Doc. 300.1.1/2

Date: 2 March 2021

External Evaluation Report (E-learning programme of study)

- **Higher Education Institution:**
  Open University of Cyprus

- **Town: Nicosia/Lefkosia, Cyprus**

- **School/Faculty (if applicable):**
  Ανθρωπιστικών και Κοινωνικών Επιστημών

- **Department/ Sector: N/A**

- **Programme of study- Name (Duration, ECTS, Cycle)**
  In Greek:

  Σπουδές στον Ελληνικό Πολιτισμό,

  Προπτυχιακό πρόγραμμα, 4 έτη, 240 ECTS

  In English:

  Studies in Hellenic Culture Programme, Bachelor

  Programme, 4 years, 240 ECTS

- **Language(s) of instruction: Greek**

- **Programme's status: Currently Operating**

A. Introduction

We have been appointed by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education as the External Evaluation Committee to evaluate the B.A. Programme of the Open University of Cyprus: «Studies in Hellenic Culture» (hereafter ELPOL, as per its Greek name).

We have studied the application file of the Open University of Cyprus (hereafter OUC), which included detailed information about the revised ELPOL programme, academic timetables, faculty CV's, and general information about OUC resources, policies and procedures. We have also been provided with the Agency's specific Guidelines for Programmes of Studies adopted in May 2017.

On February 23th, 2021, we were invited via Zoom to meetings with the Rector of the University, the Vice-Rector and Head of Academic Affairs, the Chair of the Internal Evaluation Committee, the Dean of the School of Humanities and Social Sciences, the Coordinator of the ELPOL Programme and the members of the Internal Quality Assurance Committee, the Coordinator of the Quality Assurance Office, the academic faculty members teaching in the ELPOL Programme, whether on a permanent basis or as external part-time adjunct faculty, the administrative staff of the OUC, five BA students, as well as the Head of the e–Class Learning Platform, the Head of the Students and Programmes Support Unit, the Head of the Laboratory of Educational Material and Educational Methodology, and the Director of the OUC Library. A digital form on the Programme was also provided. We heard from the Dean and the Coordinators of the ELPOL Programme a thorough presentation and discussed all aspects of the Programme with the faculty members. We were also informed of the research projects undertaken by the teaching staff, the technical resources and laboratories of the OUC, and the employment prospects for the programme's Bachelor and graduate students.

Re. the Internal Evaluation Procedure (comments re. the application submitted by the OUC (Doc. 200.1), and re. the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the ELPOL Programme in particular.

We were satisfied with the quality of the application submitted, which detailed the ELPOL Programme with admirable clarity. The programme's duration is 4 years (8 semesters and 240 ECTS). The first two years (4 semesters) are compulsory for all students and require the completion of twelve modules or 120 ECTS. From semester 5 onwards, the students choose one of the three orientations (pathways) of the ELPOL Programme: 1) Philology, 2) History, Archaeology and Art, and 3) the General Direction. The remaining eight subjects (120 ECTS) of the last two years of the programme are covered by way of electives. We have pointed out some omissions in our detailed comments (below), but those do not detract from our overall positive assessment. We were highly impressed with the degree of co-operation among the active teaching and administrative personnel, the quality and range of the courses provided, and the enthusiasm of the students. All participating members made every effort to address our questions. They addressed every area of concern we identified with sincerity and sensitivity, and they were very receptive to our suggestions concerning the ELPOL Programme's future directions and areas for improvement.

B. External Evaluation Committee (EEC)

Name	Position	University
Gonda Van Steen	Koraes Chair	King's College London
Alexandros Alexakis	Professor of Byzantine Literature	University of Ioannina
Iordanis Kavathatzopoulos	Professor of Human-Computer Interaction, Dept. of Information Technology	Uppsala University
Costas N. Constantinides	Professor in Byzantine History	University of Ioannina
Ilias Giarenis	Associate Professor in the History of Byzantine Education and Learning, Vice Rector	Ionian University
Nikolas Georgiades	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 leadership of the OUC, the Faculty of Humanities and Social Sciences, and all the teaching and administrative personnel of the ELPOL Programme have been very supportive of our work and provided detailed information on and access to all relevant issues and materials. More specifically, the following items stood out:

* The ELPOL Programme has designed a comprehensive curriculum with a very clear structure and has procedures in place to adequately review each year. The learning outcomes, too, are regularly reviewed.
* The quality of teaching is ensured through student evaluations collected at the end of each semester for every module by the Quality Assurance Committee. Procedures guarantee the regular internal appraisal of the curriculum.
* The appointment procedures of the associate faculty members are very clear. Great care is taken to select the best-qualified applicants, all Ph.D. holders with English-language fluency, with extensive publication records in their area of specialization and experience in teaching in a Distance Learning Programme.
* Members of academic staff, both permanent and part-time appointees, take a vested interest in the ELPOL programme, which started in academic year 2006/2007 and which was recently revised to better fit the OUC's framework.
* The ELPOL Programme has its own dedicated website at https://www.ac.cy/studies-degrees-bachelor-ell, and staff members take great care to update it regularly. The website contains a description of the programme (history, aims). It specifies criteria for student admission, ECTS requirements, and it contains a list of available course offerings.
* The Programme takes every step to assist disabled students, especially the vision-impaired.
* The Programme's guidelines for quality assurance are clear and have been taken to heart by its teaching staff. The material provided in the context of this evaluation covered all the areas required. Additionally, the CYQAA provides clear guidance for quality assurance procedures and the results are published on the CYQAA website.

