Doc. 300.1.1/2

Date: February, 7, 2026

External Evaluation Report
(E-learning programme of study)

- **Higher Education Institution: European University Cyprus**
- **Town: Nicosia**
- **School/Faculty (if applicable): School of Humanities, Social and Education Sciences**
- **Department/ Sector: Department of Education Sciences**
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Επιστήμες της Αγωγής (18 μήνες/90 ECTS, Μεταπτυχιακό Εξ' Αποστάσεως

In English:

Education Sciences (18 Months/90 ECTS, Master of Arts): E-Learning

- **Language(s) of instruction: Greec (currently) and English**
- **Programme's status: Currently Operating**
- **Concentrations (if any):**

In Greek:

- Δημιουργικότητα και Παιχνίδι στην Πρώτη Αγωγή και

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].

Εκπαίδευση
- Τεχνολογίες Μάθησης & Επικοινωνίας και Εκπαίδευση STEAM
- Εκπαιδευτική Διοίκηση και Ηγεσία

In English:
- Creativity and Play in Early Childhood Education
- Technologies of Learning & Communication and STEAM Education
- Educational Management and Leadership

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit took place on February 6 between 9.00 and 16.40, at the premises of the European University of Cyprus. The evaluation committee consisted of four professors and a student representative. The committee was briefed and guided by a representative from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

The committee met with management, academic and administrative staff, as well as with active and graduated students from the e-learning master programme in Educational Sciences. The visit also included video links to recordings of lesson examples from the programme.

The visit started with an introduction, presentation, and discussion with the Rectorate, followed by a presentation and discussion with the Dean of the School of Humanities, Social and Education Sciences, and with the Chair of Department of Education. The visit continued with presentations and discussions of the programme under evaluation, involving both the Chair of Department and concentration coordinators and staff involved in the programme committee. Thereafter, meetings were held with teaching staff, selected external stakeholders, students, and administrative staff. The visit was concluded by an exit discussion with the representatives from the Rectorate and the Leadership/Management team from the School and Department.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Prof. Peter Van Petegem	Professor of Educational Sciences at the Faculty of Social Sciences.	University of Antwerp
Prof. Sibel Erduran	Professor of Science Education, previously Chair of STEM Education at University of Limerick, Director of EPI-STEM, National Centre for STEM Education.	University of Oxford
Prof. Annika Åkerblom	Associate Professor of Early Childhood Education	University of Södertörn
Prof Thashmee Karunaratne	Professor of Digital Learning	KTH
Mr. Themis Antoniou	Student	University of Cyprus

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.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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.

The e-learning programme master's in educational sciences (3 concentrations) is subject to a formal institutional approval process and lead to clearly specified and well-communicated qualifications. The programme under review is governed by the Programme Evaluation Review (PER) framework, a publicly accessible quality assurance policy that is clearly communicated within the academic community. PER includes systematic reviews designed to respond to evolving societal needs, analyse student workload, progression, dropout and completion rates, and assess the effectiveness of student assessment procedures. Informed by course evaluation surveys, these reviews also take into account student expectations, needs, and levels of satisfaction.

Students and other relevant stakeholders are systematically involved in the review and revision processes, thereby supporting the continuous improvement and sustained relevance of the study programme. The PER documentation is comprehensive and provides a transparent and practical roadmap for quality assurance. It offers clear guidance to academic staff, administrative personnel, and students, enabling them to understand and effectively fulfil their respective roles and responsibilities.

PER emphasises the importance of external perspectives and requires the systematic involvement of external stakeholders in the monitoring, review, and continuous enhancement of the study programme. The programme is reviewed on a five-year cycle in light of developments in the relevant academic disciplines and recent research, ensuring that programme content remains current and academically robust. In addition, regular programme committee meetings address quality assurance matters. Minor programme modifications—such as those arising from student feedback, as documented in the self-evaluation report—are managed by the course coordinator in close dialogue with the programme coordinator.

The quality assurance policy explicitly addresses the principles of academic integrity and academic freedom and includes mechanisms to prevent, detect, and address academic misconduct and fraud. It also promotes a respectful and inclusive learning and working environment by actively preventing intolerance and all forms of discrimination against students and staff.

