Doc. 300.1.2

Date:

27/02/2024

Higher Education Institution's Response

- **Higher Education Institution: University of Limassol (UoL)**

- **Town: Nicosia/Limassol**

- **Programme of study Name (Duration, ECTS, Cycle)**

  In Greek:

  Εκπαίδευση, Ηγεσία και Διοίκηση (15 μήνες, 90ECTS, Μεταπτυχιακό εξ-αποστάσεως πρόγραμμα)

  In English:

  MSc in Education, Leadership, and Management (15 months/90 ECTS, master's degree, E-Learning)
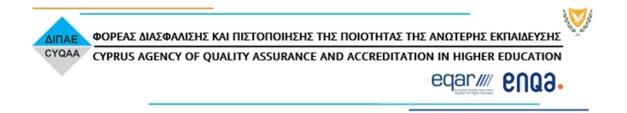
- **Language(s) of instruction: Greek**

- **Programme's status:** Choose Status NEW (E-Learning) 07.14.685.005

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
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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
The programme is not available to international students unless they are fluent in Greek.	Now the program is offered in Greek, and it is available for Greek-speaking students. Our main target group for this master's is educators /researchers who are working in education, whether in Cyprus or Greece, where the official language is Greek. If the language of instruction was English, it would be difficult for the students to follow and attend the courses. However, the main bibliography that we use is in English and all students must use this during their studies. The programme is planned to operate in the Greek language, as it has operated since 2010. The strategic planning of our university, though, comprises the parallel development of the ELM programme in English. In that case, we will recruit international students as well.	Choose level of compliance:
The programme is not up-to-date, in respect of the theory, literature and research, in terms of recommended books, journal articles and other learning resources. It has not changed in a significant way since the 2018 QAA Review. We received a sample of student feedback but we are not clear about how, if at all, this influenced the design of the course.	The online programme under evaluation is a new programme that differs from the programme evaluated in 2018. We have updated the programme regarding the theory, literature and research regarding recommended books, journal articles and other learning resources. The feedback from our students is taken into consideration for the redesigning of the courses. We endorse our students' critical observations and adjust the content of our courses accordingly.	Choose level of compliance:

	Both conventional and online programs have been fully redesigned and restructured based on the accreditors' constructive feedback and suggestions. The new study guides and course outlines regarding books and scientific references have been fully updated. The university library continues to update its resources, focusing on the latest scientific publications and textbooks in ELM. See the new structure in Annex 1 and the study guides of the courses in Annex 5.	

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
The coordinator noted the limited experiences of the institution in delivering online learning as they only have one other programme currently running online.	We have recruited an instructional designer for our online courses. (See ANNEX 9). We are in the procedure of transforming almost all our master programmes into online ones. We follow the most recent standards of creating and offering online courses, considering the strictest lines and the peculiarities of online education. (See ANNEX 6).	Choose level of compliance:
There is a need to develop a specific plan (guidelines) detailing how staff should design their courses online to safeguard interactions between students, teaching staff and material (beyond the delivery of teleconferences).	A training series regarding Instructional Design has already started for all the ELM staff. All the staff participated in two online workshops in December 2023, one on using Moodle for online courses and one on designing online modules. In addition, other related workshops will be organised in the coming months as we proceed with our online programs. Please take a look at the specific plan and guidelines for the teaching staff in Annex 6.	Choose level of compliance:
While study guides were provided, these were not consistently designed (structure, logos, content, assessment, etc), were heavily relying on students reading text, assessment structures were not clear and weekly interactive activities that meet the current standards of online learning were rather missing. Specifically, a) a mixture of audio visual and other resources such as simulations, games, and forum discussions, is needed to ensure teaching meets the needs of diverse students and best achieves learning outcomes, b) interactive weekly activities	-Both conventional and online programs have been fully redesigned and restructured based on the accreditors' constructive feedback and suggestions. The new study guides and course outlines regarding books and scientific references have been fully updated. Now, our study guides are consistently designed. -Our programme contains audio-visual resources, simulations, games and forum discussions. It also contains interactive weekly activities compatible with the e-learning methodology, which form part of the final grade. A clear assessment structure is developed across all courses and is communicated to students in study guides. -Please see the new study guides in Annex 5 - Students are now presented with a unified learning experience where material, assessment, forums, quizzes, etc., are seamlessly embedded into the Moodle structure.	Choose level of compliance:

compatible with the e-learning methodology are needed, of which some form part of the final grade, c) a clear assessment structure should be developed across all courses and communicated to students in study guides. Moodle is currently used as a repository of student material such as documents and pdfs. Students should be presented with a unified learning experience where material, assessment, forums, quizzes etc are embedded into the structure of Moodle in a seamless manner.	-All courses for the online program were designed in Moodle, considering the accreditors' recommendations and suggestions. The structure of the activities was designed to promote students' engagement with the learning material and online environment and enhance collaboration and interaction, whether with the instructor or classmates. -Please see some of the courses in Annex 7 and the online learning environment in Moodle in the following link: https://moodle.uol.ac.cy/course/view.php?id=3296 https://moodle.uol.ac.cy/course/view.php?id=3269 Credentials: elm_test@stu.uol.ac.cy Password1!!	
While the DLU has expertise in IT development and support, none of the members has expertise in instructional design. Such a role is key to helping staff develop good quality online courses, offering regular training to staff and students about online methodologies and advances, and ensuring material is designed following current standards of online learning.	-We have recruited a staff specialising in Instructional Design to help the ELM team in the designing of the courses in Moodle (see in Annex 9 the CV of the Instructional Designer). -Furthermore, Dr Panagiotis Kosmas (PhD in Educational Technology), who has more than six years of experience in online teaching, will support the ELM team together with Mr Yiannis Theophanous (new recruited Instructional Designer), providing internal training and support focusing on: -How to design online courses -How to create an interactive online environment -How to use Moodle	Choose level of compliance:
There is no training and support offered to students focusing on the interaction and the specificities of e-learning.	-An induction session is already established, including all people, ensuring accessibility to the platform, providing a user-friendly environment for all, and addressing the learning needs of all participants in the program. We make special arrangements for each case to accommodate all students' needs. Now, training and support are in place for students, focusing on the interaction and the specificities of	Choose level of compliance:

	e-learning. An instructional designer is hired to train teaching staff, who will constantly help the students adjust to the e-learning requirements. Once the programme is accredited and students are recruited, seminars will take place to familiarise them with the best practices and e-learning methods. -See Annex 8	
There is no training in place to help staff understand how eLearning differs from traditional teaching and how to design activities and material for an online programme. This should be a requirement for all staff and offered on a yearly basis to ensure advancements in technologies and pedagogy are communicated to staff and used in their practices.	-We have organized a series of internal training sessions for all staff of the ELM program. We have now recruited an instructional designer who helps staff develop good quality online courses. He has already offered training to staff about online methodologies and advances. Training will be offered to staff at least twice a year to ensure the most recent trends in online learning are endorsed and fully activated in our Programme. The training series is being delivered in a workshop format. External and internal experts are invited to give the workshops. All the staff have participated so far in two online workshops in December 2023, one on using Moodle for online courses and one on designing online modules. In addition, other related workshops will be organised in the coming months as we proceed with our online programs. See below some of the topics: - How to teach online (considerations on how to teach online effectively, theoretical underpinnings of online education, teaching methods, recent evolutions) - Interaction with students in an online environment (online communication techniques). Students' engagement in an online course (tips to keep your students focused and engaged, digital tools for online courses, feedback, etc). -How to use Moodle for the online courses (this training was done, and all the staff participated) -Instructional Design (how to prepare your activities, etc)	Choose level of compliance:
Moodle analytics should be leveraged and train staff to act upon them to ensure the ongoing monitoring of student interactions online and the provision of timely support to students who do	Training has been delivered to all ELM staff on how to retrieve these Moodle analytics and how they can use them in their teaching practice. Our technical team has ensured that Moodle analytics are available to all teaching staff, who were thoroughly trained to monitor all students' interactions with the material and eventually	Choose level of compliance:

not engage, or interact with material, etc.	support the ones who will not interact according to the timetables of the courses.	
The online programme has nine courses while the conventional programme has 11 courses. The two programmes should be consistent in this respect. Our recommendation is that there should be a maximum of nine courses for both programmes.	-Both conventional and online programs were fully redesigned and restructured based on the accreditors' constructive feedback and suggestions. -The new structure of both programs encompasses six (6) core courses (10 ECTS per module) + an obligatory Master thesis (30 ECTS). In case a student faces exceptional circumstances that prevent him/her from writing a thesis, in which case, the student may be given permission by the Academic Committee to earn 30 ECTS from three modules (10 ECTS per module) also available in the program. Students must complete 90 ECTS as well as all the requirements of the programme. -The structure is identical for both programs, including three modules in the first semester, three in the second semester, and a master thesis in the third/last semester. -The execution of the master thesis could start in the second semester based on the student's availability and workload. -Please see the new structure of the Education, Leadership and Management (ELM) master course in the Annex 1.	Choose level of compliance:
Assessment for both programmes should include a dissertation or thesis to enable students to engage in depth with an aspect of educational leadership theory, research and practice.	-The master thesis is worth 30 ECTS and is now compulsory for both programs unless a student faces exceptional circumstances that prevent him/her from writing a thesis, in which case, the student may be given the permission by the Academic Committee to earn 30 ECTS from three modules also available in the program. -See the assessment criteria for the master thesis in Annex 2	Choose level of compliance:
Consideration should be given to offering the online programme in English, as well as Greek, to increase the potential market.	The programme is planned to operate in the Greek language, as it has operated since 2010. The strategic planning of our university, though, comprises the parallel development of the ELM	Choose level of compliance:

	programme in English. In that case, we will recruit international students as well.	

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
However, and essentially, given that the programme aims to centre the topic of Education, Leadership and Management (hereafter termed ELM) there is an evident lack of experience among staff within this particular field.	-New staff with ample experience within the ELM field are recruited. See Annexes 10 and 11. -All the staff (both permanent and visiting) are encouraged to participate in ELM seminars and conferences and do research in the field. There is a research allowance for the permanent staff and other professional opportunities for visiting staff.	Choose level of compliance:

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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There is a policy in place for the recruitment and selection of staff but criteria are not specific to the ELM field. The limited specific competence of the teaching staff was also pointed out in the 2018 evaluation and this remains a development need for the University.	-All the staff have educational background, extensive teaching experience and some of them strong research background in education. Now, we focus on ELM field, and we have recruited new staff with expertise in ELM. -We have recruited new senior staff with experience in ELM (Dr. Maria Karamanidou, see her CV in Annex 10), in addition to the staff already in place, who address issues of ELM both in their teaching and research, either thematically or concerning specific fields of educational theory and practice. -The application continues to be open to identify additional staff with strong expertise in ELM. See the application in Annex 4. -We have also appointed as an Adjunct Lecturer Dr Areti Stylianou, who holds a PhD in Educational Leadership from UCL (See her CV in Annex 11).	Choose level of compliance:
The teaching staff is engaged in professional and teaching-skills training and development but these are not specific to ELM. The application (p. 11) details that the Selection and Promotion Committee (SPC) in these processes should have "a particular focus on research and whether the surrounding circumstances endorse the applicant's promotion". Thus, it becomes unclear to what degree teaching also is an important criterion in the promotion of researchers/teachers. Specific knowledge and skills in designing and delivering online learning are required.	-Teaching is an essential criterion in promoting our teachers/researchers. The overall evaluation of our teaching staff by our students is equal or near to excellence. The reputation of UoL is partially due to our staff's excellence in teaching performance. -We are constantly organising a series of internal training sessions for all staff of the ELM program. The training series has been delivered in a workshop format. External and internal experts are invited to give the workshops. For example, all the staff participated in two online workshops in December 2023, one on using Moodle for online courses and one on designing online modules. In addition, other related seminars will be	Choose level of compliance:

	organised in the coming months as we proceed with our online programs. See below some of the topics: - How to teach online (considerations on how to teach online effectively, theoretical underpinnings of online education, teaching methods, recent evolutions) - Interaction with students in an online environment (online communication techniques). - Students' engagement in an online course (tips to keep your students focused and engaged, digital tools for online courses, feedback, etc). - How to use Moodle for the online courses (this training was done, and all the staff participated) - Instructional Design (how to prepare your activities, etc)	
Another question of relevance is whether teaching and research activities within the field of ELM are encouraged, given the very limited number of relevant scientific publications. Publications within this particular field should not only be encouraged, it should be a high-priority issue for the department.	-All the staff (both permanent and visiting) are encouraged to participate in ELM seminars and conferences and do research in the field. There is a research allowance for the permanent staff and other professional opportunities for visiting staff. -The faculty contracts provide that, besides teaching, the faculty member's top priority is to conduct frontier research and publications in top-tier refereed journals and pursue research grants in his/her area. He/she is encouraged and expected to collaborate on research with colleagues at UOL and beyond. Each faculty member has a conference attendance allowance of 2,000 euros, a research allowance of 2,000 euros per year for research assistants, data, etc., and a software allowance of 1,000 euros).	Choose level of compliance:

	The UoL research policy is attached in Annex 3.	
The number of the teaching staff is adequate to support the programme of study. Visiting staff does not exceed the number of permanent staff. However, given the suggested re-design of the programme, including new courses that better address core elements of ELM, specialist staff recruitment will be necessary given the lack of research experience among the current staff. Teaching staff at different levels will be required to ensure a high-quality specialist programme.	New specialist staff is recruited, focused on specific areas of ELM in research and teaching. See the bios of our new staff in Annexes 10 and 11.\n\nManolis Koutouzis, Educational Leadership\nMichalis Socratous, Educational Leadership\nMaria Karamanidou, Educational Leadership\nMarkella Gregoriou, Evaluation of Educational Staff\nPanagiotis Kosmas, Educational Technology and Research Methods in Education\nIoannis Christodoulou, Philosophy and Sociology of Education, Ethics and Educational Leadership for Social Justice\nMaria Charalambous, Organisational Effectiveness and Improvement	Choose level of compliance:
The teaching staff have so few publications in ELM, that it is not possible to secure meaningful synergies between teaching and research. Teachers, current or new, will need to be focused on ELM to strengthen the link between teaching and research.	-Current and new teachers are focused on ELM to strengthen the link between teaching and research.\n-The faculty contracts provide that, besides teaching, the faculty member's top priority is to conduct frontier research and publications in top-tier refereed journals and pursue research grants in his/her area. He/she is encouraged and expected to collaborate on research with colleagues at UOL and beyond. Each faculty member has a conference attendance allowance of 2,000 euros, a research allowance of 2,000 euros per year for research assistants, data, etc., and a software allowance of 1,000 euros).\n\n-ELM staff will participate in the upcoming conference to be held in	Choose level of compliance:

	Cyprus on 12-13 April 2024 titled "Inspiring, guiding and empowering teachers and trainers: Convergences in Educational Leadership and Adult Education" (more info here https://frederick.ac.cy/en/educational-leadership-adult-education). Also, the ELM staff have already contacted the Educational Leadership Network Europe (ELNE) https://elnenetwork.org/ and will participate in the upcoming webinars and activities of the Network. Additionally, we will explore other opportunities in the coming months. -The UoL research policy is attached in Annex 3.	
The EEC found that the staff have experience from various disciplines and from working with the programme but generally they don't have adequate experience of working within the field of ELM, not as researchers or practitioners. Therefore, we also raise concerns whether there are appropriate processes for the recruitment and development of the teaching staff.	Appropriate processes are in place for the recruitment and development of the teaching staff. Regarding the recruitment process, after creating a short list of candidates for a position in the Program, interviews are given before a committee of experts who decide on the person to be recruited. The development of the teaching staff is equally decided by a confident committee appointed for their promotion. The members of the Promotion Committee are chosen between the leading experts in the field of ELM worldwide.	Choose level of compliance:
Course staff do not have qualifications, research or publications within ELM.	-All the staff (both permanent and visiting) are encouraged to participate in ELM seminars and conferences and do research in the field. There is a research allowance for the permanent staff and other professional opportunities for visiting staff.	Choose level of compliance:
Staff should be required to publish in ELM-specific journals.	-The faculty contracts provide that, besides teaching, the faculty member's	Choose level of compliance:

	top priority is to conduct frontier research and publications in top-tier refereed journals and pursue research grants in his/her area. He/she is encouraged and expected to collaborate on research with colleagues at UOL and beyond. Each faculty member has a conference attendance allowance of 2,000 euros, a research allowance of 2,000 euros per year for research assistants, data, etc., and a software allowance of 1,000 euros). The UoL research policy is attached in Annex 3.	
Staff should be expected to attend ELM specific conferences	-ELM staff will participate in the upcoming conference to be held in Cyprus on 12-13 April 2024 titled "Inspiring, guiding and empowering teachers and trainers: Convergences in Educational Leadership and Adult Education" (more info here https://frederick.ac.cy/en/educational-leadership-adult-education). Also, the ELM staff have already contacted the Educational Leadership Network Europe (ELNE) https://elnenetwork.org/ and will participate in the upcoming webinars and activities of the Network. Additionally, we will explore other opportunities in the coming months.	Choose level of compliance:
New ELM-specific professors should be recruited, including senior professors with established reputations.	We have recruited new senior staff with expertise in ELM (Dr. Maria Karamanidou, see her CV in Annex 10), in addition to the staff already in place, who address issues of ELM both in their teaching and research, either thematically or in relation to specific fields of educational theory and practice.	Choose level of compliance:

	The application continues to be open to identify additional expertise. See Annex 4. We have also appointed as an Adjunct Lecturer Dr Areti Stylianou, who holds a PhD on Educational Leadership from UCL. See her CV in Annex 11.	
Specific training is required to design and deliver high quality online courses in ELM.	We are organising a series of internal training sessions for all staff of the ELM program. The training series has been delivered in a workshop format. External and internal experts are invited to give the workshops. All the staff have participated so far in two online workshops in December 2023, one on using Moodle for online courses and one on designing online modules. In addition, other related workshops will be organised in the coming months as we proceed with our online programs. See below some of the topics: -How to teach online (considerations on how to teach online effectively, theoretical underpinnings of online education, teaching methods, recent evolutions) -Interaction with students in an online environment (online communication techniques). -Students' engagement in an online course (tips to keep your students focused and engaged, digital tools for online courses, feedback, etc). -How to use Moodle for the online courses (this training was done, and all the staff participated) Instructional Design (how to prepare your activities, etc)	Choose level of compliance:
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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
Graduates receive transcripts on completion of their programme but it is not clear if this provides grade details for each module.	All graduates are awarded an official transcript of their academic record showing the courses they attended, the ECTS credits corresponding to each course and the final grade. See Annex 12	Choose level of compliance:
Greater transparency is required in the respective roles of admissions officers and the programme director.	The admission policies and criteria, including academic requirements, standardized test scores, and any other relevant factors are easily accessible to applicants on our website. Additionally, comprehensive training is provided for admissions officers on the established admission criteria. There is also open communication between admissions officers, program directors, and prospective students.	Choose level of compliance:
Progression criteria from one module to another should be clear and transparent.	The programme of study is abundantly thought out, and the modules follow each other in a row, according to a certain academic logic of issues that are to be addressed one after another.	Choose level of compliance:
Admissions to this specialist programme should be confined to applicants from a professional educational background.	95% of our students come from education. During the last few years, we have received applications from people with backgrounds in other fields. They wanted to expand their knowledge and expertise and apply for teacher positions in private and public education institutions. This did not affect the focus of the ELM program at all. We always offer our students the most up-to-date perspective of	Choose level of compliance:

	Educational Leadership. The few candidates (up to 5%) with no BSc in Education are given an induction course.	
Consideration should be given to providing certification for students exiting the programme before final completion.	Students are issued an official transcript with the courses they attended, and the grades received. In addition to this a confirmation letter is issued stating the students' achievements during their studies at the University.	Choose level of compliance:

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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
However, there are limited ELM-specific books and academic journals, meaning that students cannot engage meaningfully with current international research and literature.	-We have already updated our resources and made new subscriptions to journals related to ELM. For the needs of the Postgraduate Programme in Education, Leadership, and Management, the Limassol University Library has all the necessary electronic academic e-resources available, with subscriptions to EBSCO Host, ProQuest Central and cooperation with the University of Cyprus Library for interlibrary loan. - EBSCO HOST In the academic platform accessed by students through the UoL's online library available on Moodle, students searching for the term "educational leadership" have access to 19,305 results (academic journals, online resources, magazines, books, conference materials, reviews, etc.), full texts and peer-reviewed results dating from 2000 to the present 2023. · EBSCO Link - ProQuest Central Similarly, on this academic platform, students searching for the term 'educational leadership' have access to 245,511 results (academic journals, online resources, magazines, journals, books, conference material, reviews, etc.), full texts, and peer-reviewed results, dating from 2000 to present 2023. · ProQuest Central Link -Interlibrary loan services with the University of Cyprus Library. Students have the option to borrow from the University of Cyprus Library through the cooperation of the University of Limassol Library with the former. By filling in a form (with the student's personal information) available on Moodle and upon request to the librarian, the librarian undertakes to collect the book, deliver it to the student, and then return it to the University of Cyprus Library.	
Arrangements regarding accessibility issues were mentioned when meeting with the staff, yet there was no policy on how accessibility	-An induction session is already established, including all people, ensuring accessibility to the platform, providing a user-friendly environment for all, and addressing the learning needs of all participants in the program.	

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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is ensured when students are studying online.	We make special arrangements for each case to accommodate all students' needs. Now, training and support are in place for students, focusing on the interaction and the specificities of e-learning. An instructional designer is hired to train teaching staff, who will constantly help the students adjust to the e-learning requirements. Once the programme is accredited and students are recruited, seminars will take place to familiarise them with the best practices and e-learning methods. -See Annex 8	
As detailed in section 2, teaching and learning resources need to be redesigned to meet current standards of online teaching and learning and move beyond face-to-face forms of instruction.	All courses for the online program have been designed in Moodle, considering the accreditors' recommendations and suggestions. See some screenshots of the courses in Annex 7 and the online eLearning environment in Moodle in the link here: https://moodle.uol.ac.cy/course/view.php?id=3296 https://moodle.uol.ac.cy/course/view.php?id=3269 Credentials: elm_test@stu.uol.ac.cy Password1!!	
An instructional designer is required to support DLU and provide expertise on how online courses should be designed and delivered, and offer training to staff and students.	-We have recruited a person specializing in Instructional Design to help the ELM team design the courses in Moodle (please see the CV of the Instructional Designer in Annex 9). -Furthermore, Dr Panagiotis Kosmas (PhD in Educational Technology), who has more than six years of experience in online teaching, will support the ELM team together with Mr Yiannis Theophanous (the new Instructional Designer), providing internal training and support focusing on: How to design online courses How to create an interactive online environment How to use Moodle	
The provision of up-to-date ELM specific books is urgently required. Similarly, subscriptions to the seven major ELM-specific international academic	We have already updated our recourses and made new subscriptions to journals related to ELM. For the needs of the Postgraduate Programme in Education, Leadership and Management, the Limassol University Library has all the necessary electronic academic e-resources available, with	

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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journals are an essential requirement.	subscriptions to EBSCO Host, ProQuest Central and cooperation with the University of Cyprus Library for interlibrary loan. EBSCO HOST In the academic platform accessed by students through the University of Limassol's online library available on Moodle, students searching for the term "educational leadership" have access to 19,305 results (academic journals, online resources, magazines, books, conference materials, reviews, etc.), full texts and peer-reviewed results dating from 2000 to the present 2023. EBSCO Link ProQuest Central Similarly, on this academic platform, students searching for the term 'educational leadership' have access to 245,511 results (academic journals, online resources, magazines, journals, books, conference material, reviews, etc.), full texts and peer-reviewed results, dating from 2000 to present 2023. ProQuest Central Link Interlibrary loan services with the University of Cyprus Library Students have the right to borrow from the University of Cyprus Library through the cooperation of the University of Limassol Library with the former. By filling in a form (with the student's personal information) available on Moodle and upon request to the librarian, the librarian undertakes to collect the book, deliver it to the student, and then return it to the University of Cyprus Library. We have already subscribed to the following five (5) ELM journals: -Educational Leadership -Journal of Business and Educational Leadership -Journal of Special Education Leadership - Academy of Educational Leadership Journal - International Journal of Educational Policy & Leadership	

	Furthermore, we have discussed with SAGE and ProQuest Central and soon we will acquire subscriptions to the remaining two journals.	

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

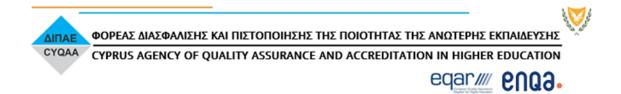| Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
This report presents the findings, strengths and areas of improvement for the e-Learning MSc in Education, Leadership and Management offered by the University of Limassol. The EEC hope that the report provides useful recommendations that can improve the programme's curriculum, design and delivery.	Thank you for the constructive feedback, valuable comments, and suggestions. All the changes/ modifications addressed will further improve the program's quality.	Choose level of compliance:
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C.

D. Higher Education Institution academic representatives

Name	Signature
Dr. Paris Cleanthous, Chair of the Committee / Associate Professor, Department Chair of CIIM Business School	
Dr. Ioannis Christodoulou, Programme Coordinator, Associate Professor	
Dr. Andrey Afanasiev Vice-Chair of the Committee / Associate Professor	
Dr. Antonis Violaris Member of the Committee / Assistant Professor	
Dr. Vias Nicolaides Member of the Committee / Assistant Professor	
Dr. Kyriaki Mikellidou Member of the committee / Assistant Professor	

Date: 27/02/2024