

Doc. 300.1.2

Date: 26.02.2026

## Higher Education Institution's Response

- **Higher Education Institution:**  
University of Cyprus

- **Town:** Nicosia

- **Programme of study**  
Ph.D., 6-16 semesters, 240 ECTS, Conventional

### **In Greek:**

Διδακτορικό στα Αναλυτικά Προγράμματα, Διδασκαλία και Συγκριτική Παιδαγωγική

### **In English:**

PhD in Curriculum, Teaching and Comparative Education

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

**In Greek:** Concentrations

**In English:** Concentrations



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

## A. 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.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

We fully agree with the Committee that our students should be able to select courses either from sociology or politics in order to enhance their line of inquiry in inter and transdisciplinary ways.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The Graduate School should produce a list of courses that might be taken within the Faculty to enable more cross departmental access for PhD students helping them to extend their learning and offering them opportunities for inter and transdisciplinarity.</p>	<p>We value very much inter and transdisciplinarity in our programme and seek to implement this in our programme in various ways. Based on scrutiny of available courses and following the supervisory team's recommendation, our students often take courses from other Departments within the Faculty (Sociology and Politics), especially those who are carrying our research on the broad field of education governance. Our students are also encouraged to attend the GLOBED Winter School. This is an international event hosted every year by the University of Cyprus and bringing together students, researchers and academics from across disciplines (e.g. sociology from Barcelona and political sciences from Bremen) and different regions of the world. The lack of ECTS standardization across the Departments of the Faculty is not necessarily a problem since students are often credited extra ECTS from previous studies (to cover ECTS mismatches) or can always exceed the 60 ECTS limit of the taught course programme.</p>	<p>Choose level of compliance:</p>
<p>The Graduate School could be charged with exploring a range of internships.</p>	<p>We will forward your recommendation to the Graduate School. However, please note that internships are informally pursued through special assignments and as part of "independent study" in our programme. A specific actor that hosted some of our students in</p>	<p>Choose level of compliance:</p>



	<p>the past is the “Association for Historical Dialogue and Research”, a peace-focused NGO based at the Buffer Zone. Also, this is a timely comment because the Department of Education is in the process of establishing a network of actors for more formally providing optional internships to its undergraduate students, especially to those who will be majoring in education beyond schooling. Having established this network and experience, we will carefully review actors whom we would also more formally involve in the master’s and doctoral programmes.</p>	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

We thank the Committee for acknowledging the dedication and professional attitude of the academic staff and we are glad this also emerged in meetings with students and graduates.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Students' peer-learning might be strengthened further and given a more systematic place in the course, establishing formats in which PhD-students from outside an individual supervisor's group could interact and learn from each other.</p>	<p>Peer-learning is a major priority of our programme, as well. Not only do we organise seminars where our students can present their work to each other, but we also invite students, especially those who are in an advanced research stage, to join our taught undergraduate and postgraduate classes (at both master and doctoral level) and talk about their work; present a topic they feel specialists. All doctoral students of the Department are also invited by the departmental secretary to attend both dissertation proposal presentations and dissertation defences. The Graduate School and the Vice-Rectorship of Academic Affairs are involved in an annual Doctoral Student Colloquium (alongside other Cyprus universities and across all disciplines) to which our doctoral students have presented their work (e.g. in April 2024 when it was organised by the University of Cyprus) and will present in the upcoming one (at Neapolis University, Paphos in April 2026). The Graduate School also organises several internal events, such as seminars, colloquia, and symposia, which our students are urged to attend as part of the programme. In all these official and unofficial occasions, students are provided opportunities to interact and learn from each other.</p>	<p>Choose level of compliance:</p>