The study programme has clearly defined overall objectives aligned with the institutional strategy and articulated through explicit intended learning outcomes. Programme design is based on a participatory approach that actively involves internal stakeholders (staff and students) as well as external stakeholders, including representatives from the labour market. This approach ensures that the programme benefits from relevant professional expertise, as reflected, for example, in the conducted SWOT analysis.

The structure of the programme is designed to support the student study progress, with coherent curricula and clearly sequenced learning activities.

A striking observation is that the master's thesis (30 ECTS) is offered as an elective course. This special choice (seen from an international perspective) is the result of a series of carefully taken considerations. Arguments are related to the competitive character of this programme given

similar programmes in the country, and the practitioner-oriented interest of the students enrolled (mainly teachers) who prefer to receive more in-depth courses related to the content of their concentration. These arguments are not the strongest, according to the evaluation committee, but it is a deliberate choice that the programme can make. As an alternative, students may enroll in either *Qualitative Research Methods in Educational Research* or *Quantitative Research Methods in Educational Research* (10 ECTS), in addition to two elective courses from their concentration (20 ECTS). A potential risk of this structure is that students may perceive the second option as an escape route. The enrollment figures reveal a clear preference: in a sample of 399 students, only a small minority (4%) opted for the master's thesis, while 52% chose the qualitative research methods course and the remaining 44% selected the quantitative research methods course. This distribution prompted a closer examination of the study materials and assessment requirements to ensure sufficient equivalence between the two routes. An in-depth review of specific assignments (though delivered in Greek) provides sufficient evidence that the overall learning objectives of both pathways are comparable. A key difference, however, lies in the mode of learning: the master's thesis route requires a substantially higher degree of independent work, whereas the alternative route is more structured and guided.

The assessment methods, including both formative and summative evaluations, are aligned with the level of the programme and are appropriate in relation to the allocated ECTS credits. The expected student workload and the corresponding percentages for formative and summative evaluations are clearly defined and expressed in ECTS.

Clear, accurate, up-to-date, and accessible information is published for future and enrolled students. This information includes, amongst others, transparent selection and admission criteria to enroll in the program and clearly formulated intended learning outcomes.

Comprehensive yet transparent information is also provided on the teaching approach, the learning expectations, and assessment procedures in the study guide. This enables the students to understand the student-centered approach and the assessment methods used to evaluate their achievement of learning outcomes. The programme also give information on the learning opportunities available to students, with both content related and programme oriented and extracurricular components, meant to support academic and professional development.

Also, information on graduate employment outcomes is available, that can contribute to informed decision-making by future students and other relevant stakeholders.

For the effective management of the study programme, relevant information is systematically collected, monitored, and analyzed. This includes key performance indicators, data on the profile of the student population, and detailed information on student progression, success, and drop-out rates. In addition, the programme gathers and reviews data on students' satisfaction with their studies, the adequacy and use of learning resources, and the availability and effectiveness of student support services.

The staff and to a certain extent the students are actively involved in the provision, interpretation, and analysis of this information. They participate in discussions on the results and contribute to the planning and implementation of follow-up actions, thereby supporting evidence-based decision-making and the continuous improvement of the study programme.

Strengths

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

- Robust and transparent quality assurance system (PER)
- Strong culture of continuous improvement with stakeholder involvement
- Clear programme objectives and learning outcomes aligned with the labour-market needs.

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.

While staff are actively involved in collecting, analyzing, and using quality assurance data, student involvement in these processes is described as more limited and could be strengthened, particularly beyond course evaluation surveys. Therefore the evaluation committee suggest to further formalize and expand the student participation in the programme monitoring, analysis of quality assurance data, and follow-up actions (e.g. through structured roles in PER processes or programme committees, giving aggregated feedback to students) to strengthen student ownership and the student-centred approach.

