

Doc. 300.1.3

Date:

Feedback Report from EEC Experts

- **Higher Education Institution:**
University of Limassol (UoL)
- **Town:** Nicosia/Limassol
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Εκπαίδευση, Ηγεσία και Διοίκηση (14-24 μήνες,
90ECTS, Μεταπτυχιακό πρόγραμμα)

In English:

MSc in 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. External Evaluation Committee

<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
Christothea Herodotou	Professor	The Open University, UK
Maria Anastasou	Doctoral student	University of Cyprus
Name	Position	University



B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.3.1) and the Higher Education Institution's response (Doc.300.3.2), must justify whether actions have been taken in improving the quality of the department in each assessment area.

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	EEC's final recommendations and comments on the HEI's response
Drop-out rates were not provided.	Over a period of 6 years between 2011 and 2017 there have been 19 dropouts (see Annex 13).	Full.
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.	Students are asked to evaluate every course and the instructor at the end of each module. An online survey with close-ended and open-ended questions is being completed by each student evaluating the structure, delivery, aims achieved of the course. Likewise, students can evaluate the instructor of the course providing feedback on the further improvement of the course. The tabulated evaluation summary is then reviewed by the program committee and the QA committee for any program changes and any needed improvements or modifications considering the students' feedback.	Partial. Examples of how student feedback informed program design are not provided.
The Program 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.	Partial. The University should modify its claim to be accessible to international students. The University is also missing the opportunity to access potential students from private schools, where the medium is English. Students should be offered the option to prepare assessments in English.
The programme is not up to date, in respect of the theory, literature, and research, in terms of recommended books, journal	Both conventional and online programs have been entirely redesigned and restructured based on the accreditors' constructive feedback and suggestions. The new study guides and course outlines	Partial. Annex 1 outlines the structure of the course. Semesters 1 and 2 comprise six courses,

<p>articles, and other learning resources.</p>	<p>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.</p>	<p>each worth 10 ECTS credits. Only two of these (ED595 and ED 605) relate to educational leadership and management. The research methods course (ED520) is appropriate if examples relate to educational leadership. The other three courses are not appropriate for a specialist master's degree and should be replaced by educational leadership specific courses. The semester three structure provides for a master's thesis (30 credits) or for three 10 credit courses, none of which are specific to educational leadership and management. The EEC recommends that the thesis should be mandatory for all students.</p> <p>Examples should be given of new book and journal acquisitions.</p>
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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	EEC's final recommendations and comments on the HEI's response
Most of the courses are not specific to ELM.	After the program's restructuring, as EEC suggested, all the courses are specific to ELM. The new structure of the master course encompasses six (6) core courses (10 ECTS per module) which are specific to ELM + an obligatory Master thesis (30 ECTS) for students to investigate further and deeper the ELM field. See Annex 1.	Partial. Annex 1 shows that only two courses (ED 595 and ED605) are specific to ELM. The claim that all courses are specific to ELM betrays weak understanding of what constitutes a specialist ELM master's degree.
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.	We have expanded our resources to include many books and academic journals specific to ELM. We have already updated our resources and made new subscriptions to journals related to ELM. For the needs of the Postgraduate Program in ELM, 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.	Partial. Examples of new book acquisitions are required. The list of journal subscriptions shown later omits most of the core journals in this field.
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).	After the program's restructuring, as EEC suggested, all the curriculum content is related to ELM. We have updated our learning resources and focused on ELM including many interactive activities to give students the opportunity to interact with the material and explore the ELM field. See the updated study guides and course outlines in Annex 5.	Partial. Most of Annex 5 is in Greek, so not accessible to most EEC members. However, Annex 1, and the English language elements of Annex 5, show that most of the courses re not focused on ELM, despite the University's claim. This appears to be a classic case of a curriculum designed to fit staff expertise rather than one focused on core ELM theory, research, and practice.
The online programme has nine courses while the conventional programme has 11 courses. The two programmes should be consistent in	-Both conventional and online programs were fully redesigned and restructured based on the	Partial. Annex 1 shows that only two modules (ED595 and ED605) are suitable for a specialist master's degree.