	<p>The planned move of our Department to the Aglantzia campus would further facilitate peer-learning and conversations between PhD-students from within the Department (across programmes) and from different disciplines and departments.</p>	
<p>Students' self-learning through enhancing exchange with other disciplines and providing greater flexibility in their choice of potential courses outside education, e.g. from fields of political science and sociology, might be further improved. At present, organisational obstacles such as different ways of calculating ECTS seem to stand in the way of this.</p>	<p>Given their research topic and the availability of courses elsewhere, students are strongly encouraged to and do take courses from the Departments of Sociology and Political Sciences, especially IRs theory, European governance, and courses on NGOs and International Organisations. The lack of ECTS standardization across the Faculty is not necessarily a problem since students are often credited extra ECTS from previous studies (to cover ECTS mismatches) or can always exceed the 60 ECTS limit of the taught course programme. In either way our aim remains the inter and transdisciplinary academic training of our students. The planned move of the Department of Education to the Aglantzia campus would certainly facilitate our students' contact with a range of other disciplines.</p>	<p>Choose level of compliance:</p>
<p>The Graduate School could be assigned a bigger role for strengthening peer-learning and improving exchange between different social science disciplines.</p>	<p>We found the discussion useful as to how the Graduate School could acquire a more substantial position in our students' learning. Several activities that the School is involved, are already very enriching academically for our students. The Graduate School and the Vice-Rectorship of Academic Affairs are involved in an annual Doctoral Student Colloquium (alongside other Cyprus universities and across all disciplines) to which our doctoral students have presented their work (e.g. in April 2024 when it was organised by the University of Cyprus) and will</p>	<p>Choose level of compliance:</p>

	<p>present in the upcoming one (at Neapolis University, Paphos in April 2026). The Graduate School also organises several internal events, such as seminars, colloquia, and symposia, which our students are urged to attend as part of the programme. Also, the Graduate School is involved in the organization of the GLOBED Winter School every year that our doctoral and master's students are encouraged to attend and interact with students, researchers, and academics from across disciplines and regions of the world.</p>	
<p>Internships and practical training, or employability, should be strengthened and become a more integral part of the programme.</p>	<p>Internships and practical training are informally pursued through special assignments and as part of the “independent study” course in the programme. A specific institution that hosted some of our students in the past is the “Association for Historical Dialogue and Research”, a peace-focused NGO based at the Buffer Zone. Also, since the University’s income from postgraduate programme tuition fees is expected to be partially returned to students in the form of part-time employment opportunities, this practice indirectly supports our students’ employability and practical training as they get to develop small-scale work experience in tasks of academic nature. In particular, students are assigned special paid-up jobs using funds allocated to us by the University, or they are employed 4-8 hours per week through funds allocated to us from within the Department. Making internships and practical training an integrated aspect of our program is a timely discussion because the Department is in the process of establishing a network of actors for more formally providing</p>	<p>Choose level of compliance:</p>





	optional internships and practical training to its undergraduate students, especially to those who will be majoring in the provision of educational services beyond schooling. Having established this network and experience, we will carefully review actors whom we would also more formally involve in the PhD and master's programmes.	
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### 3. Teaching staff (ESG 1.5)

The teaching staff, carefully selected and promoted through University law, regulations and procedures, we think lies at the heart of the quality of the supervision and has so far been working as a counter-weight to any difficulties (e.g. deriving from the isolation of the Department) might be presenting to students. That this staff is permanent and devoted to the Department's programs we agree provides the stability and long-term commitment students recognise in the support they receive. It also enables the dynamic relationship between the academic staff's research and teaching. The ability to host visiting international scholars, long and short-term, as well as young researchers, facilitates research discussions and teaching alike.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The programme may consider enhancing the visibility of supervisory workload planning in the departmental documents, even though current arrangements appear effective and well regulated.	To enhance the visibility of supervisory workload planning and improve transparency and equity, the University collects and publishes information about supervision including student names and numbers for each supervisor, entrance date and expected completion, the topic of research. This database is also used for the allocation of funds for the staffs' research activities.	Choose level of compliance:
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

We appreciate the Committee's acknowledgement of our dedication and professionalism in supervising our students and helping them to progress smoothly through the doctoral programme.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>One problem for PhD-students receiving a government scholarship seems to be the lack of alignment between the funding period of government scholarships (which require completion of the PhD within six years) and the temporal structure of the programme (which allows for a maximum time to completion of 8 years and involving considerable amounts of coursework and preparation of midterm examination during the first three semesters)</p>	<p>Students who receive a government scholarship are supported by our own external research funds and by personal research and teaching funds provided by the Department and University, beyond the period of the six years that is required by government to complete their PhDs. They are involved in our externally funded research projects, are assigned special paid-up jobs using funds allocated to us every year by the University, or they are employed 4-8 hours per week through funds allocated to us from within the Department. There are also many other opportunities for students to work within the University, for example in the Library or the Student Welfare Services. This relates to the philosophy of the University which expects income from postgraduate programme tuition fees to 'return' to students in the form of part-time employment opportunities allowing them to focus more on their studies, rather than having to seek other employment.</p>	<p>Choose level of compliance:</p>
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## 5. Learning resources and student support (ESG 1.6)