Graduate employment information is collected and published, but its in-depth level is limited and the systematic use in programme review (e.g., in the self-evaluation report) and curriculum development is not explicitly described. The information provided now was very limited. Therefore the evaluation committee suggests elaborating the focus of the data collection and strengthen the feedback loop between graduate employment outcomes at programme level, external stakeholder input, and curriculum review to ensure that labour-market data more explicitly informs specific programme development and future-oriented skills enhancement.
The assessment of the master's thesis currently consists of an 85% weighting for the final written product and 15% for the oral defence. In light of the widespread availability of AI tools and their potential impact on written academic work—particularly on master's theses—this distribution for determining the final grade has become open to question. The evaluation committee therefore recommends that the programme reconsider the current 85/15 ratio in favour of a greater weighting for the oral defence. In line with such a shift, the assessment criteria for the oral defence should be further elaborated to reflect its increased contribution to the final grade. Moreover, the assessment criteria for the master's thesis should explicitly take into account the rapidly evolving possibilities of AI, both as a potential added value to academic work and as a source of risks related to unintended or undesirable effects.

During the meeting with the stakeholders, the increasingly interdisciplinary—and in some cases transdisciplinary—nature of contemporary societal issues was emphasised. The evaluation committee invites the programme to further engage with external stakeholders to explore how this development could be more explicitly integrated into the curriculum. While certain projects already provide opportunities to respond to this emerging trend, student work is currently organised predominantly within mono-disciplinary groups, which may limit the programme's alignment with these broader societal developments.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	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.*
- *For distance learning programs, the number of students in both undergraduate and Master's level postgraduate programs does not exceed **30** students per class.*

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.*

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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.

The E-learning approach based on student-centred inclusive learning is suitable and adequate for master's-level education programs offered entirely online. Evidence of thoughtful, tailored pedagogy and didactics is observed. The e-learning pedagogical model is clearly identified as fully online (blended synchronous/asynchronous mix), appropriate to the given Educational Sciences program grounded in philosophies/theories to practice. The strategy and methodology descriptions show evidence of activity-based learning, project-based learning, reflexive learning, collaborative learning and community of inquiry settings as pedagogical bases for the program concentrations. There is explicit alignment between the Programme aims and Learning outcomes in E-learning delivery methods. The semantics used across the program, both in text and speech, are homogeneous, allowing the students to excel in subject vocabulary.
Learning designs align with the pedagogical principles empowered by technology mediation. The learning material and content appear to be adequately structured to help avoid cognitive overload in E-learning contexts. Designated and appropriate technologies and tools are embedded in the teaching and learning process (utilising Blackboard functionalities facilitating online blended learning, including the peer portals, discussion forums, and feedback systems). The use of proctoring tools for remote examinations are appropritate, although the EEC did not explicitly

observe how the commonly known issues of the remote use of proctoring tools for summative assessments/ examinations regarding academic integrity are mitigated in the context of this program. No observation of technology overuse. Inclusion of new and advanced technology in teaching and learning is done reactively and request-based. The IT support service helps teachers in procuring/setting up technology and tools.
The EEC also acknowledges the effort the program has taken to fulfil the socital need of education expertise especifically in the areas of three program concentrations. The efforts of integration of theory and/to practice with evident links between theoretical coursework and practical components, practice-based tasks embedded in modules (especially as thesis topics), and reflection activities connecting theory to practice/students' work experiences are observed as helpful from students' perspectives.
The stakeholders and the potential employers of the graduates recognised the potential of the program and the relevance of the competence the graduates acquired to strengthen their workforce with design-based implementation of education activities and research-based innovation in the education fields. The programs are sufficiently aligned with the industry and labour market demands, which are regularly updated/revised with systematic evaluation and revision mechanisms according to the changing labour market needs.

Strengths

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

- A balanced Teleconferencing & Structured Interactions with a defined schedule.
- Academic guidance through clear instructions and flexible arrangements, including recording of sessions and alternative access options, to support students who are unable to attend live sessions.
- Clear criteria and methodologically aligned assessments with appropriate scaffolds
- Diversity of assessment methods
- Understanding, recognition, and respect for diversity and inclusion of diverse students

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.

