedagogical





innovation, and curriculum development that directly impact children and young people.

3. Proactive Faculty Engagement in Education and Children's Needs

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.

Actions:

 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





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.

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.

4. Evaluation and Continuous Improvement

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.



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



- 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:





ensure that both teaching and research are effectively aligned with the evolving demands of the field of education.

1. Strategic Plan Development: Aligning Staff with Educational Objectives

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.

Key Actions:

- 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





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.

2. Supporting Research Development in Education

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.

Key Actions:

- 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





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.

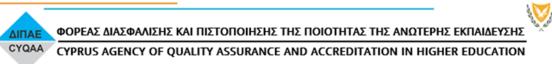
 Research Funding and Grants: The Department will support faculty in identifying and applying for research funding, both internal and external. This includes providing assistance with grant writing and connecting faculty to relevant funding opportunities.

3. Supporting Teaching Development in Education

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.

Key Actions:

Pedagogical Training
 Programs: The Department will introduce pedagogical workshops aimed at



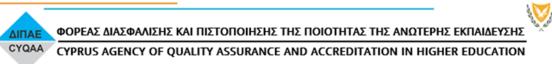


enhancing teaching strategies, focusing on active learning, student-centered teaching, and inclusive education. These programs will encourage faculty to develop skills that promote deeper student engagement and better learning outcomes.

- 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.

4. Continuous Professional Development and Feedback

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





are always improving and adapting their research and teaching practices to meet the evolving needs of the education sector.

Key Actions:

- 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.

5. Measuring Success and Adjusting the Plan

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,



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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.

Key Actions:

- 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:





particularly in the areas of educational research and teaching.

1. Recruitment Strategy Development

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.

Key Actions:

- 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.
- Department 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





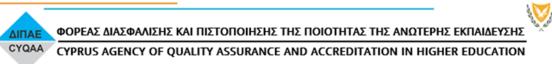
- and research initiatives in educational sciences.
- Specific Areas of Expertise for Recruitment: We are particularly focusing on areas such as educational leadership, special education, pedagogical innovations, and educational technology, which are essential for ensuring a well-rounded and high-quality educational experience for both undergraduate and graduate students.

2. Recruitment Plan for Enhancing Research Capacity

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.

Key Actions:

Research-Oriented
 Recruitment: Future
 recruitment will prioritize
 candidates with a proven
 record of conducting high impact educational research.
 This will involve focusing on





researchers who have experience securing funding, publishing in top-tier journals, and contributing to the broader academic community.

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.

3. Recruitment Timeline and Phases

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.

Key Actions:

 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





education, and educational policy.

• 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.

4. Collaboration with Academic Networks and External Experts

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.

Key Actions:

 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.





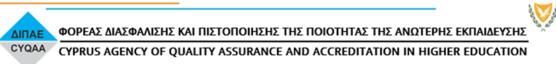
Advisory Board and Stakeholder Input: We will continue to consult with external stakeholders, including the University's **Scientific** Advisory Board, educational professionals, and partners from the wider academic and educational communities. Their input will ensure that recruitment efforts are aligned with the latest trends and needs in the education sector.

5. Diversity and Inclusivity in Recruitment

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.

Key Actions:

Inclusive Recruitment
 Practices: We will implement
 transparent and inclusive
 recruitment practices that
 encourage applications from
 underrepresented groups in
 education.





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.

6. Monitoring and Evaluation of Recruitment Outcomes

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.

Key Actions:

- 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



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ





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.

6. Research

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The state of the s	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. 1. Enhancing Research Productivity and Publications in Educational Research The Department recognizes the	Choose level of compliance:
	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	





enhancing their research outputs.

Key Actions:

- **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





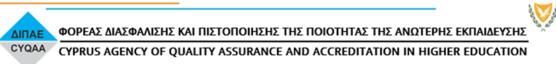
faculty members who publish research in high-impact journals.
Additionally, we will provide mentorship programs where senior academic staff can guide junior staff through the publication process, fostering a culture of research excellence.

2. Increasing Research Funding and Attracting External Grants

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.

Key Actions:

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.





- **Collaboration with External** Stakeholders: The Department will foster closer collaboration with external stakeholders such as schools, government agencies, nongovernmental 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.

3. Strategic Recruitment and Capacity Building

To address the gap in research activity in primary education, the Department will focus on





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.

Key Actions:

• 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.

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.

4. Collaboration with Research Hubs and Networks in Primary Education

The Department will actively seek to integrate itself into national and international research networks that focus on primary education and





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.

Key Actions:

- **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.

5. Monitoring and Evaluation of Research Outcomes

The Department will implement a **systematic approach** to monitor and evaluate the



The new Department lacks a clear and

structured research strategy, resulting

research development in the field of

in limited long-term planning and

education.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

the absence of a clear and structured **research strategy**



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. **Key Actions:** 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 **Department of Educational** Choose level of compliance: Studies acknowledges the **External Evaluation Committee's** (EEC) recommendation regarding





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.

1. Establishment of a Clear and Structured Research Strategy

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





current trends and challenges in education.