We agree with the Committee that the new university campus and the new Library are state of the art and this infrastructure supports our efforts for quality teaching and student learning. The high quality of the new campus guides our requests for the Department to be relocated there, so that academic and administrative staff are further facilitated in supporting students' studies.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Move the Department of Education offices to the new campus as soon as is feasible as this has placed limits on the ability of the Department – academics, administrators and doctoral students - to feel part of the university and easily access all of its services.</p>	<p>Since the Committee's Visit, the Department's leadership has conducted meetings with the Rectorship and the Technical Services and a plan for its move to the new campus has been laid out, in spaces previously occupied by the Engineering School which has now moved to its own building. This is expected to be completed by December 2026. These spaces are currently being renovated and adjusted to the needs of our Department as requested, to include office space for the academic staff, meeting areas as well as a substantial area of doctoral students, visiting and emeriti academic staff. We expect this workspace, which also includes sites of socialisation, to further support our students' experience as they will have additional spaces to meet with staff, between them and work in the new campus where they also attend classes, use the library and all other services provided during their studies.</p>	<p>Choose level of compliance:</p>
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## 6. Additional for doctoral programmes (ALL ESG)

We welcome the Committee's comments on exemplary supervision which includes providing opportunities for students to get involved in research projects and travel abroad for conference presentations. We also welcome the Committee's recognition of our effort to create a community of inquiry.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>We feel that both location on the main campus and an expanded Graduate School with more than administrative responsibilities would be hugely beneficial in efforts to create a community of inquiry.</p>	<p>Creating communities of inquiry is also a major priority of our programme. We organise seminars where our students can present their work to each other and invite them to join our taught undergraduate and postgraduate classes (at both master and doctoral level) and present a topic they feel specialists about. All doctoral students of the Department participate in both dissertation proposal presentations and dissertation defences through which they are provided opportunities to foster further ties and a sense of belonging to a community. The planned move of our Department to the Aglantzia campus would further facilitate belonging. As mentioned earlier, this is expected to be completed by December 2026. The spaces we will move in are currently being renovated and adjusted to the needs of our Department as requested, to include office space for the academic staff, meeting areas as well as a substantial area of doctoral students, visiting and emeriti academic staff. The Graduate School could acquire a more substantial position in helping out with the establishment of communities of inquiry but several activities that it is involved, are already very crucial for our students in this regard. The Graduate School and the</p>	<p>Choose level of compliance:</p>

	<p>Vice-Rectorship of Academic Affairs are involved in an annual Doctoral Student Colloquium (alongside other Cyprus universities and across all disciplines) to which our doctoral students have presented their work (e.g. in April 2024 when it was organised by the University of Cyprus) and will present in the upcoming one (at Neapolis University, Paphos in April 2026). The Graduate School also organises several internal events, such as seminars, colloquia, and symposia, which our students attend as part of the programme. Also, the Graduate School is involved in the organization of the GLOBED Winter School every year that our doctoral and master's students are encouraged to attend and interact with students, researchers, and academics from across disciplines and regions of the world. All these diverse activities contribute to the making of communities of inquiry.</p>	
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## 7. Eligibility (Joint programme) (ALL ESG)

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## B. Conclusions and final remarks


Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The most pressing issue is the physical separation of the Department's offices from the main teaching resources and the library on the new campus. We strongly recommend prioritising the relocation of the Department to the main campus to better integrate academic activities and support services for both staff and students.</p>	<p>Since the Committee's Onsite Visit, the Department's leadership has conducted meetings with the Rectorship and the Technical Services and a plan for its move to the new campus has been laid out, in spaces previously occupied by the Engineering School which has now moved to its own building. This is expected to be completed by December 2026. These spaces are currently being renovated and adjusted to the needs of our Department as requested, to include office space for the academic staff, meeting areas as well as a substantial area of doctoral students, visiting and emeriti academic staff. We expect this workspace, which also includes sites of socialisation, to further support our students' experience as they will have additional spaces to meet with staff, between them and work in the new campus where they also attend classes, use the library and all other services provided during their studies.</p>	<p>Choose level of compliance:</p>
<p>While the programme continues to attract students, a slight decline in enrolment has been noted. We encourage the department to actively advertise the demonstrable quality of the programme to ensure its long-term sustainability and visibility for future student intakes.</p>	<p>We have taken further action in promoting the program to graduates and senior students of our undergraduate programs with the new call for positions which has been announced for the new academic year. Moreover, the Department has participated in the university event of promotion of the programs on the 15th of February and has created social media accounts for the same purpose, administered by the Secretariat of the Department. Finally, the School of Social Sciences and Sciences of Education has employed a social</p>	<p>Choose level of compliance:</p>



	<p>media expert who is in contact with us to disseminate information about the program through the official accounts of the School as well as through the production of a short video/interview with us and current students and graduates. We believe that all these actions are crucial for the enhanced Visibility of the Program.</p>	
<p>The doctoral students believed that the small number of papers they had not taken offered them a small pool of choice and that they were very keen to pick up more advanced courses that extended their line of inquiry – e.g. working on International Organisations and Education – by courses in either sociology or politics focused on International Organisations, IR theory and so on. At present, this presents challenges as the ECTS's are not standardized across the Faculty. However we believe that this might be a project to be picked up by the Graduate School – to produce a list of ECTS courses that might be taken in the Faculty that enabled more cross departmental access for PhDs that extended their learning and offered opportunities for inter and transdisciplinarity.</p>	<p>We value very much inter and transdisciplinarity in our programme and seek to implement this dimension in our programme in various ways. Based on careful study of available courses and following the supervisory team's recommendation, our students do take courses from other Departments within the Faculty (Sociology and Politics), especially those who are carrying our research on the broad field of education governance. Our students are also encouraged to and do attend Summer and Winter Schools that take place within the University. The most characteristic example is the GLOBED Winter School. This is an international event that is hosted every year here and that brings together students, researchers and academics from across disciplines (e.g. sociology from Barcelona and political sciences from Bremen) and different regions of the world. The lack of ECTS standardization across the Departments of the Faculty is not necessarily a problem since students are often credited extra ECTS from previous studies (to cover ECTS mismatches) or can always exceed the 60 ECTS limit of the taught course programme.</p>	<p>Choose level of compliance:</p>
<p>We also felt that the Graduate School could be charged with exploring a range of internships. We recommend further</p>	<p>The Graduate School and the Vice-Rectorship of Academic Affairs are involved in an annual Doctoral Student Colloquium</p>	<p>Choose level of compliance:</p>

<p>elaboration on how this school can function not just as an administrative unit, but as a vehicle for fostering interdisciplinary work and providing tangible value to all postgraduate students.</p>	<p>(alongside other Cyprus universities and across all disciplines) to which our doctoral students have presented their work (e.g. in April 2024 when it was organised by the University of Cyprus) and will present in the upcoming one (at Neapolis University, Paphos in April 2026). The Graduate School also organises several internal events, such as seminars, colloquia, and symposia, which our students attend as part of the programme. Also, the Graduate School is involved in the organization of Summer and Winter Schools every year, such as the GLOBED Winter School, that our doctoral and master's students are benefited from interaction with students, researchers, and academics from across disciplines and regions of Europe and the world. Finally, although internships are informally pursued through special assignments and as part of "independent study" in our programmes, this is a timely recommendation because the Department of Education is in the process of establishing a network of actors for more formally providing optional internships to its undergraduate students, especially to those who will be majoring in education beyond schooling. Having established this network and experience, we will carefully review actors whom we would also more formally involve in the master's and doctoral programmes.</p>	
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### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Associate Professor Eleftherios Klerides</b>	Programme's Coordinator	
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**Date:** 26.02.2026