1. Efficient and effective integration of new technologies into teaching and learning – the EEC didn't observe clear pathways to integrating/experimenting with new technologies and technology-enabled learning provisions. The current e-Learning approach is traditional.

Recommendations: For the gradual transition from a predominantly traditional e-learning model into a flexible digital learning ecosystem that supports innovative teaching and learning while maintaining academic rigour and consistency, the EEC recommends that the university could consider the following stepwise approach.

- Start with a clear digital innovation strategy for the programme that defines pathways for piloting, evaluating, and integrating emerging educational technologies aligned with the programme's learning outcomes.
- Innovate technology-enhanced pedagogical models (e.g. simulation-based learning, collaborative digital projects) to move beyond content transmission and foster active, student-centred learning and education transformation.

- Establish structured opportunities for teachers/researchers for experimentation, such as pilot modules, redesigned assignments, or innovation labs, allowing teaching staff together with technical staff to trial new tools and methodologies in a controlled and evaluated manner.
- Strengthen staff professional development in technology-enabled learning, focusing on pedagogical use of digital tools rather than technical functionality alone.
- Enhance the use of data for data-informed education (beyond learning analytics from the LMS) by creating data sharing strategies, explicit student consent mechanisms, and analytics models that are ethically viable to implement and are simply used by teachers.
- Embed systematic review and feedback mechanisms to assess the effectiveness of new technologies, drawing on student feedback, learning analytics, and assessment outcomes.
- Ensure that innovation in e-learning is supported by institutional policies and resources, including technical support, pedagogical guidance, and quality assurance processes.

2. Exploring and comprehending the Artificial Intelligence (Generative AI and Artificial General Intelligence) – The program awaits general instructions/strategy, while teachers are operating some mechanisms in a localised/individualised way.

Recommendations: The EEC is of the viewpoint that the program can be sensitive to the current advancement of disruptive technologies, and hence would like to highlight the urgent need for the program to prioritise the implementation of clear guidance mechanisms with clear institutional positioning on AI use, at programme /course/ activity levels defining how Generative AI is understood, addressed, and governed within the programme and each unit.

- Academic integrity and assessment safeguards, ensuring transparency on acceptable and unacceptable uses of Generative AI in online learning and assessment.
- Ethical and legal compliance, including data protection, privacy, bias awareness, and responsible use of AI-enabled tools in the online environment.
- Strengthen and speed up the existing discussions for staff preparedness, ensuring teaching staff are sufficiently informed to manage, supervise, and critically address AI use in online teaching and assessment.
- Create a setting for student guidance on digital literacy, providing a clear orientation on responsible, critical, and reflective engagement with AI tools.
- Quality assurance and monitoring mechanisms, enabling the programme to review the impact of AI on learning, assessment, and academic standards.
- Future-readiness and adaptability, recognising the rapid evolution of Generative AI and AGI and ensuring the programme can respond to technological change without compromising academic rigour.

3. Active Student Role & Learner Autonomy. EEC believe the program has room for increased learner autonomy and student agency

Recommendations: To strengthen learner autonomy the EEC could recommend the following initiatives.

- Enable co-create content with and for students
- Strengthen student-led discussions
- Allow students choose topics or formats

- (Reiterate) well-structured guidance to support autonomy without isolation

4. Scalability and learner autonomy – The EEC is also aware and acknowledges that the current programme has a huge potential for scaling and widening to cater to wider student groups. However, EEC would like to emphasise the need to revisit the program structures, including course and activity structures and delivery modes, when scaling/widening of the programs, due to the challenges of traditional e-learning based on student-centred collaborative learning for big groups of students. EEC also perceive that strengthening the technology-enabled learning ecosystem will help the programme to scale up, preserving the quality and the value of it.

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

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

You may also consider the following questions:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

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.

The Department ensures the competence of its teaching staff through well-defined and structured recruitment and professional development provisions. The teaching staff is fully qualified to deliver the study programme and to achieve the intended learning outcomes. The majority of staff members hold PhD degrees and are actively engaged in scholarly publishing within the field of educational sciences. Their collaboration with societal partners contributes positively to the relevance and societal alignment of the curriculum.