<p>this respect. Our recommendation is that there should be a maximum of nine courses for both programmes.</p>	<p>accreditors' constructive feedback and suggestions.</p> <p>-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.</p> <p>-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.</p> <p>-Please see the new structure of the Education, Leadership and Management (ELM) master course in Annex 1.</p>	<p>The requirement for all students to complete a master's thesis is a positive step, but what 'exceptional circumstances' may enable students to avoid this requirement? Annex 1 presents the master's thesis as one option with three 10 credit courses (not specific to ELM) shown as an alternative, with no mention of 'exceptional circumstances'. The EEC recommends that the thesis should be mandatory for all students.</p>
<p>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.</p>	<p>-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.</p> <p>-See the assessment criteria for the master thesis in Annex 2.</p>	<p>Partial. The EEC advises that the master's thesis should be compulsory for all students. This is a standard requirement for specialist ELM master's degrees globally. The alternative is not satisfactory as the courses mentioned in Annex 1 are not specific to ELM. Annex 2 provides generic criteria for the assessment of master's thesis. It is not specific to ELM. Even as generic criteria, it has little to say about how literature should be used in the thesis.</p>

<p>Students should be able to switch between the conventional and online programmes to meet their changing learning needs.</p>	<p>-This is a good suggestion; we would like to ask the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) to allow it, at least in exceptional cases. However, the structure of both programs is flexible, and we are always making the necessary adjustments to accommodate all students' learning needs.</p>	<p>Full, subject to CYQAA approval.</p>
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3. Teaching staff

(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>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.</p> <p>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</p>	<p>-New staff with ample experience within the ELM field are recruited. See Annexes 10 and 11.</p> <p>-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.</p> <p>-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).</p> <p>-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) and will</p>	<p>Partial. The University's response indicates a willingness to address the concerns expressed by the EEC. However, the comments are general, raising questions about the extent of compliance.</p> <ol style="list-style-type: none"> 1. Five staff are identified in a later section but CVs are not provided and it is not clear whether they are core or adjunct staff or what courses they are expected to teach. 2. The statement about faculty contracts sets out formal expectations but not the extent to which they have been met. Which articles have been published in 'frontier journals'? 3. Annex 3 provides a policy statement on faculty research with generic requirements. There are specific references to business research and, separately, to instructional research, but not to research on ELM. 4. Annex 10 shows the CV for Dr. Maria Karamanidou, who was Professor Bush's doctoral student. She

	<p>participate in the upcoming webinars and activities of the Network https://elnenetwork.org/. Additionally, we will explore other opportunities in the coming months.</p> <p>-The UoL research policy is attached in Annex 3.</p>	<p>is a capable early career researcher in ELM, but not ‘senior staff’, as claimed by the University. She is due to join the University in January 2025.</p> <p>5. Annex 11 shows the CV for Dr. Areti Stylianou. She has a Ph.D. from UCL but not in ELM, as claimed by the University.</p>
<p>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.</p> <p>New ELM-specific professors should be recruited, including senior professors with established reputations.</p>	<p>-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.</p> <p>-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.</p> <p>-The application continues to be open to identify additional staff with strong expertise in ELM. See the application in Annex 4.</p> <p>-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).</p>	<p>The intention to recruit ELM specialist staff is admirable but the University’s response is inaccurate. Dr. Areti Stylianou has not been appointed as an adjunct lecturer, as claimed by the University, and she is not a specialist in ELM.</p> <p>Dr. Maria Karamanidou was Professor Bush’s doctoral student, and is a capable lecturer, but she cannot be described as ‘senior staff’. She has accepted a position as ‘assistant professor’, starting from January 2025. Annex 4 shows that the University is seeking to appoint ELM staff. It adds that the starting date would be on or before September 2023, suggesting that the University’s recruitment strategy was unsuccessful until the appointment of Dr. Karamanidou.</p>
<p>The teaching staff is engaged in professional and teaching-skills training and development, but</p>	<p>-Teaching is an essential criterion in promoting our teachers/researchers.</p>	<p>Partial. It is positive to note that internal training is provided for teaching</p>

