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Follow-up Report

(for a CYQAA accredited
Institution/Department/
Programme of study)

- Higher Education Institution: Open University of Cyprus (Ανοικτό Πανεπιστήμιο Κύπρου)
- Town: Nicosia (Λευκωσία)
- Type of Evaluation: Programmatic
- Accredited on CYQAA Council's Summit Number: 62
- Date of Accreditation: 30/03/2021

If applicable:

- School/Faculty: Faculty of Humanities and Social Sciences (Σχολή Ανθρωπιστικών και Κοινωνικών Επιστημών)
- Department: N/A
- Programme of Study Name (Duration, ECTS, Cycle)

Programme Master
In Greek:
Πολιτιστική Πολιτική και Ανάπτυξη
In English:
Cultural Policy and Development
- Programme's type: Distance Learning
- Language (s) of instruction: Greek



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 (CYQAA), 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 2019” [N. 136 (I)/2015 to N. 35(I)/2019] and the European Standards and Guidelines (ESG).

A. Internal Quality Assurance Committee

<i>Name</i>	<i>Position</i>	<i>Rank</i>
Dr Vayos Liapis	Chair	Professor
Dr Elpidoforos Soteriades	Member	Associate Professor
Dr Georgios Deligiannakis	Member	Associate Professor
Dr Antonis Zorpas	Member	Associate Professor
Christopher Christodoulides	Member	Director of Administration and Finance
Elena Gregoriou	Member	Head of the University's Students and Programmes of Study Support Unit
Erato Ioanna Sarri	Member	Coordinating Officer, Quality Assurance Office, International Relations, Development and Communications Unit

B. Guidelines on content and structure of the Follow-up Report

- *CYQAA has a consistent follow-up process for considering the action taken by the institution toward the improvement and further development of the CYQAA externally evaluated and accredited institution / department / programme of study. The present Follow-up Report should recount, synoptically, institutional action taken toward the implementation of the remarks indicated in the CYQAA Final Report.*
- *The Follow-up report should provide evidence (via website links) and appendices at the end of the report on how the remarks of the Council of CYQAA have been adhered to.*
- *The remarks indicated in the CYQAA Final Report should be copied from the corresponding report and be followed by the institution's response.*
- *The institution may add any other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.*

1. Remarks on the CYQAA Final Report

- i. Ενδυνάμωση της ακαδημαϊκής πτυχής του προγράμματος και απόδοση έμφασης σε αυτές καθαυτές τις ακαδημαϊκές δεξιότητες (μελέτη, έρευνα, συγγραφή) πέραν των γνώσεων και δεξιοτήτων που αφορούν στον τομέα εξειδίκευσης του προγράμματος.
- ii. Ενίσχυση της παιδαγωγικής προσέγγισης του προγράμματος με την εισαγωγή εκπαιδευτικών μεθόδων αξιοποίησης ψηφιακών πολυμέσων.
- iii. Εμπλουτισμός του περιεχομένου του προγράμματος ώστε να αντανακλάται σε αυτό το περιεχόμενο της έννοιας της «ανάπτυξης» όπως αυτή καταγράφεται στον τίτλο του προγράμματος. Προς την κατεύθυνση αυτή θα πρέπει να ληφθούν υπόψη σύγχρονες και αναδυόμενες τάσεις και μοντέλα αιφόρου ανάπτυξης.
- iv. Σχεδιασμός, ανάπτυξη και υλοποίηση στρατηγικής για την ανάπτυξη του προγράμματος.
- v. Προώθηση διαδικασιών, μέσω των κατάλληλων καναλιών, για τη βελτίωση των συνθηκών απασχόλησης των μελών ΣΕΠ του ακαδημαϊκού προσωπικού και ειδικά αυτών που στελεχώνουν το πρόγραμμα, αναλαμβάνοντας πέραν της διδασκαλίας, ρόλους που σχετίζονται με την ακαδημαϊκή, διοικητική και οργανωτική υποστήριξη του προγράμματος. Αναμένεται όπως το Πανεπιστήμιο προχωρήσει στη θέσπιση δομών που θα διασφαλίζουν, στη βάση διάφανων και αντικειμενικών κριτηρίων, τη συνέχιση της συνεργασίας των ανωτέρω μελών ΣΕΠ με το Πανεπιστήμιο (σε μεσοπρόθεσμο τουλάχιστον διάστημα), την παροχή υποστήριξης για διεξαγωγή έρευνας και συμμετοχή σε διαδικασίες επαγγελματικής ανέλιξης και την παροχή κινήτρων για ανάληψη υποστηρικτικών ρόλων.