All newly appointed staff members are required to complete a 36-hour educational development programme. In addition to this initial induction, a wide range of targeted professional development courses is offered, allowing staff to further strengthen their teaching competencies. Next to the priority of this programme (organizing e-learning), these courses address several contemporary educational topics, e.g., innovative assessment methods, and the integration of artificial intelligence in teaching and learning.

Teaching performance is systematically reviewed through formal student feedback mechanisms, in line with the PER framework. These include structured processes for collecting and analysing student course evaluations. The outcomes of these evaluations are taken into account when reviewing and revising course content and pedagogical approaches.

The number of teaching staff is sufficient to support the study programme, comprising 15 full-time and 18 part-time staff members, in addition to full-time staff from other departments. The staff–student ratio is appropriate and enables teaching staff to provide adequate academic support to students. The involvement of visiting professors and specialist teaching staff from other

departments further enhances teaching quality where relevant. Their contributions complement the expertise of the permanent academic staff.

Teaching staff are actively engaged in research activities closely related to their teaching responsibilities according to the three concentrations, thereby strengthening the integration of education and research. Staff members regularly publish in national and international journals, participate in academic conferences, and are successful in securing external research funding.

In addition, staff members are actively involved in outreach activities that engage teachers and other stakeholders from the educational sector, which also has its implications for the workload.

Alongside their teaching, research, and societal engagement, academic staff also devote a significant proportion of their time to administrative responsibilities.

Strengths

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

- The teaching staff is well qualified, and they demonstrate a strong commitment both to their professional field and to providing a high-quality study programme.
- The staff–student ratio is appropriate and facilitates the student-centred approach of the programme in the e-learning modus.
- The diversity and expertise of the staff facilitates a high-quality teaching delivery for the programme.

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 teaching staff is active in research and publishes within their area, contributing positively to the education-research nexus. However, increasing teaching, research, and administrative demands may affect the sustainability of this engagement. The evaluation committee recommends that the institution further safeguard time for research through clear workload allocation practices. The current practice of teaching reduction is applauded, but even then, the balance is fragile. The common objective should be to maintain the integration of research in teaching and to ensure that staff continues to contribute to the academic development and reputation of the programme.

Although formal accreditation has been granted for an English-language version of the master's programme, this option is currently inactive and only the Greek-language track is offered. Given ongoing and projected demographic changes (declining birth rates, increasing numbers of non-Greek-speaking residents, and intensified competition among universities) the long-term sustainability of the programme is at risk. In alignment with the university's strategic priority on internationalization, reactivating the English-language e-learning version of the programme is both timely and necessary. Such a move would broaden global accessibility and strengthen international student recruitment. The evaluation committee therefore recommends targeted investment in additional academic staff to support this development. This investment is expected

to yield a positive return in the medium to long term through increased enrolment, enhanced research capacity, and additional external funding and publications.

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

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

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.

Based on meetings with staff, stakeholders and former and present students, it became clear that the information that is published for future and enrolled students is clear, accurate, up-to-date, and accessible. This information includes, amongst others, transparent selection and admission criteria to enrol in the program and clearly formulated intended learning outcomes. The homepage of the programme, with some minor flaws such as difficulty to orientate is currently in a process of review and update.

The study program is subject to a formal institutional approval process and lead to qualifications that are specified and communicated. The program is governed by the Programme Evaluation Review (PER) approach. As a result of the course evaluation surveys, the reviews also consider student expectations, needs, and satisfaction. The students and other stakeholders are systematically involved in the review and revision processes, supporting the continuous improvement and ongoing relevance of the study programmes.

Access policies, admission processes and criteria are implemented in a consistent and transparent manner. The regulations regarding student progression are pre-defined and students not following the expected pace are acted on and may get extra support if needed. The structure of the program is designed to support the student study progress, with coherent curricula and clearly sequenced learning activities. As the students are often mature and almost all of them work in the public sector part time, the pace is allowed to differ, and personally tailored and flexible solutions are offered to the students.

The student's higher education qualifications, prior learning, including non-formal and informal learning, are recognized and seen as important assets for succeeding in learning. The institutional practice for recognition is in line with the principles of the Lisbon Recognition Convention.

Certification that the students receive clearly explains the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed. The completed program provides important and useful knowledge for student's careers in the public sector, and the stakeholders state that the students have developed their scientific literacy and professionality.

Strengths

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

- One of the most pressing strengths of the programme is the accessibility and flexibility for working students, both in how it is organized and the E-learning form. This makes it possible for students to pursue their studies while working part-time in places far from the campus.

- Another strength is the robust and transparent quality assurance system (PER) that gives the students opportunities to be systematically involved in the review and revision processes, supporting the continuous improvement and ongoing relevance of the study programme.

- There is a strong culture of continuous involvement with internal and external stakeholders, which is a strength in that it supports the relevance of the programme and secure that objectives of and learning outcomes are closely aligned with the labour-market needs

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.

None

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	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.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

5.1 Teaching and Learning resources

Findings

The teaching and learning resources are well constructed and include a sound rationale for pedagogical decision-making. For instance, the reference to the historical approaches of various session content (e.g., STEAM education, Regio Emilia) as well as the emphasis on the epistemology of science and mathematics indicate the recognition of the importance of context for

student learning and the need to enthuse students to engage in learning. The weekly activities as well as the specific learning formats such as group discussions encourage problem-solving and critical engagement. There are various media resources and technologies to support student learning, and there is the option to revisit the course content through the recordings of teleconferencing. Both instructors and students expressed the need for more Greek-language based literature but they are generally satisfied with what is available.

Strengths

- The instructors recognize the need to consider student feedback in revising course materials as needed.
- Group projects are useful strategies for enhancing professional networking and collaborative learning.
- Students recognized the value of in-person activities in a course that relies on distance e-learning based education. There are some examples of students who were encouraged to attend conferences which can be extended to a larger body of students who might be interested.
- External stakeholders recognise the value added by the course particularly in giving the professionals a theoretical language in communicating about educational issues and in terms of leadership skills.

Recommendations

- Student reflections were mixed in relation to the utility of group projects. While some found it very useful, others recommended the reduction in the frequency of group activities and associated workload. It will be beneficial to consider how the groups are constituted in terms of student membership (e.g., professional background) to maximize the value of the group activities from the students' point of view.
- Students recommended potential initiatives to sustain collaborations beyond the course through establishment of alumni networks specific to the course beyond the generic university alumni activities.
- Students recommended increase in the number of meetings with instructors as it was considered beneficial to have more contact time.

5.2 Physical resources

Findings

The physical resources including IT infrastructure are adequate. The instructional resources include reflective activities, multimedia sources and newspaper analysis and as such they are inclusive of a range of formats and types of learning tools. Resources from funded research projects are available for use in the course creating a link to research and evidence-based accounts of learning support. The IT platform has flexibility in supporting both public and private discussions, and students get a chance to engage in self and peer feedback. Apart from the course content, students are encouraged to attend webinars and conferences in the broader academic community.

Strengths

- Research-based resources are included in teaching and learning.
- There are separate resources for Greek and English resources which will be helpful in the broader internationalization agenda should the option of teaching and learning in English be considered.
- Students expressed positive attitudes towards technical support from the university and instructions for accessing the resources
- There is helpdesk access for both students and instructors for technical support.

Recommendations

- It is suggested that there is more systematic and direct link to connect the research outputs to instructional resources used in the course. These resources could include not only those produced by European University Cyprus but other universities in Cyprus, particularly considering the paucity of resources in published in the Greek language.

5.3 Human support resources

Findings

There is collective effort to ensure coherence within the community of practice including links with the external stakeholders. The significance of a unified message between different institutional context is recognized, and the value of private-public collaboration has been noted. Practitioners in leadership positions value the course in facilitating their own agendas. There are opportunities for students to be involved in research projects through various means including advertisement in courses, department and broader recruitment. Some students continue to pursue doctoral degrees.