- **Consultation with Key Stakeholders:** To ensure the research strategy is wellinformed 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





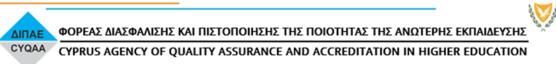
(SMART) objectives for the Department's research development. These objectives will include goals for publication output, research collaborations, research funding, and graduate student research, and will guide the Department's long-term planning and growth in educational research.

2. Long-term Planning and Research Development

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.

Key Actions:

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.





- 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.

3. Research Capacity Building and Staff Development

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.





- 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.
- 4. Monitoring, Evaluation, and Continuous Improvement

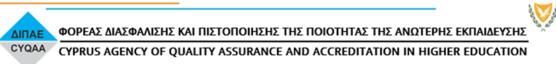


ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ





	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.		
	• 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:	





of research findings into teaching.

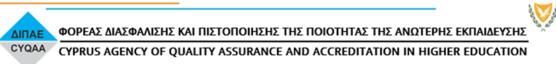
1. Formalizing the Integration of Research into Teaching

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.

Key Actions:

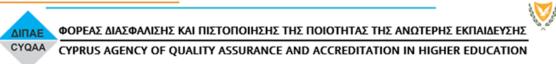
Research-Informed **Curriculum Development:** The Department will establish a curriculum review process to ensure that teaching materials reflect the most current research in the field of education. Faculty members will be encouraged to update course content regularly to incorporate the latest findings 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.





- **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.
- 2. Faculty Development and Support for Research Integration





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.

- **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 ResearchInformed 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





materials based on their research.

3. Encouraging Student Participation in Research Activities

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.

- 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





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.

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.

4. Monitoring and Evaluating the Integration of Research into Teaching

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.

Key Actions:

 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



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

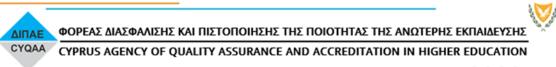
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



feedback will help identify areas for improvement and ensure that students are benefiting from the incorporation of research findings in their learning experience.

• 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.





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.

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.

1. Establishment of a Research Ethics Committee

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.

Key Actions:

 Ethics Review Process: The REC will be responsible for Choose level of compliance:





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.

- 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.

2. Monitoring and Managing External Research Funding

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.





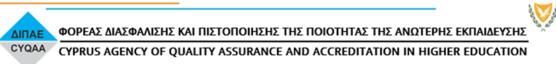
- Dedicated Research
 Administrator: The
 Department has appointed a
 Research Administrator
 responsible for overseeing
 external research funding.
 This role includes ensuring
 that all funding applications
 comply with both the specific
 requirements of funding
 bodies and with the
 Department's internal
 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.
- 3. Enhancing Faculty and Student Awareness of Research Ethics and Funding Regulations





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.

- 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.
- 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.





4. Collaboration with Universitywide Research Integrity Framework

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.

- 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.
- 5. Continuous Improvement and Monitoring of Research Standards





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.

- 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.

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.	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: 1. Development of a Long-Term Financial Strategy 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. Key Actions:	Choose level of compliance:





- 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.



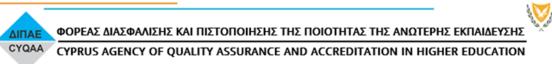


2. Aligning Financial Resources with Strategic Objectives

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.

- 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





activities. This will include funding for **conferences**, **research projects**, and **advanced training programs**.

3. Diversifying Funding Sources

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.

- 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.
- 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





network and explore opportunities for **philanthropic support** to fund scholarships, student programs, and research initiatives.

4. Financial Sustainability and Risk Management

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.

- 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.
- 5. Monitoring and Evaluation of Financial Performance



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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.

Key Actions:

- 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.

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).

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

Choose level of compliance:



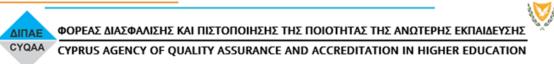


strengthening **expertise** in the field of education and enhancing the **research environment**. In response to this recommendation, the Department has outlined the following steps for ensuring the alignment of resources with growth and for bolstering our academic and research capacities.

1. Periodic Review of Resources in Line with Departmental Growth

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.

- 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





number of students. If necessary, additional faculty recruitment will be prioritized to ensure manageable workloads and maintain high-quality academic offerings.

- 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.
- 2. Targeted Funding for Expertise and Research Environment Enhancement

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.

Key Actions:

 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





projects, scholarships for postgraduate students, and research dissemination activities (e.g., publications in prestigious journals, conferences).

- 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.





3. Aligning Resources with Strategic Goals for Education and Research

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.

- 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





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.

4. Long-Term Sustainability of Resources

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.

- 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,





leveraging their potential support for future funding initiatives such as endowments, scholarships, and research grants. 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.

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	Datsopuloc
Professor Constantina Shiakallis	Vice-Rector for Academic Affairs	C. SWAKALLIS
Professor Andreas Orphanides	Member of Internal Quality Assurance Committee	hen h. Orrail
Professor Andreas Hadjis	Acting Dean, School of Education and Sciences	I Hadly

Date: 19 March 2025