- i. Strengthening of the academic part of the Programme and place emphasis on academic skills per se (study, research, writing-up), beyond the knowledge and skills related to the Programme's dedicated scientific areas.
- ii. Reinforcement of the pedagogical approach of the Programme by introducing educational methods for exploiting digital multimedia.
- iii. Enrichment of the Programme's content to reflect the notion of Development as it is on the Programme's title. Towards this, modern and emerging trends and models of sustainable development need to be taken into account.
- iv. Design, development and materialisation of a strategy for the Programme's development.
- v. Initiating processes through appropriate channels for improving the work environment for the adjunct tutors, especially the tutors of the Programme who take up roles beyond teaching, including the academic, administrative and organisational support of the Programme. It is expected that the University will proceed to establishing infrastructures that will secure the continuous (at least mid-term) cooperation with the aforementioned SEPs (on the basis of clear and objective criteria), the support of tutors towards undertaking research and participating in professional development and upgrade, and the incentivization of tutors towards undertaking supporting roles.

2. Institution's Response

The Institution welcomes the Programme's accreditation and has so far taken the following steps towards addressing the comments and suggestions made above by the Council of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

I. In terms of further strengthening the academic and skill-development part of the Programme, the School of Humanities and Social Sciences plans to introduce as of the 2022-2023 academic year an induction course of 0 ECTS that will provide students with guidelines, study regulations and academic advice on writing successful master dissertations. Further, the Programme continues to offer its Research Methodology seminar, which is taught by academic staff members, with seminar material uploaded and available online to all students via the Programme's eClass platform. Moreover, the Programme has introduced regular dissertation sessions for all students as well as a guide towards successful dissertations. Part of the Programme's strategy is to introduce a distinct module on research methodology and academic writing.

II. Regarding digital multimedia educational methods, the Programme has introduced the use of team-related visual collaboration platforms to support online teaching. A) We opted for the Miro, which is an online collaborative whiteboard platform allowing and enabling distantly based team members to work effectively as a team, from brainstorming with digital sticky notes to planning and managing demanding workflows. For an example, see https://miro.com/app/board/o9J_ltelU9g=/, as well as screenshots in the Appendices. B) We have also used the Programme's social media presence and networking via the Programme's Facebook page to support interactive exercises in all modules, e.g. Interactive Exercises no 9 and 11 in the PPA614 "Museology – Museum Studies" module. C) The Programme has also enhanced video/audio podcasts as multimedia educational material in its modules, and included them in the Programme's interactive exercises across all modules. Examples include a section on Audiovisual Material in PPA512 "Cultural Policy and Cultural Management" module, four section of audiovisual material in PPA511 "Culture and Cultural Studies" module, and links to virtual exhibitions in the PPA614 "Museology – Museum Studies" and PPA621 "Art and Society" modules D) Moreover, the Programme has exploited digital tools developed within international research projects and has introduced them as research-led and -based digital educational material. A good example is the BABELproject (<https://www.ouc.ac.cy/index.php/el/news-events-menu-2/nea/374-news-general/1153-babel> and <https://www.facebook.com/BABELprojectOUC/>), This is an ongoing international research project on visibility using digital technology to bridge art, humanities, neuroscience, and people around the world. It reveals how images and words that surround us affect and shape our own reality. The project is run by OUC and is used in the PPA51 "Culture and Cultural Studies" and the PPA621 "Art and Society" modules.

III. The Programme has put particular emphasis on enriching the notion of Development as per the Programme's title. Towards this, the Programmes has initiated the updating of all Study Guides and the modules' contents to incorporate modern and emerging trends and models of sustainable development (adopted and/or under development by UNESCO, ICOM, ICOMOS, other international bodies), including new developments in international research, theory and practice. Also, the Programme has initiated a

series of lectures and seminars by professionals presenting and discussing cultural development actions and practices that have been successful (or not) internationally (e.g.