Strengths

- Some students have been encouraged to publish research and practitioner-oriented articles engaging them in the dissemination activities of research.
- Given the increase in research funding, there has been more opportunities in supporting student engagement in research accordingly.
- There is support for students with disabilities and special educational needs. Continuous professional development is provided to instructors as well highlighting differentiation (e.g., visually impaired students, sign language use) and recent knowledge in the field including neurodivergence.
- There is the opportunity for students to have extended timeframes for assignment submissions to accommodate different learning styles

Recommendations

- There was mention of analytics on Blackboard being used for steering the engagement of the students. For example, information about students' length and time of engagement are used to identify students at risk and in need of personal support. It is recommended that such information of student data are compliant with GDPR regulations and more attention is devoted to ensuring that there is no breach of ethical standards in the use of student data.

- The current remit of the course is limited to students from Cyprus, Greece and the Greek diaspora who have fluency in the Greek language. In order to make the course consistent with the internationalization agenda of the University, it is recommended that the leadership consider how to adapt the course for delivery to a broader international audience.

5.4 Student support

Findings

There is adequate student support covering the needs of a diverse student population, such as mature, part-time and employed students. Given the course is delivered in Greek, there is limited opportunities for international students to be part of the course. The students are well informed about the services available to them. The instructors value student-centred learning and flexible modes of learning and teaching. Students' mobility within and across higher education systems is encouraged and supported. There are mechanisms to monitor student progress throughout the course.

Strengths

- The students expressed that there is good alignment between the modules and the instructional approaches. They appreciated that the course is not purely theoretical but rather that it aligns with their practical professional interests.
- The course leadership indicated that there is student support for a diverse student population including for students with special educational needs.
- Students seemed well informed about what is available to them to support their learning both during and between sessions.
- The inclusion of a range of pedagogical strategies such as group discussions and projects provide evidence for student centred learning.
- Given the structure of the course, there is flexibility for the students to use their core credits and pursue a second Master's degree. One student who participated in the discussion indicated that she was planning on doing so as it helps her in her professional goals including the application for promotion.

Recommendations

- Considering the interdisciplinary agenda of the *Soscieath Centre of Excellence in Research and Innovation in Social sciences, the Arts and Humanities*, more links can be fostered between the course leaders and instructors for mutually beneficial activities.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant

5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The e-learning programme in the Master's in Educational Sciences is subject to a formal institutional approval process and leads to clearly specified and well-communicated qualifications. The programme under review is governed by the Programme Evaluation Review framework, a publicly accessible quality assurance policy that is clearly communicated within the academic community. The programme has clearly defined overall objectives aligned with the institutional strategy and articulated through explicit intended learning outcomes.

The teaching and learning process is guided by a well-defined pedagogy and didactics, with diverse and continuous assessment methods. Technology is sufficiently embedded to facilitate student-centred learning. The Department ensures the competence of its teaching staff through well-defined and structured recruitment and professional development provisions. The teaching staff is fully qualified to deliver the programme and to achieve the intended learning outcomes.

The teaching and learning resources are well constructed and include a sound rationale for pedagogical decision-making. The physical resources, including IT infrastructure, are adequate, although further innovation can be designed in e-learning tools and in the emerging need to engage with artificial intelligence. There is a collective effort to ensure coherence within the community of practice, including links with external stakeholders. There is adequate student support covering the needs of a diverse student population, such as mature, part-time and employed students.

Future directions of the programme will benefit from strategic thinking around the agendas of interdisciplinarity, workload and internationalisation.There is room for strengthening the e-Learning approach by promoting technology-enabled learning. Teaching and learning activities in the program can be sensitive to disruptive technologies; therefore, clear guidelines for the use of Generative AI are anticipated. The evaluation committee recommends that the institution further safeguard time for research through clear workload allocation practices as well as the long-term sustainability of the programme through reactivating the English-language e-learning version of the programme. Such a move would broaden global accessibility and strengthen international student recruitment.

E. Signatures of the EEC

Name	*Signature*
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Prof. Sibel Erduran	
Prof. Annika Åkerblom	
Prof Thashmee Karunaratne	
Name	
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Date: 07-02-2026