

Doc. 300.1.2

Date: 16.4.2025

## Higher Education Institution's Response

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**

**In Greek:**

Επιστήμες της Αγωγής (18 Μήνες/90 ECTS, Μεταπτυχιακό)-Εξ Αποστάσεως:

- Εκπαίδευση Εκπαιδευτών Ενηλίκων και Ανάπτυξη Ανθρώπινων Πόρων
- Ψηφιακές και Ήπιες Δεξιότητες

**In English:**

Education Sciences (18 Months/90 ECTS, M.A.)-E-Learning:

- Training of Adult Educators and Human Resources Development
- Digital and Soft Skills
- **Language(s) of instruction:** Greek
- **Programme's status:** New
- **Concentrations (if any):**

**In Greek:** 1. Εκπαίδευση Εκπαιδευτών Ενηλίκων και Ανάπτυξη Ανθρώπινων Πόρων  
2. Ψηφιακές και Ήπιες Δεξιότητες

**In English:** 1. Training of Adult Educators and Human Resources Development  
2. Digital and Soft Skills



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)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
For the time being there are no areas for improvement.	We extend our sincere gratitude to the External Evaluation Committee (EEC) for their thorough review, encouraging feedback and constructive input throughout the accreditation of the Programme. We deeply appreciate their recognition of our Institution’s strengths and their thoughtful suggestions for areas of improvement and recommendations for the delivery of the Programme.	Choose level of compliance:

**2. Student – centred learning, teaching and assessment**  
 (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>1. We have not identified any areas which we feel need improvement. We have identified ideas we would encourage the team to consider (so these are more considerations than recommendations), which are: a) consider semesterly orientations to cover key technological skills/awareness/knowledge as well as academic literacies</p>	<p>We thank the EEC for its highlighting for us the need to consider orientations that would cover key technological skills/awareness/knowledge.</p> <p>In adopting this recommendation, we have now planned for the Programme Academic Committee to organize prior to the beginning of each academic semester instructors' group meetings to reflect, discuss and exchange ideas on practical issues, and functionalities of the programme, given the emphasis of this program on the technological breakthroughs in terms of teaching and learning, and develop a common vision of the operation of the programme. Based on this exchange and discussions, the Programme Academic Committee will organize an Orientation Day at the start of each academic semester. This event will aim at bringing together both students and instructors and will particularly focusing on issues related to technological skills/awareness/knowledge related to the programme's aims and purpose. The Orientation will be organized by key faculty personnel teaching in the Program to highlight new trends in educational technologies and current trends of the learning sciences. Participants will have the opportunity to engage in key ideas related to cutting edge technological breakthroughs</p>	<p>Choose level of compliance:</p>

	<p>along with skills and knowledge focusing on fostering educational technology awareness from an international perspective. The Orientation will also enable participating students and instructors to engage within the context of an academic oriented community.</p>	
<p>2. and b) consider some updating and internationalizing of the bibliographies of the courses we have seen, both in terms of books and journal articles, and that the teaching team aim to regularly update readings based on their varied experiences in research teams and professional networks (EPALE, EBSN etc).</p>	<p>We adhere to this recommendation of the EEC. It is our purpose to regularly update the reading list for each course based on the instructors' research and professional activities and networks.</p> <p>We have therefore gone through again all Course Syllabi of the Programme and updated the bibliographies and readings cited (please find Attached Appendix I and Appendix II, where you can find the updated Syllabi in English and Greek, respectively, and see the updated bibliography on section 'BIBLIOGRAPHY' in each syllabus).</p> <p>In addition, we will take advantage of the Orientation Day (see above our response in item 1), as well as the regular meetings of the Programme Academic Committee and course-coordinators and instructors to emphasize the need for instructors to update course readings regularly and to actively promote synergies between teaching and research.</p>	<p>Choose level of compliance:</p>
<p>3. See also comment above about academic conventions of referencing and dates ("We note that there seem to be some dates missing from the</p>	<p>Thank you for this remark. The references have now been checked and corrected to follow APA in all course syllabi (as can be seen in Appendix I and Appendix II, where you can find</p>	<p>Choose level of compliance:</p>

<p>bibliographic entries on the reading lists in the study guides and/or course information we have received. These should be checked against expected conventions”)</p>	<p>the updated Syllabi in English and Greek, respectively).</p>	
<p>4. Also, there are some courses including a detailed overviews of the type of delivery (methodologies such as e.g. case studies, discussions etc.) whereas others only indicate ‘e-Learning’.</p>	<p>Again, in responding to this insightful recommendation, we have now elaborated the teaching methodology section of all syllabi to include further relevant details (please see section Appendix I and Appendix II, where you can find the updated Syllabi in English and Greek, respectively, and see the updated detailed overviews of each course delivery on section ‘TEACHING METHODOLOGY” in each syllabus).</p> <p>We have also included detailed overviews of the type of delivery on each Study Guide. Please see Appendix III our updated Study Guides where we have highlighted with yellow for the EEC’s convenience the additions we made.</p>	<p>Choose level of compliance:</p>

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>1. In some cases, the linkage between the courses and the staff expertise is unclear.</p>	<p>The Department appreciates the observation regarding the linkage between staff expertise and course content. We would like to further demonstrate the alignment between the courses taught by each member of the academic staff and their expertise as was presented in the information provided in <i>Document 200.1 (Application for Evaluation – Accreditation)</i> in Section B8 (pp. 14–17) which was presenting the qualifications and biographical notes for each member of the academic staff. We therefore provide here in Appendix IV, a brief description of how each academic staff's research activities link to their courses. We hope that this illustrates better how the expertise of the academic staff aligns with the courses they deliver, ensuring that academic content is guided by relevant qualifications and research-informed knowledge.</p>	<p>Choose level of compliance:</p>
<p>2. While the overall number of staff is appropriate it is recommended that the Department ensures there is a balance between University staff and external lecturers. Also, given that many staff members have a teaching reduction, there is a need to ensure that the majority of</p>	<p>The Department acknowledges the importance of maintaining a balanced composition between full-time academic staff and external lecturers. To this end, a long-term recruitment plan is in place to gradually increase the number of full-time academic staff, ensuring sustainability and appropriate balance in</p>	<p>Choose level of compliance:</p>

<p>the teaching activity is actually provided by those persons who are indicated on the list of teaching staff.</p>	<p>teaching responsibilities. Hence, the Department is hiring as of the 1<sup>st</sup> of September 2025 another two full-time faculty members.</p> <p>Regarding teaching load reductions, these are granted strategically based on departmental needs, such as research commitments, administrative duties, or involvement in major academic initiatives. Importantly, all courses are overseen by the full-time staff listed as teaching staff. Even when an external lecturer is involved in delivering a course, this is done under the supervision and academic leadership of the designated full-time course coordinator. This ensures consistency in quality, alignment with the curriculum, and compliance with academic standards.</p> <p>Finally, following the relevant CY.Q.A.A. regulation for changing instructors after the accreditation of a given programme, we fill in the respective 500.5 document which provides information to the National Agency for any changes in our academic staff. As with all other programmes of study in the University, we will adhere to this with this program as well.</p>	
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>1. Some admission preconditions seem vague: applicants must hold any degree or an equivalent qualification from a recognized higher education institution. Recommendation: we recommend specifying the type of higher education institution in more detail. For example, it is not clear if non-academic higher education certificates would be accepted as entrance qualifications for this programme. Apart from that, there seem to be no problem areas.</p>	<p>The Department acknowledges the importance of clarity in describing student admission requirements. In response to the recommendation, we have revised the specific admission criterion as following: "Applicants must hold a university degree from a recognized higher education institution".</p>	<p>Choose level of compliance:</p>

## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>1. Although there is sufficient IT support, one of the students we interviewed suggested that it would be beneficial to add an orientation session at the beginning of each semester, to alert the students to the different EdTech tools they would use in that period of study.</p>	<p>In alignment with our student-centeredness, all feedback received by students -as this one- is catered with care. We therefore have decided that during the Orientation Day which will be organised by the Programme Academic Committee in the beginning of every semester (please see for further details our response in item 2.1 above), the Blackboard platform and the differed educational technology tools and applications that will be used during students' studies, alongside issues related to technological skills/awareness/knowledge related to the programme's aims and purpose, will be at the centre of the Orientation. The Orientation will be organized by key faculty personnel teaching in the Program to highlight new trends in educational technologies and current trends of the learning sciences. Students will thus have the opportunity to engage in key ideas related to cutting edge technological breakthroughs along with skills and knowledge focusing on fostering educational technology awareness from an international perspective from the outset of their studies.</p>	<p>Choose level of compliance:</p>
<p>2. There is some information on financial aid and</p>	<p>We apologise if we caused this misunderstanding. A number</p>	<p>Choose level of compliance:</p>

<p>stipends for students, but it should be noted that most avenues of financial support seem to be available to undergraduate students only.</p>	<p>of scholarship schemes of the University apply for postgraduate students as well, including:</p> <p><b>Alumni Scholarships</b> European University Cyprus awards 10% discount for all years of study for all students who completed any level of studies and have registered in an upper or in the same level. The same discount is offered to relatives (children, spouse, brother/s or sister/s) of EUC graduates.</p> <p><b>Athletic Scholarships</b> Athletic scholarships are offered to exceptional members of European University Cyprus sport teams. The scholarships are performance-based.</p> <p>In addition, postgraduate students are eligible for <b>Financial Aid</b>, which is awarded based on financial criteria and the student's personal circumstances.</p> <p>Finally, postgraduate students are eligible for <b>Family Grant</b>, which is provided when a family has more than one child enrolled at European University Cyprus. Each child enrolled gets a 10% grant for all years of parallel studies.</p>	
<p>3. We recommend providing an additional section, with a focus on AI use, to the existing cover sheet for the thesis, entitled 'Declaration of Non-Plagiarism and</p>	<p>We were honoured to hear from the EEC their appreciation for our recently established <b>“European University Cyprus Guidelines for the Use of Generative Artificial</b></p>	<p>Choose level of compliance:</p>

<p>Assumption of Personal Responsibility.'</p>	<p><b>Intelligence for Teaching and Learning</b>". Based on this framework, and following the recommendation of the EEC, we have now further developed for the specific programme of study and the other postgraduate programmes of study of the Department, the template that each student is expected to use to acknowledge any use of GenAI tools in their Master Thesis and explain how these tools were used. The student thus states the use of GenAI-powered tools in their Master Thesis and briefly explains how they safeguarded the academically ethical and responsible use of GenAI. The template is attached as Appendix V.</p>	
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## 6. Additional for doctoral programmes (ALL ESG)

N/A

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## 7. Eligibility (Joint programme) (ALL ESG)

N/A

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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>There is staff enthusiasm for this programme, and all were very aware of the task ahead of them and the particular needs of the students who will register for this programme. The student-centred approach to teaching and learning, together with the 'Team Spirit' should be commended. Another key strength is the research-active nature of this teaching team, and how well connected they are to a range of professional networks. This will be a huge asset to the dissertation process. Similarly, the teaching team liaises well with the library staff to ensure that a range of appropriate resources are available online, as well as in person where the library also offers quiet study spaces and guidance with research. The students at the European University of Cyprus which the committee met (online) were enthusiastic and satisfied with their academic e-Learning programmes. With respect to the mental health challenges often associated with eLearning, the students have access to a psychological counselling support service, C.A.P.P.D. operated for the University from the School of Humanities, Social and Education Sciences. One of the strengths of the European University of Cyprus programs is the strong and frequent interaction between students and School members, with</p>	<p>We extend our deep appreciation to the External Evaluation Committee for dedicating their time to visit our Institution and for sharing the invaluable expertise through candid discussions and constructive recommendations for areas for enhancement and improvement of our new Programme. We are delighted by their recognition of our Institution's strengths, the School and the Departments structures and student-centred support systems, the Programme's quality and our ongoing commitment to fostering an environment where both staff and students can excel and thrive.</p>	<p>Choose level of compliance:</p>

<p>teachers trained specifically in eLearning and introduction of new Ed.Tech. tools. The European University of Cyprus has a track record in successful e-Learning programmes and we expect this to continue with this new programme. The European University of Cyprus also seem to have a strong track record of market research as part of the development of new programmes and we feel this is the case for this present programme too. The external stakeholders we spoke to felt they had been consulted and their input has had an impact in the development of the programme.</p> <p>After reviewing thoroughly all criteria we highly recommend accrediting the programme.</p>		
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**C. Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Prof. Stavrtos Karagianni</b>	Dean, School of Humanities, Social and Education Sciences	
<b>Dr. Chrystalla Papademetri</b>	Chairperson, Department of Education Sciences	
<b>Prof. Loizos Symeou</b>	Program Coordinator	

**Date:** 16/4/2025