<p>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.</p> <p>Specific knowledge and skills in designing and delivering online learning are required.</p>	<p>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.</p> <p>-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 organised in the coming months as we proceed with our online programs.</p> <p>See below some of the topics:</p> <ul style="list-style-type: none"> - 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) 	<p>staff but this does not appear to be specific to ELM.</p>
<p>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</p>	<p>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.</p>	<p>Partial. Dr. Karamanidou is an ELM specialist, who has been appointed as an assistant professor from January 2025. Dr. Stylianou is not an ELM specialist and she has not</p>

<p>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.</p>		<p>been offered a position at the University.</p>
<p>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.</p>	<p>-Current and new teachers are focused on ELM to strengthen the link between teaching and research. -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).</p> <p>-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.</p> <p>-The UoL research policy is attached in Annex 3.</p>	<p>Partial at best. The University's response is plausible but does not indicate which articles have been published in which journals. Links between research and ELM teaching cannot be established without this information. Annex 3 is just a generic research policy statement, not specific to ELM, and does not specify research outputs.</p>

<p>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.</p>	<p>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.</p>	<p>Partial. The University outlines its recruitment and development processes, but these are general and not specific to ELM. Who are the ELM 'leading experts' mentioned in the University's response?</p>
<p>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.</p>	<p>Over the past two years, there has been a long-standing strategy for systematically recruiting experts within the field and an active recruitment process. Still, the Greek language requirement severely limits the applicants with the desired qualifications. We have recently recruited a new staff specialising in educational leadership, in addition to the staff already in place, who address issues of ELM in their teaching and research, either thematically or in relation to specific fields of educational theory and practice. The application call is always open until we find the appropriate person(s). In the meantime, all the staff (both permanent and visiting) are encouraged to participate in ELM seminars, conferences, and research in the field.</p>	<p>Partial. The 'long standing' recruitment strategy has had little impact so far. We recognise the challenges arising from the Greek language requirement but this only partly explains the failure to recruit staff with appropriate qualifications and experience. Only one new staff member has been recruited but she has not yet taken up the position.</p>
<p>ELM-specific teaching staff at different levels will be required to ensure a high-quality specialist programme.</p>	<p>Manolis Koutouzis, Educational Leadership Michalis Socratous, Educational Leadership Maria Karamanidou, Educational Leadership</p>	<p>Partial. Only Dr. Karamanidou has been added to the teaching team, as an assistant professor, but she has not yet taken up the position. A more senior position is required to ensure a high quality specialist program. Professor Koutouzis is a senior scholar but his Google</p>

	<p>Markella Gregoriou, Evaluation of Educational Staff</p> <p>Panagiotis Kosmas, Educational Technology and Research Methods in Education</p> <p>Ioannis Christodoulou, Philosophy and Sociology of Education, Ethics and Educational Leadership for Social Justice</p> <p>Maria Charalambous, Organisational Effectiveness and Improvement</p>	<p>profile does not mention the University of Limassol. Dr. Socratous lists CIIM, but not the University of Limassol, on his Google profile. The other staff listed here are not ELM specialists, as their titles indicate.</p>
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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	EEC's final recommendations and comments on the HEI's response
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	Full.
Greater transparency is required in the respective roles of admissions officers and the programme director.	<p>The admission policies and criteria, including academic requirements, standardized test scores, and other relevant factors, are easily accessible to applicants on our website.</p> <p>Additionally, comprehensive training on the established admission criteria is provided for admissions officers.</p> <p>There is also open communication between admissions officers, program directors, and prospective students.</p>	Partial. The procedures outlined are clear but students are admitted who lack appropriate professional and academic backgrounds. It is not clear who is responsible for recruiting such atypical students.
Progression criteria from one module to another should be clear and transparent.	The program 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.	Not compliant. The University's response is unclear.
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	Partial. The claim that 95% of student are from education does not match the profile of the students met by the EEC. The claim to offer 'the most up-to-date perspective on educational leadership' is not substantiated, as our earlier comments indicate.

	<p>always offer our students the most up-to-date perspective of Educational Leadership. The few candidates (up to 5%) with no BSc in Education are given an induction course.</p>	<p>An unspecified induction is no substitute for appropriate qualifications.</p>
<p>Consideration should be given to providing certification for students exiting the programme before final completion.</p>	<p>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.</p>	<p>Partial. It is not clear if the University's comments apply to students exiting the program before final completion.</p>

5. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>The provision of up-to-date ELM specific books is urgently required.</p>	<p>-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.</p> <p>- 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</p> <p>- 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,</p>	<p>Partial. The University's library stock includes very few specialist books. The response does not indicate what books if any, have been acquired since the EEC visit. At minimum, each module should have set books available in library stock, not just available on inter-library loan.</p> <p>The comment about the number of resources found when searching for educational leadership is misleading because it does not address the quality and relevance of these sources for an educational leadership master's program.</p> <p>The journals subscribed to by the University do not include any of the seven most important international ELM journals.</p>

	<p>dating from 2000 to present 2023. · ProQuest Central Link</p> <p>-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.</p>	
<p>Similarly, subscriptions to the seven major ELM-specific international academic journals are an essential requirement</p>	<p>-We have already subscribed to the following five (5) ELM journals:</p> <ol style="list-style-type: none"> 1. Educational Leadership 2. Journal of Business and Educational Leadership 3. Journal of Special Education Leadership 4. Academy of Educational Leadership Journal 5. International Journal of Educational Policy & Leadership <p>Furthermore, we have already discussed with SAGE and ProQuest Central and soon we will acquire subscriptions to the remaining two journals.</p>	<p>Partial. The University's response betrays a lack of understanding about the top journals in this field. The five listed here are NOT leading journals. The seven major journals are: EMAL, EAQ, JEA, SL&M, IJEM, IJLE, and L&PiS. The credibility of the course is dependent on providing students (and staff) with access to these journals. This is especially important for the master's thesis, now expected from all students. This cannot be achieved through search engines because there is a paywall to access this content.</p>



6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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C. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>The design, curriculum, structure and content of the programme are largely inappropriate for a specialist ELM master's programme.</p> <p>The design, curriculum, structure and content of the programme require a fundamental review, to ensure the centrality of ELM teaching, research and literature.</p>	<p>Both conventional and online programs have been redesigned and restructured according to the accreditors' constructive feedback and suggestions. All the study guides were fundamentally reviewed according to the accreditors' feedback.</p> <p>See the study guides of the courses in Annex 5</p>	<p>Partial. Annexes 1 and 5 show that most courses (six out of nine) are not appropriate for a specialist ELM master's degree.</p>
<p>The teaching staff are mostly well qualified but not in respect of ELM-specific degrees, research or publications.</p> <p>Additional teaching staff should be recruited, including a full professor, whose qualifications, research and publications are central to the ELM field</p>	<p>We have recruited new senior staff with expertise in ELM, 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. The application continues to be open to identify additional expertise.</p>	<p>Partial. A new assistant professor has been appointed and will take up her position in January. A senior staff member has not been appointed.</p>
<p>Teachers cannot draw on their own research to inform teaching on this programme because they do not have ELM-specific research and publications.</p> <p>The University should subscribe to the seven major specialist educational leadership journals.</p>	<p>New and existing staff are encouraged to participate in ELM conferences and publish in ELM journals. We are now in collaboration with Education Leadership network Europe (ELNE) following the trends and updates in the ELM field.</p> <p>We have already subscribed to the following five (5) ELM journals:</p> <ol style="list-style-type: none"> 1. Educational Leadership 2. Journal of Business and Educational Leadership 3. Journal of Special Education Leadership 4. Academy of Educational Leadership Journal 5. International Journal of Educational Policy & Leadership 	<p>Partial. There is no evidence that staff are publishing in ELM journals. The University has not subscribed to the seven major ELM journals.</p>

	<p>Furthermore, we have already discussed with SAGE and ProQuest Central and soon we will acquire subscriptions to the remaining two journals.</p>	
<p>There are insufficient ELM-specific books and journals, and those that are available are mostly outdated.</p> <p>The University should acquire more books, including e-books, specific to the educational leadership field, including the most recent editions.</p>	<p>-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.</p>	<p>Partial. The University does not appear to have purchased new specialist books on educational leadership or to have subscribed to any of the top seven journals in this field.</p>



D. Signatures of the EEC

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

Date:

4 April, 2024.