<https://www.ouc.ac.cy/index.php/el/news-events-menu-2/ekdiloseis-2021/2011-androidus>

and <https://www.ouc.ac.cy/index.php/el/news-events-menu-2/ekdiloseis-2021/2046-newyork>).

Moreover, the Programme has applied for an UNESCO Chair on the topic/project of “Visual Anticipation and Futures Literacy for Visual Literacy” (result pending) and for international collaborations via European funding of research. The UNESCO Chair on “Visual Anticipation and Futures Literacy towards Visual Literacy” (currently in candidacy status) adds an innovative approach to cultural policy and development. The candidate Chair aims to enhance critical thinking, self-understanding, dialogue and empathy inside and outside our cultural communities, focusing on mastering the tools to comprehend the ‘subtexts’ behind cultural visuals. This understanding adds new potential to cultural policy and development, and creates the conditions for shared values and norms for inclusion and empowerment that ensure solidarity, global peace and prosperity. Find out more about this candidateship here:

<https://www.ouc.ac.cy/index.php/en/studies/programs/master/studies-degrees-master-ppa> (Tab: UNESCO Chair Candidate on Visual Literacy).

A successful example is the Erasmus+ project entitled Pact4Skills (12/2021- 12/2023), which involves a consortium of six partners (Cyprus, Georgia, Greece, France, Italy, the Netherlands) and will be led by the Programme (<https://www.ouc.ac.cy/index.php/el/news-events-menu-2/nea/374-news-general/2093-pack4skills>). Moreover, the Programme and the University stay connected with the Cypriot cultural life by contributing via interventions in the press and on TV (<https://www.ouc.ac.cy/index.php/el/news-events-menu-2/nea/374-news-general/2019-audiovisual>, <https://www.ouc.ac.cy/index.php/el/news-events-menu-2/nea/374-news-general/1814-monuments>, <https://www.youtube.com/watch?v=Aagq8XON-e0&>).

IV. The aforementioned actions will also help towards the Programme’s strategy development. To this end, we are planning sessions with the Programme’s internal stakeholders (i.e. academic staff and adjunct tutors, students, alumni) and with the University’s decision makers (School’s Dean, the Senate, the Rector). Moreover, we are working towards establishing a Pool of Experts to help with brainstorming, expertise and experience. The Programme will also develop a marketing plan to attract students for the upcoming academic year (2022-2023).

V. Research projects similar to the Pact4Skills mentioned above help towards improving the work environment and the research opportunities for adjunct tutors. The Open University of Cyprus encourages all adjunct faculty members to apply either autonomously (with OUC affiliations) or together with existing OUC research teams for external funding of their research. In terms of continuous professional development, the University offers specially designed training modules for all academic staff members (faculty members and adjunct tutors) towards distance learning/teaching skills and appropriate use of all tools provided via the University’s eLearning Platform (eClass). Moreover, the Open University of Cyprus (OUC) launches on an annual basis the “Excellence in Teaching” Awards, which may only be granted to members of Adjunct Faculty (Tutors), as an incentive to attract, enhance their performance and retain them. These awards provide the opportunity to recognize Tutors who are making a significant contribution to excellence in teaching across the University, and two Tutors of the Programme have received the Award so far. As the CyQAA does not encourage adjunct faculty to assume the role of a

Programme's Academic Coordinator, tutors cannot assume such a responsibility. However, all teaching staff (faculty and tutors) are involved in the overall academic design and management of the Programme and all are involved in the Programme's yearly internal evaluation and updating. Towards securing the continuous cooperation with adjunct faculty, the Programme keeps assigning the supervision of dissertations to Tutors with no teaching obligations.

C. Other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.

D. Signatures of the Internal Quality Assurance Committee

Name	Signature
Professor Vayos Liapis	
Assoc Professor Elpidoforos Soteriades	
Assoc Professor Georgios Deligiannakis	
Assoc Professor Antonis Zorpas	
Christopher Christodoulides	
Elena Gregoriou	
Erato Ioanna Sarri	

The Follow-up Report has been also approved by the Academic Coordinator of the OUC Postgraduate Programme in “Cultural Policy and Development”, Dr Georgios Papaioannou.

Date:

