

Doc. 300.1.1/2

Date: 04.11.23

External Evaluation Report (Conventional-face- to-face programme of study)

- **Higher Education Institution:**
University of Limassol
- **Town:** Nicosia/Limassol
- **School/Faculty (if applicable):** CIIM Business School
- **Department/ Sector:** Department of Management
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Εκπαίδευση, Ηγεσία και Διοίκηση

In English:

EDUCATION, LEADERSHIP AND MANAGEMENT (14-24
months, 90 ECTS, Master of Science)

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

In Greek: Concentrations

In English: Concentrations



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

A. Introduction

Following the invitation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) had the opportunity to evaluate the conventional programme EDUCATION, LEADERSHIP AND MANAGEMENT (14 months/24 months, 90 ECTS, Master of Science), an existing programme offered as a conventional face-to-face Master programme currently offered by the University of Limassol (hereafter UoL).

The evaluation of the programme took place on the 2nd of November 2023 at the UoL premises in Nicosia and on the 3rd of November at the UoL premises in Limassol. During the visits, the EEC was presented with information about the programme as well as additional documents such as sample exams and assignments. The EEC met with the senior management team of the programme, representatives from the distance learning unit, academic faculty, administrative and other support staff, and a number of students who are currently studying or have graduated from the conventional programme (Face to face) currently running at UoL as well as two students attending the only distance learning programme offered by UoL, on Shipping.

During the sessions, the senior management team of UoL presented the CIIM Business Management School, hosting the programme, its mission and faculty, and research activities. They also presented plans for opening a new campus in Limassol, the University's governance, and quality assurance. The coordinator presented details about the programme under evaluation. Also, the EEC had a separate meeting with students, and a meeting with admin and support staff. The final session of the day included a meeting with members of the senior management team and the EEC to address any remaining questions and seek clarifications. After each presentation, the EEC was given time for questions. Additional information was requested by the EEC such as student feedback forms, sample assignments, and number of students applying, and being selected, for the programme.

The EEC would like to express its gratitude to Mrs Loucia Constantinou, the CYQAA coordinator, for her very efficient management of the process and preparation for the evaluation day, as well as to staff members of UoL for their hospitality, responsiveness, and provision of information as needed for an effective evaluation.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Tony Bush	Chair and Professor	University of Nottingham, UK
Daniel Nordholm	Professor	Uppsala University, Sweden
Izhar Oplatka	Professor	Tel Aviv University, Israel
Maria Anastasou	Doctoral student	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*

- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

A policy for quality assurance was presented with appropriate structures, regulations, and policies.

Information about selection criteria, intended learning outcomes, and qualification award are provided on the programme's website. information about pass and drop-out rates was requested by the EEC; what was provided were: number of students graduating from the programme, and number of students not being selected to study on the programme. Drop-out rates were not provided.

A sample of student satisfaction evaluations per course were provided by the EEC; evaluations included both quantitative and qualitative measures. It is not clear whether students are asked to evaluate the programme as a whole and whether student feedback has been used to inform the design of the programme. The profile of students graduating from the programme (age, qualifications etc) was provided.

Strengths

A policy for quality assurance was presented and appears to be suitable for the programme.

The quality assurance process takes account of student views.

Areas of improvement and recommendations

The programme is not available to international students unless they are fluent in Greek.

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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Partially compliant

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

Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology
- 2.2 Practical training
- 2.3 Student assessment
- 2.4 Study guides structure, content and interactive activities

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*

- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the e-learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
 - *Clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

Findings

The EEC was given access to the Moodle area of the University, which is used to host teaching material.

During the visit, there was a meeting with the programme coordinator and members of the teaching team. They presented the design, curriculum, structure and content of the programme, and responded to EEC questions. Most of the courses are not specific to ELM.

Students can access library resources through Moodle without the need to log in (single log in between Moodle and library) that ensures easy access to the library. There is technical support in place to help students and staff with any issues related to Teams and Moodle. However, there are very limited resources (books and academic journals) specific to ELM.

Strengths

The programme director and team appeared responsive to the questions and comments of the EEC. Students are asked to apply theoretical learning to their practice and reflect on it, facilitating connections between theory and practice. However, most of the curriculum content is not related to educational leadership or management (ELM).

Areas of improvement and recommendations

Most of the courses included in the programme are not suitable for a master's degree in educational leadership and management (ELM). The only course that is directly relevant to the ELM field is ED595 Principles of Educational Leadership and Management, which addresses important educational leadership ideas but with insufficient depth, given that it is only one of 11 modules in the programme. Some other courses include leadership in their titles but they are not specific to ELM in terms of content, theory and literature.

