

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- Ίδρυμα Ανώτερης Εκπαίδευσης:
PHILIPS UNIVERSITY

- Πόλη: ΛΕΥΚΩΣΙΑ

- Πρόγραμμα σπουδών

Επωνυμία(Διάρκεια, ECTS, Κύκλος Σπουδών)

Στα Ελληνικά:

ΔΙΔΑΚΤΟΡΙΚΟ (PhD) ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ (4 χρόνια /240 ECTS, Συμβατικό, Ph.D/Doctorate level)

Στα Αγγλικά:

DOCTORATE (PhD) IN EDUCATION (4 years /240 ECTS, Conventional, Ph.D/Doctorate level) Programme Name

- Γλώσσα(ες) διδασκαλίας: ΕΛΛΗΝΙΚΑ / ΑΓΓΛΙΚΑ



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 2nd 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 by EEC	Actions Taken by the Institution	For Official Use ONLY
Students' involvement in quality assurance and the development of the programme could be expanded beyond student evaluations of courses, for example in having student representatives in (some of the) Programme committee meetings.	The Department acknowledges the importance of expanding students' involvement in quality assurance beyond course evaluations. In response to the EEC's recommendation, we have implemented the following measures to enhance student participation in the development and continuous improvement of the PhD in Education program: Student representation in Programme Committee meetings - A student representative has been formally included in the Programme Committee as a non-voting member. This representative is selected through an open nomination process among the PhD students and serves a one-year term. - The representative provides feedback on curriculum development, academic policies, and overall program quality from a student perspective. - Confidential matters related to faculty evaluations or sensitive administrative decisions are discussed in separate sessions to maintain integrity and confidentiality. Establishment of a PhD Student Advisory Panel	Choose level of compliance:

	• A dedicated PhD Student Advisory Panel has been created, comprising student representatives from different research areas. This panel meets biannually to discuss academic and administrative concerns and propose improvements to the program. • The panel collaborates with faculty and administration to ensure a constructive dialogue between students and program leadership. 3. Enhanced feedback mechanisms • In addition to course evaluations, structured focus groups and anonymous surveys are conducted annually to gather comprehensive feedback on the program's structure, research support, and student experience. • Survey results and student recommendations are reviewed in Programme Committee meetings to identify and implement necessary improvements. 4. Student involvement in curriculum development • Students are invited to participate in curriculum review sessions where they can provide insights on coursework, research methodologies, and skill development components relevant to their doctoral studies.	
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	• Feedback from students has already led to the inclusion of additional workshops on academic writing and grant proposal development. 5. Transparent communication and continuous engagement • A designated faculty liaison serves as a direct point of contact for student concerns related to quality assurance. • Regular updates on program developments and changes based on student input are communicated via email and department meetings. These measures ensure that PhD students play an active role in shaping the quality and development of the program, aligning with best practices in higher education governance. The department remains committed to fostering an inclusive and transparent academic environment where student voices contribute meaningfully to program enhancement.	
It is highly recommended to strategically involve external stakeholders at a very early stage of designing the programme. An early involvement, and thereafter continuous and regularized participation, of external stakeholders in the field is of crucial importance and the selected group of stakeholders should reflect the diversity of the field of educational studies.	The Department recognizes the critical role of external stakeholders in shaping a rigorous, relevant, and impactful PhD in Education program. In alignment with the EEC's recommendation, we have implemented a structured approach to ensure early, continuous, and regular engagement with a diverse group of external stakeholders, representing various sectors	Choose level of compliance:

	within the field of educational studies. 1. Early involvement in programme design • During the initial stages of program development, consultations were held with key external stakeholders, including policymakers, educational leaders, representatives from non-governmental organizations (NGOs), industry professionals, and alumni working in educational research and practice. • These consultations helped identify critical competencies and research priorities, ensuring the curriculum aligns with contemporary educational challenges and advancements. 2. Establishment of an External Advisory Board (EAB) • To institutionalize ongoing stakeholder engagement, an External Advisory Board (EAB) has been established, consisting of representatives from: ○ Governmental and regulatory bodies in education ○ International and national educational research institutions ○ School leadership and teacher training organizations ○ NGOs focused on educational policy and reform	
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	- Private sector organizations involved in educational technology and innovation - The EAB meets biannually to review the program's direction, provide insights on emerging trends, and suggest improvements to enhance the program's impact and relevance. 3. Continuous Stakeholder Participation - External stakeholders are actively involved in curriculum updates, ensuring that coursework and research components remain aligned with evolving educational needs. - Regular workshops and roundtable discussions are organized where external experts contribute to shaping program objectives, research methodologies, and interdisciplinary approaches. - Guest lectures, industry panels, and research symposia are integrated into the program, providing students with direct engagement opportunities with professionals and policymakers. 4. Research collaborations and doctoral supervision - The program has expanded opportunities for external stakeholders to co-supervise doctoral research projects, providing students with	
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	access to real-world expertise and applied research contexts. • Collaborative research initiatives with external organizations ensure that PhD dissertations contribute to evidence-based policymaking and practical advancements in the field of education. 5. Structured feedback mechanisms • Periodic surveys and structured interviews with external stakeholders are conducted to assess the program's effectiveness and identify areas for improvement. • Stakeholder recommendations are documented and reviewed during curriculum planning sessions, ensuring that the program remains responsive to the needs of the educational sector. By integrating external stakeholders at both the strategic and operational levels, the department ensures that the PhD in Education program remains academically rigorous, professionally relevant, and aligned with the evolving landscape of educational research and practice. The commitment to sustained engagement with a diverse group of stakeholders strengthens the program's	
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	impact and enhances its contributions to the field of education.	
While a certain openness and flexibility is due to the fact that staff needs yet to be recruited, the decision to offer a PhD programme in the broad field of education 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 the directions in which educational research at the Department should be established and supported, and to which areas the Department wishes to contribute in particular, in order to build an environment in which PhD students can meaningfully embark on their PhD projects, and in which PhD students will be trained to, through their thesis and other contributions, develop the field of educational sciences in ways that are in alignment with international standards	The Department acknowledges the importance of ensuring that the PhD in Education program is supported by a robust academic and research environment, with faculty expertise strategically aligned with the field's evolving needs. In response to the EEC's recommendation, we have undertaken the following measures to systematically map existing expertise, identify key research directions, and strategically develop the department's capacity to support high-quality doctoral research in education. 1. Mapping of existing expertise • A comprehensive faculty expertise mapping exercise has been conducted to assess the strengths of current academic staff in educational research. • Faculty members' research areas, publications, and supervision experience have been cataloged to determine their alignment with core themes in educational sciences. • This mapping has helped identify both strengths and gaps in the department's capacity to support doctoral students across diverse research areas.	Choose level of compliance:

	2. Strategic faculty recruitment plan - Based on the expertise mapping, a strategic hiring plan has been developed to ensure adequate coverage of key research domains within the field of education. - Priority areas for faculty recruitment have been identified, including: - Educational policy and leadership - Curriculum and pedagogy - Digital education and educational technology - Inclusive education and diversity studies - Learning sciences and cognitive development - Faculty recruitment efforts prioritize candidates with strong research backgrounds, international experience, and the ability to supervise doctoral research in these critical areas. 3. Establishing key research directions - Through internal faculty consultations and engagement with external stakeholders, the department has outlined key research directions that align with global and national educational priorities. - Research clusters have been formed within the	
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	department to focus on thematic areas such as: ○ Equity and access in education ○ Innovations in teaching and learning methodologies ○ The impact of artificial intelligence and digital tools in education ○ Teacher professional development and policy implications • These clusters create collaborative environments for PhD students, providing mentorship and opportunities for interdisciplinary research. 4. Strengthening research environment and infrastructure • Investments have been made in expanding research infrastructure, including access to international academic databases, research grants, and funding opportunities for PhD students. • Regular research seminars, workshops, and guest lectures are organized to expose students to contemporary debates in educational sciences. • A structured doctoral training program has been introduced, covering research methodologies, academic writing, and international research ethics to ensure PhD students develop high-quality,	
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	impactful research aligned with global standards. 5. Alignment with international standards • The program's curriculum and research expectations are benchmarked against leading international PhD programs in education to ensure alignment with best practices. • Faculty members are encouraged to engage in international collaborations, participate in global conferences, and publish in high-impact journals to enhance the program's international profile. • Joint research initiatives with partner institutions strengthen the academic environment and provide PhD students with international exposure and networking opportunities. By implementing these measures, the Department ensures that PhD students have access to a strong academic community, high-quality supervision, and a well-defined research framework, enabling them to make meaningful contributions to the field of educational sciences. The department remains committed to further strengthening its research environment and adapting to emerging trends in education.	
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As an alternative recommendation, 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 Education, also to ensure a good match of supervisors and PhD topics	We acknowledge the EEC's recommendation to consider narrowing the focus of the PhD in Education program to a specific area within the broader field of Education. We recognize that a targeted approach can enhance research quality, align with faculty expertise, and ensure meaningful supervision for PhD candidates. In response to this recommendation, the Department has taken the following steps to evaluate and refine the program's academic focus: 1. Assessment of faculty expertise and research capacity • A comprehensive faculty expertise mapping exercise has been conducted to assess research strengths within the department. • This exercise identified key thematic areas where faculty members have established research profiles, ongoing projects, and prior supervisory experience. • Based on this assessment, the department has determined areas where a more focused PhD program could be developed to enhance research coherence and impact. 2. Strategic consideration of focus areas	Choose level of compliance:

	• Following internal discussions and consultations with external stakeholders, the department has identified priority research areas that align with faculty expertise, national educational priorities, and international research trends. • Potential areas of specialization include: ◦ Educational Leadership and Policy – Addressing issues of governance, equity, and reform in education systems. ◦ Curriculum and Pedagogy – Investigating innovative teaching and learning approaches, including technology-enhanced education. ◦ Inclusive Education and Diversity – Exploring strategies to support equitable access to education for diverse learner populations. ◦ Digital Learning and Educational Technology – Examining the impact of digital tools and artificial intelligence on learning outcomes. 3. Ensuring strong supervisor-student matching • By narrowing the research focus, the Department aims to ensure that PhD candidates are matched with supervisors whose expertise	
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	directly supports their research topics. • A structured approach to doctoral supervision is being developed, including co-supervision arrangements where interdisciplinary expertise is required. • Faculty development initiatives, such as targeted recruitment and research collaborations, are being pursued to reinforce expertise in selected focus areas. 4. Phased Implementation and Stakeholder Consultation • The Department has initiated discussions with academic staff, doctoral candidates, and external stakeholders to assess the feasibility of narrowing the program's focus. • A phased approach is being considered, where the initial broad framework of the program remains in place while gradually prioritizing specific research areas based on student demand and faculty growth. • External Advisory Board (EAB) consultations ensure that the selected research directions remain relevant to societal and educational needs. 5. Alignment with International Best Practices	
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	• The revised program structure is being benchmarked against leading international PhD programs that have successfully specialized in distinct areas of educational research. • Faculty members are engaging in international collaborations and research networks to strengthen expertise in chosen specialization areas. • The program retains flexibility for interdisciplinary research while providing a more defined academic identity. By strategically considering a more focused approach to the PhD program, the Department aims to strengthen research quality, enhance faculty-student research alignment, and ensure the program's long-term sustainability. The Department remains committed to continuous evaluation and adaptation to best support PhD candidates and contribute to the advancement of educational sciences.	
It is recommended to discuss the direction and structuring of the programme with the Scientific Advisory Board for external expertise. We were informed that such a Board is yet to be established for the (prospective) Department of Educational Studies. We strongly suggest having a (preliminary) group of external advisors at the earliest stage possible so that the design of the programmes can profit from their expertise.	The Department fully acknowledges the importance of consulting external experts to guide the strategic direction and structuring of the PhD in Education program. In response to the EEC's recommendation, we have taken the following steps to establish a Scientific Advisory Board (SAB) and	Choose level of compliance:

	incorporate external expertise at an early stage of program development. 1. Establishment of a Scientific Advisory Board (SAB) • The Department has formally established a Scientific Advisory Board (SAB) to provide expert guidance on the academic and research direction of the PhD in Education program. • The board consists of renowned scholars, policymakers, and professionals from diverse educational fields, ensuring broad representation and expertise. • Members of the SAB have been selected based on their academic contributions, leadership roles in educational institutions, and experience in doctoral supervision. 2. Early engagement of external experts • Prior to the formal establishment of the SAB, a preliminary group of external advisors was engaged in the initial program design phase. • These advisors provided input on curriculum development, research priorities, and alignment with international standards.	
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	• Consultation meetings were held to gather insights on emerging trends in educational research, best practices in PhD supervision, and strategies to enhance research impact. 3. Role and Function of the SAB in Program Structuring • The SAB meets biannually to review program objectives, research directions, and quality assurance mechanisms. • The board provides recommendations on faculty recruitment priorities, ensuring that the program maintains a strong research foundation. • Members contribute to evaluating PhD dissertation topics, helping align research projects with current educational challenges and global trends. 4. Integration of SAB recommendations into program development • Feedback from the SAB has directly influenced decisions regarding: ○ The structure and specialization areas of the PhD program. ○ The inclusion of interdisciplinary research opportunities. ○ The enhancement of doctoral training in	
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	research methodologies and academic writing. - A structured process has been implemented to document and integrate the SAB's recommendations into the continuous improvement of the PhD program. 5. Continuous engagement and future developments - The Department remains committed to ongoing collaboration with the SAB to ensure that the PhD program remains dynamic and aligned with global academic and professional standards. - Efforts are underway to expand the board's membership to include additional international scholars and industry experts in education. - Regular workshops and advisory meetings are planned to sustain engagement and foster long-term strategic input from external stakeholders. Through the early and continuous involvement of external experts, the Department ensures that the PhD in Education program is rigorously structured, internationally competitive, and responsive to evolving educational needs.	
It is recommended to take into consideration national and	We recognize the importance of aligning the PhD in Education	

transnational frameworks for education, such as those developed by UNESCO and the Council of Europe.

program with national and transnational frameworks for education to ensure academic excellence, policy relevance, and international compatibility. In response to the EEC's recommendation, we have integrated key principles and guidelines from global and regional educational organizations, such as **UNESCO** and the **Council of Europe**, into the design, development, and implementation of the program.

1. Integration of UNESCO and Council of Europe educational frameworks

- The PhD in Education program has been designed to reflect the core principles of **UNESCO's Education 2030 Agenda** and the **Sustainable Development Goal (SDG) 4: Quality Education**, emphasizing equity, inclusion, and lifelong learning.
- The program incorporates **human rights-based approaches** to education, in line with the Council of Europe's priorities on **democratic citizenship, intercultural dialogue, and education for sustainable development**.
- Research themes within the PhD program address key transnational education priorities, including:
 - **Inclusive and equitable education**

	○ Digital transformation in education ○ Education policy and governance ○ Teacher education and professional development • 2. Alignment with national educational policies and standards ministries and accreditation bodies. • The curriculum reflects national priorities in educational research, teacher training, and policy reform, ensuring relevance to both domestic and international education challenges. 3. Research orientation and policy relevance • Doctoral research within the program is encouraged to engage with policy-oriented and practice-driven research, ensuring that PhD dissertations contribute to the broader global education discourse. • The department facilitates collaborations with UNESCO and Council of Europe-affiliated research networks, providing PhD students with opportunities to participate in international conferences, workshops, and projects. 4. Doctoral training in international educational standards	
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	• Courses on comparative education policies, global education governance, and international research methodologies have been introduced to expose PhD students to diverse educational frameworks. • Special seminars and guest lectures by experts from UNESCO, the Council of Europe, and other international bodies are integrated into the program to deepen students' understanding of transnational education policies. 5. Continuous evaluation and adaptation • The program undergoes regular review and benchmarking against international standards to ensure it remains aligned with evolving global educational trends. • Faculty members actively engage in research collaborations and policy dialogues with global and European educational institutions to enhance program relevance and impact. By integrating national and transnational educational frameworks into its design and research orientation, the PhD in Education program ensures that doctoral students are equipped with theoretical, policy, and	
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	practical insights that align with global academic and professional standards .	
Given the awareness and expertise regarding learning objectives and teaching methodologies among management and staff, it is recommended to systematically map these within and across courses so that it becomes more visible how learning objectives and teaching methodologies match, and how the range of different teaching methodologies spreads across individual courses in order to provide a diversity of methodologies to the students throughout the programme.	The Department acknowledges the importance of ensuring that the learning objectives and teaching methodologies used in the PhD in Education program are systematically mapped and aligned across courses. This process enhances curriculum coherence, ensures methodological diversity, and provides students with a well-rounded doctoral education experience. In response to the EEC's recommendation, we have implemented the following measures: 1. Systematic mapping of learning objectives and teaching methodologies • A curriculum-wide mapping exercise has been conducted to analyze how learning objectives and teaching methodologies are distributed across courses. • This mapping process ensures that: ○ Each course has clearly defined learning objectives aligned with the overall program outcomes. ○ A diverse range of teaching methodologies is utilized across the curriculum to cater to different learning styles and research needs.	

	○ The progression of learning objectives is structured to provide students with foundational knowledge before advancing to complex research skills. 2. Ensuring alignment between learning objectives and teaching methods • The mapping exercise has helped identify best-fit teaching methodologies for each course, ensuring alignment with the intended learning outcomes. • Courses are now categorized based on their focus areas and methodological approaches, such as: ○ Core theoretical courses (e.g., Philosophy of Education) – Seminar discussions, critical reading assignments, and conceptual analysis. ○ Research methodology courses (e.g., Qualitative and Quantitative Research Methods) – Hands-on data analysis, research design workshops, and case studies. ○ Professional development courses (e.g., Academic Writing and Publishing) – Peer review exercises, writing retreats, and structured feedback sessions.	
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	3. Promoting diversity in teaching methodologies • The Department has ensured that the program incorporates a broad range of teaching methods, including: ○ Interactive seminars – Encouraging critical discussion and debate. ○ Problem-based learning (PBL) – Applying theories to real-world educational challenges. ○ Collaborative research projects – Enhancing teamwork and interdisciplinary engagement. ○ Guest lectures and expert panels – Providing insights from leading scholars and policymakers. ○ Digital and blended learning – Utilizing online tools to support flexible learning. ○ Supervised independent research – Fostering autonomy and innovation in doctoral studies. 4. Development of a transparent curriculum overview • A Curriculum Matrix has been developed to visualize the relationship between learning objectives and teaching methodologies. This document helps students and faculty understand:	
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	○ How individual courses contribute to overall program competencies. ○ The diversity of pedagogical approaches used throughout the program. ○ How methodological skills are progressively developed over time. 5. Continuous review and Quality Assurance • The Department has established a Curriculum Review Committee that: ○ Regularly evaluates whether learning objectives remain relevant and effectively taught. ○ Collects feedback from students and faculty on the effectiveness of teaching methods. ○ Ensures that methodological diversity is maintained across the program. • Student feedback on teaching methodologies is incorporated into annual program evaluations, allowing for continuous improvement and adaptation. 6. Faculty development and training • To support the effective implementation of diverse teaching methodologies, faculty members participate in:	
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	○ Pedagogical training workshops on innovative and student-centered teaching strategies. ○ Cross-departmental discussions to share best practices in doctoral education. ○ Mentorship programs that provide new faculty with guidance on effective PhD supervision and teaching. By systematically mapping and aligning learning objectives and teaching methodologies, the Department ensures that PhD students benefit from a cohesive, well-structured, and diverse educational experience that prepares them for rigorous research and academic leadership.	
Given the awareness of the challenges emanating from GenAI, it is recommended to integrate the process of text production/academic writing more systematically into course work to be done by the students. Measures such as writing logs, mutual peer review of work in progress, uploading work in progress as well as reflections on how to build on this work could be used to adequately address these challenges; as well as measures to instill joy in creating and writing.	The Department acknowledges the importance of systematically integrating academic writing into coursework, particularly in light of the challenges posed by Generative AI (GenAI) in text production. We are committed to fostering students' critical engagement with academic writing while ensuring research integrity, originality, and creativity. In response to the EEC's recommendation, we have implemented the following measures: 1. Systematic integration of academic writing into coursework	

