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Tel.: 00 357 22504348

Fax: 00 357 22504392

email: konstantinou@dipae.ac.cy

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Πρύτανι,
Πανεπιστήμιο Λεμεσού

**ΘΕΜΑ: Δεύτερη αναβολή λήψης απόφασης για την Αξιολόγηση του Προγράμματος:
“Εκπαίδευση, Ηγεσία και Διοίκηση”**

(15 μήνες, 90 ECTS, Μάστερ, Εξ Αποστάσεως)

Έχω οδηγίες να αναφερθώ στο πιο πάνω θέμα και να σας ενημερώσω για τα ακόλουθα:

Ο Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης, κατά την 105^η Σύνοδο του, η οποία πραγματοποιήθηκε στις 15 Απριλίου 2024, στη βάση του Άρθρου 20(1)(2)(στ)(i) των περί της Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης και της Ίδρυσης και Λειτουργίας Φορέα για Συναφή Θέματα Νόμους του 2015 έως 2019 [136 (I)/2015 έως 35(I)/2019 και με βάση τις εισηγήσεις στην έκθεση της Επιτροπής Εξωτερικής Αξιολόγησης, η οποία έχει αποσταλεί στο ίδρυμά σας και τις παρατηρήσεις του ιδρύματός σας, καθώς και την ανατροφοδότηση της ΕΕΑ στις απαντήσεις σας, έκρινε ότι δικαιολογείται η αναβολή λήψης απόφασης, πριν τη λήψη των τελικών αποφάσεων.

Συγκεκριμένα, καλείστε όπως, εντός δύο μηνών από την ημερομηνία της παρούσας επιστολής, υποβάλετε στον Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης τα ακόλουθα:

1. Only two out of the six courses (ED 595 and ED 605), spread throughout semesters 1 and 2, relate to Educational Leadership and Management. Please, provide a redesign of the programme with ELM specific courses.
2. Provide a redesign of your research methods course (ED 520) to incorporate more examples related to educational leadership.
3. The Master thesis in your programme needs to be mandatory. You mention the possibility of students being exempted from the mandatory thesis, but you do not specify under which circumstances the above can be considered. Please, provide evidence as to what may constitute exceptional circumstances for such a consideration.

4. Provide a plan for international student recruitment to make the program more diverse.
5. Provide specific information regarding the induction course offered to newly admitted students who lack a background in education.
6. Provide a list of clear and transparent progression criteria from one module to the next, communicated to students.
7. Provide evidence of newly acquired books, directly related to ELM, that will furnish your library resources in both campuses.
8. Provide evidence of subscription to the leading journals in the field, such as: EMAL, EAQ, JEA, SL&M, IJEM, IJLE, and L& PiS.
9. Provide a list of publications per faculty in top ELM journals.
10. Provide an outline of the staff's nature of participation in ELM conferences (if as presenters, provide titles of their papers).
11. Provide a plan to recruit at least one senior staff member with expertise in Educational Leadership and Management. The two new faculty hires you have recruited are not at the senior level.
12. Provide a plan to recruit an instructional designer specialist. Your current instructional designer recruit has a background mainly in management and leadership.
13. Provide a list of standards for online courses and principles of online education, such as conversational framework, flipped classroom etc., and how these will be operationalized by the staff.
14. Provide a specific plan detailing how staff should design online courses to safeguard interactivity between students, teaching staff and the material. What you have provided is only a technical guide of how to use the online system and its features.
15. No information has been provided to showcase what Moodle analytics look like, and what instructions the staff has received as to when to access it and how to act upon it. Thus, you need to provide a user friendly policy for the above.
16. In the study guides, the assessment structure varies across the courses provided, with no clear indication of what percentage is allocated to weekly interactive activities and which of these activities will be the ones to be assessed within each course. No assessment rubric is provided as to how each type of marked activity (and assessments in general) will be marked explaining the characteristics of an assignment marked with A,

B etc. The first course presented weekly interactive activities as forums and/or quizzes. In the second and third courses provided, there are weekly activities yet these do not make use of the affordances of online learning to promote interactions between students, students and the material and students and teachers. No digital means are used for their delivery. Please, provide a plan for developing a more consistent system of assessment across the various modules.

17. In terms of integration of the material in Moodle, reading material per week is embedded in separate windows moving away from the structure of Moodle rather than being embedded in it. Please, re-organize your Moodle platform to incorporate the above feedback and send evidence for it.

Υπενθυμίζεται ότι, λαμβάνοντας υπόψη το υφιστάμενο Νομοθετικό πλαίσιο που διέπει τη διασφάλιση της ποιότητας της ανώτερης εκπαίδευσης στη Δημοκρατία, τα ιδρύματα ανώτερης εκπαίδευσης δεν μπορούν να λειτουργούν ούτε και να διαφημίζουν νέα προγράμματα σπουδών τα οποία δεν έτυχαν αξιολόγησης – πιστοποίησης από τον Φορέα.

Είμαστε στη διάθεσή σας για τυχόν επιπρόσθετες πληροφορίες ή/και διευκρινίσεις.

(Loucia D. Constantinou, PhD)
On Behalf of the President of
The Cyprus Agency of Quality Assurance
and Accreditation in Higher Education