The EEC also makes two further recommendations about course structure, content and delivery:

1. 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.
2. 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.
3. Students should be able to switch between the conventional and online programmes to meet their changing learning needs.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Compliant
2.3	Student assessment	Partially compliant
2.4	Study guides structure, content and interactive activities	Non-compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

3.1 Teaching staff recruitment and development

The teaching staff form an experienced team and several of the staff have been engaged in the programme for many years. Based on the design of the programme and its courses, the staff have teaching and research experience from various disciplines such as Philosophy of Education, Comparative Education, Sociology of Education, Organisation Sciences, Management and Human Resource Management. Generally, we believe that the teaching staff's qualifications are adequate to achieve the objectives and planned learning outcomes of the programme in its current form and content. 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.

This also raises questions about whether there are profound strategies for systematically recruiting experts within the field to ensure the competence of the teaching staff, despite the strategies described in the application. 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.

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.

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.

3.2 Teaching staff number and status

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. ELM-specific teaching staff at different levels will be required to ensure a high-quality specialist programme.

3.3 Synergies of teaching and research

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.

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.

Strengths

The staff have solid teaching and research experiences from other disciplines.

Several staff have been engaged in the programme for many years which provides continuity and the possibility for course development.

Areas of improvement and recommendations

Course staff do not have qualifications, research or publications within ELM.

Staff should be required to publish in ELM-specific journals.

Staff should be expected to attend ELM specific conferences.

New ELM-specific professors should be recruited, including senior professors with established reputations.

Specific training is required to design and deliver high quality courses in ELM.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Non-compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Non-compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

The UoL has published admission requirements for the programme, that are clear and transparent. The requirement for a bachelor's degree is appropriate but this is not specific to education. The respective roles of the admissions admin teams and the program director are not entirely clear. Admission requirements for the online and conventional programmes are consistent. Recognition of prior learning (RPL) is in place to enable suitably qualified candidates to be exempt from up to one third of the programme. Graduates receive transcripts on completion of their programme but it is not clear if this provides grade details for each module.

Strengths

Clear published admissions requirements.

Most current and previous students from the programme are satisfied with their learning experience.

RPL is available for suitably qualified applicants.

Areas of improvement and recommendations

Greater transparency is required in the respective roles of admissions officers and the programme director.

Progression criteria from one course to another should be clear and transparent.

Admissions to this specialist programme should be confined to applicants from a professional educational background.

Consideration should be given to providing certification for students exiting the programme before final completion.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Partially compliant
4.2	Student progression	Partially compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

The EEC had the opportunity to visit the premises of UoL in Nicosia and Limassol, including the libraries, computer labs and study facilities. However, there are very limited ELM-specific books and academic journals, meaning that students cannot engage meaningfully with current international research and literature in the field of ELM.

There are human support resources in place including a Director of academic affairs, a library manager, an IT manager, an admissions, marketing and events manager and an Erasmus+ officer. There is support in place for student welfare and students are informed about this.

Strengths

Human support and student support services are in place and appropriate for the programme. Students can easily access the library through Moodle.

Areas of improvement and recommendations

The provision of up-to-date ELM specific books is urgently required. Similarly, subscriptions to the seven major ELM-specific international academic journals are an essential requirement.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Partially compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

This report presents the findings, strengths and areas of improvement for the 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.

The EEC's main findings are:

1. The design, curriculum, structure and content of the programme are largely inappropriate for a specialist ELM master's programme.
2. The teaching staff are mostly well qualified but not in respect of ELM-specific degrees, research or publications.
3. Teachers cannot draw on their own research to inform teaching on this programme because they do not have ELM-specific research and publications.
4. There are insufficient ELM-specific books and journals, and those that are available are mostly outdated.

The EEC's main recommendations are:

1. The design, curriculum, structure and content of the programme require a fundamental review, to ensure the centrality of ELM teaching, research and literature.
2. Additional teaching staff should be recruited, including a full professor, whose qualifications, research and publications are central to the ELM field.
3. The University should subscribe to the seven major specialist educational leadership journals.
4. The University should acquire more books, including e-books, specific to the educational leadership field, including the most recent editions.

The EEC would like to thank the CYQAA coordinator for managing the process efficiently and effectively. If there are any clarifications necessary, the EEC will be happy to provide additional information as needed.



Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Tony Bush	
Daniel Nordholm	
Izhar Oplatka	
Maria Anastasou	
Click to enter Name	

Date: 4/11/2023