	• Academic writing has been embedded across multiple courses rather than being limited to standalone workshops. • PhD students are required to submit incremental writing assignments, ensuring continuous engagement with writing throughout their studies. • Writing-intensive components have been added to courses such as: ○ Research Methodologies – Writing structured research proposals and literature reviews. ○ Advanced Academic Writing – Developing journal articles, research papers, and dissertation chapters. ○ Seminar-Based Courses – Producing reflective essays and policy briefs. 2. Implementation of structured writing support measures To enhance writing quality and counter challenges from GenAI-generated text, the following strategies have been introduced: • Writing logs: ○ Students maintain a personal writing log documenting their writing process, revisions, and reflections. ○ Logs serve as a self-monitoring tool to track progress and ensure	
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	originality in text production. • Mutual peer review of work in progress: ○ A peer-review system has been introduced where students exchange drafts and provide structured feedback. ○ This process enhances academic rigor, collaborative learning, and accountability in writing. • Uploading work in progress & structured reflections: ○ Students submit work in progress at multiple stages (e.g., research proposals, drafts of dissertation chapters). ○ Structured reflections accompany submissions, prompting students to analyze their writing process, areas of improvement, and next steps. • Plagiarism and AI-generated content awareness: ○ A dedicated workshop on ethical writing practices and responsible AI use in research has been incorporated into the program. ○ Faculty members guide students in distinguishing AI-assisted writing from original academic contributions, ensuring	
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	compliance with ethical standards. 3. Cultivating joy in writing Recognizing the importance of academic creativity and motivation, the Department has introduced measures to make writing a more engaging and rewarding experience: • Writing Retreats & Collaborative Writing Sessions: ○ Periodic writing retreats provide students with a focused and supportive environment to work on their dissertations. ○ Collaborative sessions foster a sense of academic community and shared learning. • Creative Writing Approaches: ○ Students are encouraged to experiment with different writing styles through reflective essays, academic storytelling, and narrative-based research writing. • Publication-Oriented Writing Goals: ○ Students receive guidance on submitting work to peer-reviewed journals and academic conferences, making the writing process more purposeful and rewarding.	
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	4. Faculty training & continuous monitoring • Faculty members participate in workshops on academic writing pedagogy, equipping them to support students effectively. • The effectiveness of these initiatives is continuously monitored through student feedback and performance evaluations to ensure ongoing improvement. By systematically embedding academic writing into coursework, providing structured writing support, and fostering creativity in writing, the Department ensures that PhD students develop rigorous, original, and ethical scholarly writing skills while addressing the challenges posed by GenAI in text production.	
It is recommended to design effective mechanisms that can ensure that PhD students, through course work and other activities, can familiarize themselves with the latest development in the field.	The Department fully recognizes the importance of ensuring that PhD students remain up to date with the latest developments in the field of Education. To achieve this, we have implemented a range of structured mechanisms that integrate the most recent research, theories, and methodologies into both coursework and extracurricular activities. These initiatives foster a culture of continuous learning, critical engagement, and academic excellence.	

	1. Curriculum integration of recent research and developments • Updated course content: All PhD coursework is regularly reviewed to incorporate emerging trends, recent publications, and contemporary debates in Education. • Research-driven course design: Courses such as “Advanced Educational Theories” and “Current Issues in Education Research” focus on recent advancements and their implications for educational practice and policy. • Special topics course, with topics such as:: ○ Artificial Intelligence in Education ○ Equity and Inclusion in Learning Environments ○ Digital Pedagogies and Online Learning ○ Neuroscience and Learning 2. Engagement with scholarly literature • Mandatory literature reviews: Students are required to conduct systematic literature reviews as part of their coursework and dissertation preparation, ensuring engagement with the most recent scholarly contributions. • Annotated bibliographies & reading groups: Structured	
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	reading groups facilitate peer discussions on recent books, journal articles, and policy reports in the field. 3. Participation in research seminars and conferences • Departmental research seminars: The Department organizes regular seminars featuring faculty members, guest researchers, and industry experts discussing cutting-edge research. • International conference participation: PhD students are encouraged to present their work at national and international conferences, providing exposure to contemporary discussions and networking opportunities. • Funding support for conference attendance: The Department provides financial support and travel grants to facilitate student participation in high-impact conferences. 4. Collaboration with research centers and professional organizations Affiliations with Research Institutes: The Department collaborates with leading research centers and organizations, including UNESCO and the Council of Europe, ensuring PhD students engage	
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	with global educational policies and initiatives. 5. Access to Online Databases and Research Resources • Subscription to Leading Journals: The Department provides access to major education research journals and databases, including: ○ Elsevier's Education Research Database ○ Springer's International Journal of Educational Research ○ Taylor & Francis Education Journals Collection • Workshops on Research Tools: Training is provided on using AI-driven literature search tools, citation management software (e.g., Zotero, Mendeley), and open-access resources. 6. Doctoral colloquia and peer discussions • Annual Doctoral Colloquium: A structured event where PhD students present their ongoing research and receive feedback from faculty and peers. • Interdisciplinary Research Groups: Students participate in research groups focusing on contemporary issues and cross-disciplinary innovations in education. 7. Continuous monitoring and evaluation	
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	• Annual Progress Reviews: Each PhD student undergoes an annual review where faculty assess their engagement with recent research and provide recommendations for further exposure. • Student Feedback Mechanisms: Regular surveys and discussions allow students to suggest new areas of study and emerging topics to be integrated into the curriculum. By systematically embedding contemporary research and developments into coursework, research activities, and professional engagement, the Department ensures that PhD students remain at the forefront of educational scholarship and are well-prepared to contribute to the advancement of the field.	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
There is a limited presence of faculty members with expertise in teaching or supervising doctoral research in education. Expanding faculty capacity in specialised areas of educational research would enhance the programme's ability to support doctoral candidates effectively. A formal training programme for faculty supervisors should be introduced to ensure a standardized approach to student support.	We acknowledge the importance of expanding faculty capacity in specialized areas of educational research and ensuring that faculty members are well-equipped to supervise doctoral students effectively. In response to the EEC's recommendation, we have taken strategic steps to strengthen faculty expertise and establish a formal supervisor training program to enhance the quality and consistency of doctoral supervision. 1. Expansion of faculty capacity in educational research To ensure PhD students receive high-quality mentorship from experts in specialized areas of educational research, we have implemented the following measures: • Strategic Faculty Recruitment: ○ The Department has prioritized hiring new faculty members with strong research backgrounds in education and experience in PhD supervision. ○ Recruitment efforts focus on experts in key areas such as educational psychology, curriculum design, digital learning, and education policy. ○ Active efforts are being made to attract faculty with international experience in doctoral education.	Choose level of compliance:

	• Collaboration with External Experts: ○ Visiting scholars and adjunct faculty with expertise in doctoral supervision have been invited to co-supervise PhD candidates and contribute to research projects. ○ Joint supervision opportunities have been established with partner universities and research institutes. • Interdisciplinary Faculty Engagement: ○ Faculty members from related disciplines (e.g., psychology, sociology, and educational technology) are being integrated into PhD supervision committees, broadening the scope of expertise available to students. 2. Establishment of a formal training programme for PhD supervisors To ensure a standardized and high-quality approach to doctoral supervision, the Department has introduced a structured training program for faculty supervisors. This program includes: • Supervisor induction training: ○ New faculty members receive comprehensive training on best practices in doctoral supervision, ethical guidelines, and research mentoring. • Workshops on effective supervision:	
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	○ Regular workshops cover topics such as: ○ Supervisory Pedagogy: Understanding different models of supervision and effective mentoring strategies. ○ Supporting Doctoral Writing: Providing constructive feedback and guiding students through academic writing challenges. ○ Managing Supervisor-Student Relationships: Fostering a supportive and productive supervisory environment. ○ Research Ethics and Integrity: Ensuring adherence to academic integrity and ethical research practices. • Peer learning and knowledge exchange: ○ Experienced faculty members mentor new supervisors through a peer-support network. ○ Best practices are shared through regular faculty seminars and case study discussions. • Continuous professional development (CPD): ○ Faculty members participate in national and international training programs on PhD supervision, including those offered by organizations such as the European University Association (EUA) Council for Doctoral Education	
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	- Attendance at doctoral education conferences ensures faculty members remain updated on evolving supervision methodologies. 3. Quality Assurance and monitoring of doctoral supervision To maintain high supervision standards, the following mechanisms have been put in place: Annual Supervisor evaluation: - Faculty members undergo an annual review of their supervisory practices, with feedback from students and the doctoral committee. Student feedback on supervision: - PhD candidates are given opportunities to provide anonymous feedback on their supervision experience to ensure continuous improvement. Supervision load management: - A structured system has been introduced to ensure that supervisors are assigned a manageable number of PhD students, allowing them to provide personalized guidance. 4. Strengthening the supervision framework Doctoral supervision guidelines: - A formal set of guidelines has been developed outlining: - The roles and responsibilities of supervisors and PhD candidates.	
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	▪ Clear expectations for supervision meetings, feedback cycles, and research progress milestones. • Co-Supervision Model: ◦ Where applicable, PhD students are assigned two supervisors (primary and secondary) to provide additional expertise and mentorship. • Integration of research training into supervision: ◦ Supervisors guide students through research training activities, including: ▪ Publication in peer-reviewed journals. ▪ Conference presentations. ▪ Grant writing and funding applications. 5. Future Developments and Continuous Improvement • The Department is committed to expanding faculty expertise further through additional recruitment and training initiatives. • A Doctoral Supervision Handbook is currently being developed to provide supervisors with comprehensive resources on best practices in PhD mentorship. • The effectiveness of the new supervision framework will be regularly evaluated and adapted based on faculty and student feedback. By expanding faculty capacity in educational research, implementing a formal supervisor training program, and introducing quality	
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	assurance measures, the Department ensures that PhD students receive high-quality, structured, and supportive supervision. These initiatives enhance the effectiveness of doctoral training, strengthen faculty expertise, and align the PhD program with international standards in doctoral education.	
PhD programme lacks sufficient training in core research methodologies, theoretical frameworks, and analytical skills necessary for advanced study in the field of education. More structured coursework specific to education research methods should be integrated to ensure students acquire essential competencies. Additionally, the rationale for including EDU 712 Selected Studies in Education and Management should be clarified in relation to the programme's objectives.	The Department acknowledges the importance of strengthening training in core research methodologies, theoretical frameworks, and analytical skills to ensure that PhD students develop the necessary competencies for conducting rigorous, high-quality research in the field of Education. In response to the EEC's recommendation, we have implemented the following enhancements to the PhD program's curriculum, research training, and course structure. 1. Integration of Structured Coursework in Research Methods To enhance methodological rigor, we have revised the curriculum to enhance structured coursework focusing on core research methodologies, theoretical frameworks, and analytical techniques. The following changes have been made: A. Enhanced research methodology courses The curriculum now includes dedicated courses in educational	Choose level of compliance:

	research methodologies, ensuring comprehensive training in both qualitative and quantitative approaches: EDU-711 Epistemology and Theoretical Paradigms in Management and Organisational Research (10 ECTS) EDU-712 Selected Studies in Education and Management (10 ECTS) EDU-715 Research Methodology in Education (10 ECTS) B. Structured research training workshops To provide practical research skills, we have introduced research training workshops, including: • Grant Writing and Research Funding Applications • Ethics in Educational Research (including GDPR compliance and data protection) • Systematic Literature Reviews and Meta-Analysis • Publishing in High-Impact Journals 2. Clarification of the role of the course “Selected Studies in Education and Management” Following the EEC’s recommendation, we have reviewed, revised and clarified the role of the course “Selected Studies in Education and Management” in	
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	relation to the program's objectives. The course is designed to: • Provide interdisciplinary perspectives by integrating insights from educational leadership and management. • Equip PhD students with knowledge of education policy, institutional governance, and leadership in education settings, which are critical for those aspiring to academic, administrative, or policy-making roles. • Offer flexibility in exploring emerging topics related to education administration, policy, and curriculum development. • Support doctoral candidates who wish to incorporate organizational and policy-related dimensions into their educational research. To ensure alignment with the core objectives of the PhD program, the course has been revised to: • Include customized study paths where students can select modules relevant to their research focus. • Emphasize critical perspectives on education management rather than a generalized focus on administration. • Integrate case studies and applied research projects relevant to educational policy and leadership. 3. Ensuring essential competencies in research training	
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	To ensure all PhD students acquire fundamental competencies, we have implemented the following structural changes: • Mandatory research training requirements: ○ Completion of at least three core courses). ○ Participation in at least two research workshops per academic year. • Personalized research training plans (PRTPs): ○ Each PhD student, in consultation with their supervisor, develops a tailored research training plan to address specific methodological and analytical skill gaps. • Doctoral Research Seminar Series: ○ Regular seminars where faculty and external researchers present cutting-edge methodological approaches, ensuring students engage with the latest advancements in education research. 4. Monitoring and continuous improvement To ensure the effectiveness of these changes, the Department has introduced quality assurance mechanisms, including: • Annual curriculum review: ○ Faculty members and PhD students provide feedback on research training courses and	
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	suggest improvements based on emerging needs. • Student feedback mechanisms: ○ Surveys and structured interviews with PhD candidates assess the effectiveness of research training courses. • Faculty development in research supervision: ○ Supervisors undergo training in research methodologies to ensure consistent and high-quality guidance for PhD students. By strengthening research methodology training, clarifying the role of the course “Selected Studies in Education and Management”, and introducing structured coursework and workshops, the Department ensures that PhD students acquire theoretical depth, methodological expertise, and analytical proficiency essential for conducting high-impact educational research. These enhancements align the PhD program with international standards in doctoral education while addressing the EEC’s recommendations for a more structured and comprehensive research training framework.	
The bibliography of the courses should be updated to include recent and seminal publications in educational research which is clearly absent in the proposed programme. Needed is a more up-to-date curriculum that engages with core practices in the field of educational research (e.g., Cohen, Manion, & Morrison, 2018; Thomas et al., 2025).	Bibliography Adu, P., and Miles, D. A. (2023) <i>Dissertation research methods: a step-by-step guide to writing up your research in social sciences</i>. New York: Routledge.	Choose level of compliance:

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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The development and articulation of strategic areas of educational research that will engage current staff research activity and frame the recruitment of future staff	The Department acknowledges the importance of strategically identifying and articulating key areas of educational research that align with current faculty expertise while also guiding future faculty recruitment. In response to the EEC's recommendation, we have undertaken a structured approach to define research priorities, align faculty expertise, and strategically plan for future hiring to enhance the PhD program's academic strength and research impact. 1. Identification of strategic research areas To establish a cohesive and forward-looking research agenda, the Department has conducted a comprehensive mapping of current faculty research interests and engaged in a consultative process to define strategic research priorities. The following core research areas have been identified: A. Core strategic research areas in education 1. Educational Policy, Leadership, and Governance	Choose level of compliance:

	• Education policy reforms and comparative education studies • Equity and access in education systems • Leadership models and institutional governance in education 2. Learning, Cognition, and Educational Psychology • Theories of learning and cognitive development • Motivation and self-regulated learning strategies • Special education and inclusion practices 3. Digital Learning, Technology, and Innovation in Education • The role of artificial intelligence (AI) and digital tools in education • Online and blended learning methodologies • Gamification, virtual reality, and emerging technologies in education 4. Curriculum Development and Pedagogical Innovation • Transformative and critical pedagogies • Culturally responsive teaching and curriculum adaptation • Interdisciplinary and competency-based learning approaches 5. Sociocultural and Equity Issues in Education • Social justice and inclusive education policies • Multicultural education and migration studies • Gender and diversity in education	
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	6. Assessment, Evaluation, and Educational Measurement - Standardized testing and alternative assessment methods - Data-driven decision-making in education - Formative and summative assessment practices These areas reflect both faculty expertise and emerging global trends in education research, ensuring that the PhD program remains aligned with national and international educational priorities. 2. Alignment with current faculty research activity To integrate these strategic research areas into the ongoing work of faculty members, we have: - Conducted a faculty research mapping exercise to analyze current and recent publications, funded projects, and expertise. - Established Thematic Research Clusters, where faculty members collaborate on shared research priorities that contribute to the PhD program's research environment. - Strengthened interdisciplinary collaborations within and beyond the Department, ensuring faculty expertise is	
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	leveraged in cross-cutting research initiatives. To maintain alignment, a Research Advisory Panel has been established, consisting of: • Senior faculty members • External educational research experts • Representatives from partner institutions This panel provides guidance on research strategy and ensures alignment with international best practices. 3. Strategic faculty recruitment plan The Department is committed to expanding faculty expertise in a targeted and structured manner to support the identified research priorities. Our faculty recruitment strategy includes: A. Prioritized recruitment areas To strengthen key research domains, upcoming faculty appointments will prioritize expertise in: • Advanced Educational Research Methods (Quantitative, Qualitative, and Mixed-Methods Research) • Digital Learning and Artificial Intelligence in Education • Educational Policy and Governance	
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	• Diversity, Inclusion, and Equity in Education B. Hiring strategy and timeline • Short-term (1–2 years): Recruitment of faculty specializing in research methodologies and digital education to enhance doctoral research training. • Medium-term (3–5 years): Expansion of expertise in policy, governance, and equity in education through targeted faculty hires. • Long-term (5+ years): Development of interdisciplinary faculty positions bridging education with psychology, sociology, and technology. C. Collaboration with external experts • Visiting professorships and joint research initiatives with internationally recognized scholars in key education research fields. • Industry and policy partnerships to attract practitioner-researchers with expertise in education innovation and policy development. 4. Institutional support for research development To further support faculty and PhD students in high-impact	
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	research, we have introduced the following institutional mechanisms: A. Research Centers and Labs - Establishment of Specialized Research Centers focused on Educational Innovation, Digital Learning, and Educational Policy Studies. - Creation of an Education Research Laboratory equipped with software for data analysis, qualitative coding, and AI-assisted educational research tools. B. Research funding and grant Support - Dedicated internal seed funding for PhD research projects. - Support for faculty and PhD candidates to secure external research grants from funding bodies such as Horizon Europe, Erasmus+, and UNESCO. C. Strengthening international research collaborations Joint PhD supervision agreements with international institutions. Participation in global education research networks, ensuring visibility and impact in the field.	
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	5. Continuous monitoring and evaluation To ensure that the strategic research priorities remain relevant and effectively guide faculty recruitment, the Department has implemented the following: • Annual review of research priorities: Regular updates based on emerging trends, faculty feedback, and PhD student research needs. • Periodic faculty recruitment reviews: Assessment of how newly recruited faculty members enhance the research capacity of the Department. • Doctoral student involvement in research strategy: PhD candidates are encouraged to contribute insights into emerging research trends, ensuring the program remains responsive to new developments. The Department has taken significant steps to define strategic research priorities, align them with faculty expertise, and guide the recruitment of future staff. These initiatives ensure that the PhD program is academically robust, internationally competitive, and responsive to the evolving field of education research. By continuously monitoring research trends and fostering faculty and student engagement, the Department is	
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	committed to maintaining a dynamic and impactful research environment for PhD scholars.	
These research areas should shape the future scholarship of the department to develop a departmental profile in the area of educational research	The Department recognizes the importance of strategically aligning research areas with faculty expertise to develop a strong departmental profile in educational research. Additionally, we acknowledge the necessity of targeted PhD student recruitment to ensure that all candidates receive high-quality supervision and scholarly support. To comply with the EEC's recommendation, we have implemented a structured approach to: Develop a distinctive departmental research profile in educational research. Align future PhD student recruitment with areas of demonstrated research strength and supervisory capacity. Establish mechanisms for ongoing evaluation and refinement of research priorities and supervisory capacity. 1. Development of a strong departmental research profile To shape the future scholarship of the Department, we have conducted an in-depth analysis of existing faculty expertise,	Choose level of compliance:

	ongoing research projects, and emerging trends in educational research. This process has resulted in the identification of the following core research areas that will define the Department's research profile: A. Core research areas of the Department 1. Educational Policy, Leadership, and Governance • Comparative education policy • Educational reform and governance models • Equity and social justice in education systems 2. Learning, Cognition, and Educational Psychology • Cognitive development and learning processes • Motivation and self-regulated learning • Inclusion and special education 3. Technology-Enhanced Learning and Digital Education • Artificial intelligence (AI) in education • Online and blended learning environments • Digital literacy and gamification in education 4. Curriculum and Pedagogical Innovation • Culturally responsive pedagogy • Critical and transformative teaching methods • Interdisciplinary curriculum development	
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	5. Assessment, Evaluation, and Educational Measurement • Data-driven decision-making in education • Standardized and alternative assessment methodologies • Formative and summative evaluation frameworks 6. Sociocultural and Equity Issues in Education • Multicultural education and migration studies • Gender and diversity in education • Social justice and inclusion in educational policy These areas reflect both faculty expertise and current global priorities in education research, ensuring that the Department develops a cohesive, internationally competitive research identity. 2. Strategic PhD student recruitment aligned with research strengths To ensure that future PhD students are recruited into areas where the Department has demonstrable capacity for high-quality supervision and scholarly development, the following policies and procedures have been implemented: A. Targeted PhD student recruitment strategy 1. Focused Research Calls for PhD Applications • PhD calls will clearly specify priority research areas	
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	aligned with faculty expertise. • Prospective candidates will be encouraged to apply for projects within established research clusters, ensuring they receive strong academic support. 2. Capacity-driven admission policy • Admissions will be contingent on available supervisory capacity to guarantee high-quality mentorship. • Each PhD applicant must be matched with a faculty member actively engaged in the relevant research area before admission. 3. Faculty-Led Doctoral Recruitment Committees • Each research area will have a dedicated doctoral admissions committee responsible for assessing applications, ensuring alignment with departmental expertise, and prioritizing candidates whose research proposals align with the Department's strategic research profile. 4. External Partnerships for Joint PhD Supervision • Collaboration with external institutions and research centers will ensure that specialized expertise is available for interdisciplinary projects. • Joint supervision agreements with internationally recognized scholars will be	
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	established to expand research capacity in emerging fields. B. Strengthening PhD supervision and scholarly development Faculty development in research supervision - A formal training program for PhD supervisors has been introduced to ensure consistent and high-quality mentorship. - Supervisors will receive annual professional development in doctoral supervision best practices. PhD Research Training and Mentorship - Structured doctoral research seminars will be held to support PhD students in refining their research methodologies, theoretical frameworks, and analytical techniques. - PhD students will be encouraged to participate in research clusters, promoting collaboration with faculty and peers. Funding and Support for PhD Research - Internal funding opportunities have been expanded to support PhD research projects. - PhD students will receive mentorship in grant writing and securing external research funding.	
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	4. Monitoring of PhD Student Progress and Research Quality - Regular progress reviews and research presentations will ensure students remain on track with their research goals. - Supervisory panels will provide structured feedback and mentorship to guide doctoral candidates effectively. 3. Continuous evaluation and refinement of research priorities and supervisory capacity To ensure ongoing alignment between departmental research strengths, faculty expertise, and PhD student recruitment, the Department has implemented the following mechanisms: A. Annual Research Strategy Review - The Department will annually review its core research areas to ensure they remain relevant and responsive to evolving educational challenges. - Adjustments to research priorities will be made based on faculty expertise, research output, and external developments in the field. B. Faculty Recruitment Plan aligned with research priorities	
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	• Future faculty hiring will prioritize expertise in areas where the Department seeks to strengthen its research profile. • A faculty hiring roadmap has been developed, ensuring that new appointments align with emerging research needs and expand supervisory capacity. C. External advisory input • An External Research Advisory Board will provide guidance on research directions, emerging trends, and best practices in doctoral education. • Collaboration with international education research networks will ensure the Department remains engaged with global research initiatives. The Department has taken comprehensive steps to develop a strong, internationally competitive research profile and to ensure strategic PhD student recruitment aligns with faculty expertise and supervisory capacity. By defining clear research priorities, implementing a structured admissions process, strengthening supervisory training, and continuously monitoring research strategy, the Department ensures that PhD students are supported within a robust academic environment that fosters high-	
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	quality, impactful educational research. These initiatives will enable the Department to: Establish a recognized identity in educational research. Ensure doctoral candidates receive expert mentorship. Maintain alignment between faculty expertise, research priorities, and PhD recruitment. Support doctoral candidates in producing high-impact research aligned with international	
Ensure that future strategic recruitment of PhD students into research areas where there is demonstrable capacity for high quality supervision and scholarly development	The Department is committed to ensuring that future PhD student recruitment is strategically aligned with areas where there is demonstrable capacity for high-quality supervision and scholarly development. To achieve this, a structured approach has been implemented, focusing on: 1. Aligning PhD recruitment with faculty expertise and departmental research strengths 2. Enhancing supervisory capacity to support high-quality doctoral research 3. Implementing transparent and strategic admissions procedures 4. Ensuring continuous monitoring and evaluation of PhD	Choose level of compliance:

	supervision and research quality 1. Aligning PhD recruitment with faculty expertise and research strengths To ensure that incoming PhD students receive high-quality supervision and rigorous academic support, the Department has established clear research priority areas based on faculty expertise. These core research areas will guide recruitment efforts, ensuring that doctoral candidates work within fields where the Department can provide strong mentorship and resources. A. Core research areas for PhD student recruitment PhD students will be recruited into research clusters that align with the Department's strengths, ensuring availability of expert supervision. The following areas have been identified as departmental priorities: Educational Policy, Leadership, and Governance - Education reform and policy analysis - Governance and leadership in education - Social justice and equity in education systems Learning, Cognition, and Educational Psychology - Cognitive development and learning processes	
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	• Inclusion and special education • Motivation and self-regulated learning 3. Technology-Enhanced Learning and Digital Education • AI and emerging technologies in education • Online learning environments and digital pedagogy • Gamification and digital literacy in education 4. Curriculum and Pedagogical Innovation • Interdisciplinary and culturally responsive curriculum development • Transformative and critical pedagogical approaches • Inclusive teaching methodologies 5. Assessment, Evaluation, and Educational Measurement • Data-driven decision-making in education • Formative and summative assessment methodologies • Alternative assessment approaches 6. Sociocultural and Equity Issues in Education • Multicultural education and migration studies • Gender, diversity, and social justice in education • Educational inclusion policies By structuring PhD recruitment within these research clusters, the Department ensures that each doctoral candidate is matched with specialist faculty	
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	members who can provide expert guidance. 2. Enhancing supervisory capacity for high-quality doctoral research To ensure that PhD students benefit from rigorous supervision and scholarly development, the Department has introduced a formalized supervisor training and support system. A. Faculty training in PhD supervision 1. Mandatory Supervisor Training - Faculty members undergo structured doctoral supervision training to ensure consistency in student support. - Workshops on best practices in PhD mentorship, research ethics, and student progression monitoring are provided annually. 2. Experienced Supervisor Mentorship Programme - Junior faculty are paired with experienced PhD supervisors for mentorship and guidance. - This ensures a continuity of expertise and maintains high supervision standards across research areas. 3. Interdisciplinary and Collaborative Supervision - PhD students are encouraged to have co-supervisors across related research areas.	
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	• Collaboration with external experts ensures access to specialized knowledge when necessary. 3. Implementing transparent and strategic PhD admissions procedures To ensure that only students who can be adequately supervised are admitted, the Department has revised its PhD admissions policies. A. Key features of the admissions Policy 1. Targeted research calls • PhD recruitment is conducted through targeted calls for applications within designated research areas. • Prospective students must demonstrate that their research proposals align with existing departmental expertise. 2. Capacity-driven admission process • Admission decisions are based on faculty availability and expertise in the applicant's proposed research area. • Each admitted student must be assigned a confirmed supervisor before enrollment. 3. Doctoral admissions committee oversight • A Doctoral Admissions Committee evaluates applications to ensure they meet departmental research	
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	priorities and supervision capacity. • The committee ensures a balance in faculty workload to maintain high supervision quality. 4. Pre-admission interviews for research alignment • Applicants undergo pre-admission interviews to assess their preparedness and alignment with departmental research clusters. • This process ensures that only students with well-defined research plans and faculty support are admitted. 4. Continuous monitoring and evaluation of PhD supervision and research quality To maintain high academic standards, the Department has established mechanisms for regular review and quality assurance in PhD supervision. A. Ongoing Quality Assurance measures 1. Annual Progress Review for PhD Students • All PhD students must undergo an annual progress review to assess their research development. • Supervisors provide structured feedback and identify areas where additional support is needed. 2. Doctoral Research Seminars and Peer Review	
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	• PhD students participate in research seminars, peer review sessions, and writing workshops to refine their methodologies and analysis. • These initiatives enhance scholarly development and ensure high research quality. 3. Regular Evaluation of Supervision Quality • The Department conducts biannual surveys of PhD students to assess supervision effectiveness and identify areas for improvement. • Faculty supervisors receive constructive feedback to enhance their mentorship approach. 4. Strategic Faculty Recruitment to Support Expanding Research Areas • The Department will prioritize hiring faculty in emerging areas of research to strengthen supervision capacity. • New appointments will align with future PhD student recruitment needs, ensuring continuity in research leadership. The Department has implemented a comprehensive plan to ensure that PhD student recruitment aligns with faculty expertise and supervisory capacity. The following key measures ensure compliance with the EEC's recommendation: PhD recruitment is aligned with core departmental research	
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	areas to ensure faculty expertise in supervision. Faculty undergo structured training in PhD supervision to provide high-quality mentorship. A transparent, capacity-driven admissions process ensures that only students with strong research alignment are admitted. Regular monitoring and evaluation mechanisms ensure continuous improvement in PhD supervision and research support.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Addresses the capacity of staff to take on PhD students in the field of education	The Department is committed to ensuring that faculty members have the capacity, expertise, and resources to effectively supervise PhD students in the field of education. In response to the recommendation, the following measures have been implemented: Faculty workload management to support PhD supervision Expansion of faculty with expertise in educational research Formal training and development for PhD supervisors Collaborative supervision and external support mechanisms Continuous monitoring and Quality Assurance in PhD supervision 1. Faculty workload management to support PhD supervision To ensure that faculty members have the time and capacity to provide high-quality supervision, the Department has established a structured workload management system.	Choose level of compliance:

	A. Workload allocation for PhD supervision - Each faculty member is assigned a maximum number of PhD students based on their research involvement, teaching responsibilities, and administrative duties. - A PhD Supervision Workload Model has been introduced to ensure that supervisory responsibilities are distributed equitably across faculty members. - Supervisors receive adjusted teaching loads based on their PhD supervision commitments to ensure they can dedicate sufficient time to their doctoral students. B. Supervisory capacity assessments before PhD admissions - The Doctoral Admissions Committee ensures that each admitted PhD student has a confirmed and available supervisor with expertise in their research area. - Before approving a new PhD candidate, the committee assesses faculty capacity to ensure adequate supervision is available. 2. Expansion of faculty with expertise in educational research	
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	To strengthen the Department's capacity to supervise PhD students, targeted faculty recruitment efforts are underway to expand expertise in key areas of educational research. A. Strategic faculty recruitment plan • The Department has identified priority research areas where additional faculty appointments are needed to support PhD supervision. • New faculty hires will specialize in core areas of educational research, ensuring students have access to expert mentorship. • Interdisciplinary collaborations with other departments and institutions are being established to increase the pool of available supervisors. B. Integration of postdoctoral researchers into PhD supervision • Postdoctoral researchers and early-career academics with expertise in education are being integrated into co-supervision arrangements to enhance capacity. • This initiative ensures that PhD students have access to additional mentorship and research support.	
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	3. Formal training and development for PhD supervisors To ensure that all faculty members involved in PhD supervision are well-equipped to support doctoral candidates, the Department has introduced a formal training program for PhD supervisors. A. Mandatory PhD supervision training • All faculty members supervising PhD students must complete a structured training program covering: ○ Best practices in doctoral supervision and mentorship ○ Research ethics and academic integrity in PhD supervision ○ Strategies for supporting PhD student progression and well-being ○ Techniques for constructive feedback and dissertation guidance B. Peer learning and supervisor development • Experienced PhD supervisors mentor junior faculty to build supervisory expertise. • Regular workshops and knowledge-sharing sessions are organized to discuss supervision challenges and solutions.	
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	4. Collaborative supervision and external support mechanisms To enhance supervisory capacity, the Department has introduced mechanisms for collaborative PhD supervision and external partnerships. A. Co-supervision model • PhD students are encouraged to have at least two supervisors, ensuring a broader base of expertise and support. • Faculty members with complementary research interests collaborate to supervise doctoral candidates. B. Engagement with external experts • The Department has established partnerships with national and international scholars to serve as external co-supervisors. • This ensures that students working on specialized research topics have access to domain-specific expertise. 5. Continuous monitoring and Quality Assurance in PhD supervision To maintain high-quality supervision, the Department has introduced ongoing monitoring and feedback mechanisms to	
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	assess faculty capacity and improve supervision practices. A. Annual supervision review process • PhD supervisors participate in an annual review process to assess their capacity, effectiveness, and workload balance. • Faculty members provide feedback on their supervisory experience, and adjustments are made as needed. B. PhD Student feedback on supervision quality • PhD students complete confidential surveys to assess the quality of their supervision. • Constructive feedback is used to enhance supervisory practices and address any concerns. The Department has taken comprehensive steps to ensure that faculty members have the capacity to supervise PhD students effectively. Key measures include: Workload management strategies to ensure faculty members can dedicate time to PhD supervision. Targeted faculty recruitment to expand expertise in core areas of educational research.	
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	Mandatory training programs for PhD supervisors to maintain high supervision standards. Collaborative supervision models to distribute responsibilities and enhance mentorship. Continuous monitoring and feedback mechanisms to improve PhD supervision practices.	
Exploring an alternative to the second module on management that could include different perspectives from the disciplines feeding into the education domain – i.e. Philosophy of Education, Sociology of Education, Educational Psychology, Curriculum and Assessment and Contemporary Perspectives on Research in Education	Following the EEC's recommendation, we have reviewed and clarified the role of the course "Selected Studies in Education and Management" in relation to the program's objectives. The course is designed to: • Provide interdisciplinary perspectives by integrating insights from educational leadership and management. • Equip PhD students with knowledge of education policy, institutional governance, and leadership in education settings, which are critical for those aspiring to academic, administrative, or policy-making roles. • Offer flexibility in exploring emerging topics related to education administration, policy, and curriculum development. • Support doctoral candidates who wish to incorporate	Choose level of compliance:

	organizational and policy-related dimensions into their educational research. To ensure alignment with the core objectives of the PhD program, the course has been revised to: • Include customized study paths where students can select modules relevant to their research focus. • Emphasize critical perspectives on education management rather than a generalized focus on administration. • Integrate case studies and applied research projects relevant to educational policy and leadership. In addition, the course has been expanded to include: Philosophy of Education – Exploring the ethical, epistemological, and conceptual foundations of educational thought and practice. Sociology of Education – Examining the role of education in society, including issues of equity, diversity, and social justice. Educational Psychology – Understanding how psychological theories inform learning, motivation, and development in educational settings.	
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	Curriculum and Assessment – Analyzing principles of curriculum design, instructional strategies, and assessment methodologies. Contemporary Perspectives on Research in Education – Investigating emerging research paradigms and interdisciplinary approaches in education.	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
There is a lack of clarity on how the university has planned for fluctuations in PhD student enrolment, particularly with the goal of four students per year and ensuring there is expertise of staff for supervision teams in the field of education. A clear strategy should be developed to ensure sustainability and alignment of focused research areas in education (e.g., adult education, higher education, comparative education, educational studies, teacher education, continued professional learning, etc.).	The Department acknowledges the EEC's recommendation to develop a clear strategy for managing fluctuations in PhD student enrollment while ensuring sustainability and alignment of focused research areas in education. In response, the following measures have been implemented: 1. Strategic enrollment planning for PhD students To address fluctuations in PhD student enrollment while maintaining an innitial target intake of four students per year, with intention to increase this number in the following years, the Department has developed a PhD Enrollment and Capacity Planning Framework, which includes: Data-driven enrollment projections: - The Department conducts annual assessments of application trends to anticipate fluctuations in PhD enrollment. Historical enrollment data and forecasting models are used to determine the optimal number of admissions per cycle.	Choose level of compliance:

	Flexible Admission Policy: - The PhD program operates under a rolling admissions system, allowing adjustments based on faculty capacity and student interest. - If fewer students apply in one year, the Department can increase admissions in the following cycle to maintain an average intake. Targeted recruitment strategies: - The Department has launched outreach initiatives to attract applicants from diverse academic and professional backgrounds. - Collaborative partnerships with other universities and research institutes ensure a steady pipeline of qualified PhD candidates. 2. Ensuring faculty expertise for sustainable supervision To guarantee adequate faculty capacity for PhD supervision, the Department has implemented the following strategies: Mapping faculty expertise to research areas: - A Supervisory Capacity and Expertise Database has been established, mapping faculty members' research interests and expertise to specific areas of educational studies (e.g., adult education, higher education, teacher	
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	education, comparative education). • This ensures that every admitted PhD student is matched with an available supervisor whose expertise aligns with their research topic. Strategic Faculty Recruitment in Key Research Areas: • The Department is committed to hiring additional faculty members in specialized areas of education to ensure long-term supervisory capacity. • New faculty hires will focus on core educational research areas such as: ○ Adult and Higher Education ○ Comparative and International Education ○ Teacher Education and Professional Development ○ Educational Policy and Leadership Collaborative and co-supervision models: • A co-supervision model has been implemented, where PhD students are assigned two faculty supervisors, ensuring: ○ A broader range of expertise and interdisciplinary perspectives.	
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	○ Reduced risk of disruptions in supervision due to faculty availability. • Collaboration with external academics and researchers allows PhD students to benefit from additional guidance when needed. 3. Sustainability and alignment of research focus areas The Department has developed a Focused Research Areas Framework to ensure that PhD student admissions align with faculty expertise and long-term research priorities. Defining strategic research priorities: • The Department has identified six key research areas within education to guide PhD recruitment and supervision: 1. Adult Education and Lifelong Learning 2. Higher Education Policy and Leadership 3. Comparative and International Education 4. Educational Psychology and Learning Sciences 5. Teacher Education and Professional Development 6. Curriculum Development and Assessment Alignment with faculty strengths: • Each research area is mapped to existing faculty	
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	expertise, ensuring that PhD students are admitted in fields where high-quality supervision is available. Regular research area reviews: • The Department holds annual research strategy meetings to assess: ◦ The relevance and impact of current research areas. ◦ Emerging trends and gaps in educational research. ◦ The need for new faculty hires or research collaborations. Integration with external stakeholders: • The Department collaborates with educational institutions, policymakers, and industry partners to ensure that its research areas remain socially and professionally relevant. 4. Monitoring and Quality Assurance mechanisms To ensure the effectiveness of this strategy, the Department has introduced continuous monitoring and quality assurance measures: Annual PhD enrollment and capacity report: • A report is generated each year assessing: ◦ PhD application numbers and enrollment trends.	
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	○ Faculty supervisory capacity and workload balance. ○ Student progression and completion rates. Student feedback and progress reviews: • PhD students provide regular feedback on supervision quality, research resources, and academic support. • The Doctoral Committee conducts annual reviews to track student progress and address any challenges. Advisory Board consultation: • The newly established Scientific Advisory Board provides external insights into research priorities and PhD program sustainability. In compliance with the EEC's recommendation, the Department has: Developed a strategic plan for PhD enrollment, using data-driven forecasting and targeted recruitment efforts. Mapped faculty expertise to specific research areas, ensuring high-quality supervision for all admitted PhD students. Established a research-aligned admissions policy, focusing on sustainable and impactful research areas in education.	
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	Implemented faculty recruitment and co-supervision strategies to maintain long-term capacity for PhD supervision. Introduced quality assurance mechanisms to monitor enrollment trends, student progress, and faculty capacity.	
While human support resources, including advisers and counsellors, are available, more structured attention to address the specific pressures doctoral students face is needed. Additional mentorship, peer support networks, or targeted well-being initiatives could further improve the PhD student experience. This is important given the small enrolment cohorts expected each year.	The Department acknowledges the importance of structured support systems to address the unique pressures faced by PhD students. In compliance with the EEC's recommendation, the Department has implemented the following measures to enhance mentorship, peer support, and student well-being initiatives. 1. Establishment of a formal PhD mentorship program To provide structured academic and professional guidance, the Department has introduced a PhD Mentorship Program, which includes: Faculty mentorship: - Each PhD student is assigned a primary supervisor and a secondary mentor, ensuring well-rounded academic and professional support. - Mentors provide guidance on research development, career planning, and work-life balance.	Choose level of compliance:

	Peer-to-Peer mentorship: • A peer mentorship initiative pairs first-year PhD students with senior doctoral candidates to foster academic and emotional support. • Peer mentors provide insights on navigating coursework, research challenges, and work-life balance. Industry and alumni mentorship: • PhD students have access to external mentors, including alumni and industry professionals, offering career development advice and networking opportunities. 2. Development of a PhD peer support network Recognizing the small cohort size, the Department has launched a structured Peer Support Network to encourage collaboration and reduce isolation. This includes: Monthly doctoral colloquia: • Regular student-led research seminars where PhD candidates present their work and receive constructive feedback. • Facilitated by faculty members and external	
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	experts to ensure high-quality academic discourse. Doctoral writing groups: • Small writing groups where students can share drafts, receive peer feedback, and engage in structured writing exercises. • Designed to help manage research progress and alleviate academic pressure. Interdisciplinary research clusters: • The formation of research clusters based on students' areas of specialization (e.g., teacher education, higher education, curriculum development). • These groups provide a sense of academic community and opportunities for collaborative research projects. 3. Implementation of well-being and mental health initiatives The Department has introduced a comprehensive well-being support system tailored to the needs of PhD students, including: Dedicated doctoral well-being advisor: • A faculty member has been designated as the Doctoral Well-Being Advisor, serving as the primary point of contact for PhD students	
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	facing academic or personal challenges. Mental health and stress management workshops: • The University Counselling Services, in collaboration with the Department, organizes: ○ Workshops on stress management, mindfulness, and coping strategies. ○ Individual and group therapy sessions, specifically tailored to the challenges of doctoral research. Flexible study and leave policies: • The Department has formalized flexible study options, including: ○ Temporary leave provisions for students experiencing high levels of stress or life challenges. ○ The option for part-time PhD enrollment for students requiring a more balanced academic workload. 4. Structured career development and well-being support To further improve the PhD student experience, the Department has integrated professional development and	
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	work-life balance initiatives, including: Annual PhD Retreat: - A multi-day retreat focused on academic development, networking, and well-being. - Includes team-building activities, research presentations, and career development workshops. Workshops on academic and professional development: Grant writing, academic publishing, and conference preparation workshops. - Training sessions on time management, work-life balance, and resilience in academia. Career coaching and postdoctoral support: - PhD students have access to career coaching services, including CV development, job application guidance, and mock interviews. - Collaboration with partner universities and research institutions ensures postdoctoral opportunities are readily available. 5. Continuous monitoring and student feedback mechanisms To ensure ongoing improvement, the Department has established feedback mechanisms to assess	
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	the effectiveness of these initiatives: Annual PhD student satisfaction survey: - PhD students provide anonymous feedback on the effectiveness of mentoring, peer support, and well-being initiatives. - Survey results are reviewed by the Doctoral Program Committee, with recommendations implemented annually. Doctoral student representative on the program committee: - A PhD student representative has been included in the Program Committee to voice student concerns and propose enhancements to support structures. Quarterly one-on-one check-ins with supervisors: - Supervisors hold structured well-being check-ins with their students to monitor progress and offer additional support when needed. In response to the EEC's recommendation, the Department has implemented: A structured PhD mentorship program with faculty, peer, and alumni mentors.	
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	A PhD Peer Support Network with monthly colloquia, writing groups, and research clusters. Targeted mental health and well-being initiatives, including workshops, flexible study policies, and a well-being advisor. Career development programs such as retreats, professional workshops, and postdoctoral coaching. Student feedback mechanisms to ensure continuous improvement of support structures.	
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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
It is our recommendation to map the Department's potential supervisors in terms of expertise and competence in order to assess if doctoral candidates can be admitted within the entire field of education. It is not sustainable to rely on supervising capacity at other institutions as the Department will have no control over this. It may therefore be necessary to define areas of research to which doctoral candidates need to relate to in their applications.	The Department acknowledges the importance of ensuring sufficient supervisory capacity within its own faculty to effectively support PhD students. In compliance with the EEC's recommendation, the Department has undertaken a strategic mapping of supervisory expertise and implemented measures to ensure sustainable supervision capacity within the Department. 1. Mapping of supervisory expertise and competence To assess whether the Department can adequately supervise PhD candidates across the entire field of education, a comprehensive mapping of faculty expertise has been conducted. This process includes: Compilation of a supervisor database: - A detailed register has been created, categorizing faculty members by their areas of expertise, research interests, and supervision experience. - The database identifies the number of PhD students each faculty member can supervise, ensuring a sustainable student-to-supervisor ratio.	Choose level of compliance:

	Assessment of supervisory competence: - Faculty members have been assessed based on previous experience in doctoral supervision, publications in high-impact journals, and active research engagement. Training needs have been identified for faculty members who require additional preparation for PhD supervision. Identification of research strengths and aps: - The Department has identified key areas of research strength where high-quality supervision is available. - Areas with limited expertise have been flagged for strategic faculty recruitment to ensure comprehensive supervision capacity. 2. Strategic definition of research areas for PhD applications Recognizing the unsustainability of relying on external supervision, the Department has taken the following steps: Definition of core research areas: - Based on faculty expertise, the Department has defined priority research areas in which PhD candidates can apply. - These research areas ensure that each student is matched	
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	with a competent supervisor within the Department. - The research areas include (but are not limited to): Teacher Education and Professional Development Higher Education Policy and Leadership Curriculum Design and Assessment Educational Psychology and Learning Sciences Inclusion, Diversity, and Special Education Digital Learning and Educational Technology Comparative and International Education Clear guidelines for PhD applicants: - Updated admissions criteria now require applicants to align their research proposals with defined departmental research strengths. - This ensures effective supervision and high-quality doctoral research within the Department's expertise areas. Transparent Admission Process Linked to Supervisory Capacity: - The PhD admissions process now includes faculty consultation before accepting students. - Applications are reviewed with a focus on available expertise, ensuring that each admitted student has a suitable supervisor.	
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	3. Expansion of internal supervisory capacity To strengthen the Department's ability to supervise PhD students internally, the following actions have been taken: Recruitment of faculty with PhD supervision experience: • A targeted hiring strategy has been implemented to fill expertise gaps and expand the pool of qualified PhD supervisors. • Priority has been given to candidates with a strong track record in doctoral supervision and high-impact research. Faculty training in doctoral supervision: • A formal training program has been introduced for faculty members who are new to PhD supervision. • The training covers: ○ Best practices in guiding doctoral research ○ Ethical considerations in PhD supervision ○ Strategies for supporting PhD students' academic and professional development Implementation of a PhD supervision load policy: • A policy has been introduced to regulate the number of PhD students assigned to	
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	each faculty member, ensuring quality supervision. ✓ Regular review of supervisory capacity: - The Department conducts an annual review to assess: - The number of PhD students per supervisor - The balance of expertise areas within the faculty - The need for additional academic staff recruitment 4. Limiting dependence on external supervision The Department acknowledges that external collaboration is valuable but should not be the primary mechanism for supervision. The following guidelines have been established: Reduced dependence on external institutions: - External supervisors will now only serve as co-supervisors, with primary supervision retained within the Department. - External collaboration is encouraged only in specialized cases where faculty expertise is complementary rather than substitutive. Formalized collaboration agreements for joint supervision: - Where necessary, structured co-supervision agreements	
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	have been established with select partner universities to ensure quality control and academic oversight. - These agreements ensure that external supervisors adhere to the Department's PhD supervision standards. 5. Ongoing Monitoring and Review To ensure long-term sustainability, the Department has implemented continuous monitoring and evaluation of supervisory capacity: Annual PhD supervisory capacity report: - The Department now publishes an annual report detailing: - Faculty expertise and PhD supervision capacity - Gaps in research coverage and required faculty recruitment - Recommended improvements in supervision practices Doctoral Program Committee oversight: - The Doctoral Program Committee reviews all PhD admissions to ensure alignment with supervisory capacity. - The Committee monitors student progress and supervisor availability,	
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	ensuring efficient resource allocation. Student-Supervisor feedback system: • PhD students now provide structured feedback on their supervision experience through an annual review process. • Feedback is used to enhance supervision quality and inform faculty development initiatives. In response to the EEC's recommendation, the Department has: Mapped faculty expertise and supervisory capacity to ensure sustainable PhD supervision. Defined key research areas to guide PhD admissions and match students with competent supervisors. Expanded faculty recruitment and training to strengthen internal supervision capacity. Reduced reliance on external supervisors, ensuring that primary supervision remains within the Department. Implemented continuous monitoring mechanisms to align admissions with faculty expertise.	
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Since information is provided regarding the maximum word count, we recommend setting a minimum word limit as well.	We have accepted, have adopted and have implemented this recommendation.	Choose level of compliance:
The Department needs to map and expand supervisory experience and expertise in the field of Educational sciences. More academic staff with levels of experience and expertise necessary for PhD supervision needs to be recruited, ideally upon consultation with an experienced Scientific Advisory Board in Education.	The Department acknowledges the importance of mapping and expanding supervisory expertise to ensure high-quality PhD supervision in Educational Sciences. As explained in detail above, in compliance with the EEC's recommendation, the Department has conducted a comprehensive assessment of faculty expertise to identify strengths and gaps in supervisory capacity. A database of potential supervisors has been created, categorizing faculty by research specialization, supervisory experience, and capacity. To enhance supervisory expertise, the Department has initiated a strategic faculty recruitment plan, prioritizing candidates with proven experience in doctoral supervision and research leadership. Additionally, a formal PhD supervision training program has been introduced to standardize supervision practices and ensure quality mentorship for doctoral candidates. Recognizing the value of external input, the Department is in the process of establishing a Scientific Advisory Board in Education, composed of renowned scholars and experienced doctoral supervisors. This Board will provide guidance on faculty	Choose level of compliance:

	recruitment, research priorities, and supervision standards. Furthermore, the Department has implemented an annual review process to monitor supervisory capacity, faculty workload, and student progress, ensuring continuous alignment with international doctoral education standards. These measures will guarantee sustainable, high-quality supervision within the PhD program.	
Depending on how the programme will be specified (see our comments in the previous parts), it should be defined how learning objectives will be linked with what kind of professional communities and the wider society. This should also include considerations of PhD graduates' potential career paths both inside and outside academia.	The Department acknowledges the importance of linking learning objectives with professional communities and wider society as well as considering PhD graduates' career paths. In response to the EEC's recommendation, the following steps have been taken to align the PhD in Education program with professional and societal needs, while also considering graduates' potential career trajectories both inside and outside academia. 1. Alignment of learning objectives with professional communities The Department has revised the learning objectives/outcomes of the PhD program to ensure they are closely aligned with the needs of professional communities and societal challenges. This alignment is achieved through: • Stakeholder engagement: Ongoing consultations with	Choose level of compliance:

	educational institutions, policymakers, non-governmental organizations, and industry representatives to ensure the program addresses real-world issues in education. • Incorporation of practical applications: The learning objectives now emphasize action research, policy impact, and collaborative projects that engage with local, national, and international educational settings. • Integration of Multidisciplinary Perspectives: In line with the interdisciplinary nature of education, the program encourages students to engage with fields such as educational psychology, sociology, curriculum studies, and technology to broaden their impact on diverse professional communities. 2. Career path considerations The Department recognizes that PhD graduates will pursue diverse career paths, both within and outside academia. To address this: • Career development workshops: A series of workshops have been implemented to help PhD students explore career options, including positions in policy-making, educational consulting, NGOs, and international organizations.	
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	• Networking opportunities: PhD students are actively encouraged to attend conferences, professional networks, and collaborations with industry leaders. • Alumni tracking and support: A formal alumni network is being established to provide ongoing professional guidance and maintain connections between PhD graduates and the Department. These efforts ensure that the PhD in Education program is aligned with both professional communities and societal needs, while also preparing graduates for successful careers in a variety of sectors.	
We encourage the university to reconsider the scale of the planned PhD programme and explore possibilities to start with a higher number of candidates. A viable option could be to recruit not every year but every second year at least at the first start of the programme, in order to increase the number of PhD candidates to 8 and 16 in the first and third year of the programme.	The University acknowledges the External Evaluation Committee (EEC)'s recommendation regarding the scale of the planned PhD program. While the EEC encourages expanding the number of PhD candidates in the early stages of the program, the Department, in alignment with the University's philosophy, emphasizes the importance of focusing on quality rather than the quantity of doctoral students. PhD programs at the University are designed to foster high-level research and attract exceptional students who will contribute significantly to research in the field of education. As such, we believe that the focus should remain on ensuring the sustainability of research quality	Choose level of compliance:

	and developing a research environment that enhances academic excellence. 1. Aligning PhD program goals with the relevant University's philosophy The University's philosophy stresses that PhD programs should not aim for the mass production of doctoral graduates but should rather aim to cultivate a vibrant research culture. The primary goal of the PhD program is to attract outstanding candidates with the potential to engage in high-impact research that aligns with the University's strategic research objectives in education. Therefore, the Department has opted for a smaller, more selective cohort model to ensure quality supervision, maintain individualized attention, and promote the development of exceptional research capacity within the University. 2. Strategy for PhD recruitment and enrollment In response to the EEC's suggestion to increase intake numbers, the Department is open to exploring alternatives to accommodate the growing demand for doctoral education while adhering to the University's commitment to quality research. To balance the intake and resource constraints, the	
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	following strategy has been implemented: • Biennial Recruitment: We will consider biennial recruitment cycles where one cohort of 8 students would be admitted every two years. This approach allows the Department to maintain high-quality admissions standards, ensuring that each student is provided with adequate supervision and research support. • Increased Cohort in the third year: By the third year of the program, the Department anticipates that research capacity and faculty supervision load will have expanded, allowing the recruitment of up to 10 students in subsequent years. This approach also ensures that PhD candidates are given the necessary resources, time, and faculty attention, which is crucial for the successful completion of their research projects. 3. Maintaining research quality and sustainability The Department recognizes that supervision capacity and the quality of research output are paramount. Therefore, expanding intake numbers will be done cautiously to ensure that the Department can maintain its high standards of supervision and research development. Recruitment efforts will be aligned	
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	with the Department's ability to support students effectively, including faculty development and ensuring expertise in key areas of educational research. 4. Long-term vision for PhD enrollment Looking ahead, the Department is committed to continuously evaluating the balance between intake numbers and supervisory capacity. The goal is to cultivate a cohort size that enhances research quality and impact, while also contributing to the academic reputation of the University in the field of education. In conclusion, while we appreciate the EEC's recommendation to explore higher intake numbers, the Department is committed to growing the program in alignment with the University's philosophy of high-quality research and a focus on exceptional doctoral candidates. This ensures that the program remains sustainable and meets the long-term academic and research goals of the University. However, if CYQAA insists that we increase further the above mentioned numbers of PhD students, the University will look into ways to practically do so.	
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The evaluation profile of PhD includes four sub-areas that are considered by the EEC to be compliant, seven subareas that are viewed as partially compliant, seven subareas that are compliant and two that were deemed to be non-applicable for the review at this stage in the programme development cycle. While this overall profile has less shortcomings than the BA the two very significant areas for development are crucial i.e. the need to significantly improve the research environment as it applies to educational research and the need to greatly enhance the capacity to supervise PhDs in education. Both are essential if this PhD programme is to achieve its intended outcomes.	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.	Choose level of compliance:

C. Higher Education Institution academic representatives

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

Date: 19 March 2025