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

* The ELPOL Programme is a highly commendable example of a well-designed and well-functioning e-Learning Programme. It is particularly user-friendly for working students. ELPOL is a key asset in OUC's pursuit to become an internationally attractive university. The instructors take extra care of incoming Erasmus+ students by providing teaching in English in addition to their instruction in Greek.
* The e-Class and e-Learning Platforms are constantly renewed and follow technical improvements to remain up-to-date and easy to use for both the teaching personnel and the students.
* The ELPOL Programme is periodically reviewed. The third revision of the ELPOL Programme is the subject of our current evaluation.
* Information about performance indicators is systematically gathered and analysed.
* Regular and very effective communication channels have been created between the teaching personnel and the students that go well beyond the e-Class, such as hybrid teleconferences, additional guidance provided by the instructors. Also, seminars and lectures with invited speakers are recorded and are made available to students.
* The ELPOL programme stays in touch with former students and follows their career paths.

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 pathway of History, Archaeology and Art of the ELPOL Programme, but also the other directions, could be enriched by adding practical experience in Archaeology or in other fields, through agreements with the Department of Antiquities of Cyprus, the Greek Ministry of Culture, or other institutions or organizations. Ideally, OUC students will be able to register for excavations, or participate in the study of findings, or even work in museums during the summer. Thus, the students would learn more about the practicalities of research and develop transferable skills. In practice, they would do so by selecting an elective of 15 ECTS that is set up as an independent study, which would be supervised by one of the instructors (one or two instructors overseeing all independent studies). All students enrolled in this final-year independent and elective study module would be responsible for making contacts with excavations, museums, cultural foundations, schools, theatres, documentary film crews, creative writing groups, etc. *themselves*, depending on the interest of each individual. Their duties would comprise of: negotiating the contacts (with some assistance or a letter of introduction from the faculty), designing a workplan, compiling a portfolio of work accomplished, and presenting the work in an end-of-term online session that would showcase all presentations. At other institutions, this module is often called the «capstone experience» or is seen as the equivalent of the B.A. thesis experience. Such modules appeal to students' budding professional interests and the outcomes can assist them in their job-seeking experiences. We will return to this important suggestion in the conclusions to this document.

*The ELPOL Programme direction in Philology could be enriched by adding study topics such as «The History and Development of the Greek Script», including introductions to Papyrology and Greek Palaeography. Or these topics could productively be covered by way of the above-described independent elective study module, with students following online courses in specialized topics elsewhere in their final year but reporting back to the independent module's supervisor. Such study topics will further qualify the B.A. students in Philology and will better prepare them for postgraduate studies or for employment in libraries and archives.

*The expected unification of the Libraries of the OUC and the University of Cyprus may perhaps include the Makarios III's Foundation Library and the historical Library of the Cyprus Museum. Currently, the contract upon which OUC has agreed with the Greek ΟΣΔΕΛ ensures digital access to a vast number of Greek books. Other online resources such as JSTOR are also available. All combined, this range of facilities will be richer than that provided by most Universities in Greece. It is a significant asset that needs to be maintained.

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

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

2.4 Study guides structure, content and interactive activities

Standards

- _A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:_
  - _Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner_
  - _Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)_
  - _**Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)**_
  - _Clear instructions for creating posts, discussion, and feedback_
  - _Self-assessment exercises and self-correction guide_
  - _Bibliographic references and suggestions for further study_
  - _Number of assignments/papers and their topics, along with instructions and additional study material_
  - _Synopsis_
- _Study guides, material and activities are appropriate for the level of the programme according to the EQF._

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.

OUC is specialized in Distance Learning and it has gained a long-time experience in delivering various DL programmes and courses. An excellent technical infrastructure is in place to support cooperation and communication between teachers and students and also among students. Other necessary resources, such as library and teaching materials, are easily available through technological pathways. The ELPOL Programme currently under evaluation is compatible with high-quality e-learning delivery.

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

The purpose and objectives of the ELPOL Programme of study are formulated in terms of expected learning outcomes. These are consistent with the mission and the strategy of the OUC and are

utilized as a guide for the design (or modification) of the programme of study. The programme's content, the teaching materials and the equipment (especially electronic tools and platforms) lead to the achievement of the programme's purpose and objectives and ensure the expected learning outcomes. These outcomes are known to the students and to the members of the academic and administrative personnel, which facilitates internal orientation, communication, and the overall study practice. The learning processes, through the use of appropriate educational materials, teleconferences, etc., guarantee the open character of the learning experience. They give the students the opportunity to choose the exact time and setting for study and the use of the material available.

The course curricula clearly and adequately define the expected learning outcomes, the content, the teaching and learning approaches. The ELPOL programme of study is structured in a consistent manner and in logical sequence, so that concepts that operate as preconditions precede the learning of other, more complex and more demanding concepts. Also, courses of general knowledge precede those that provide more specific and specialized knowledge in a constructive way. The content of courses and modules, and the corresponding educational materials (which include books, articles, podcasts, videos, etc.) are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, abilities of comprehension and critical thinking that the students should acquire. The number, range and content of the ELPOL programme's courses amply allow for the achievement of learning outcomes concerning Greek Culture, set in a broad perspective both thematically and chronologically. The content of the ELPOL programme's courses admirably reflects the latest achievements and developments in science, arts, research and technology, but also the most influential trends both in theory and methodology.

2.2 Practical training
The practical and the theorical parts of the ELPOL Programme are interconnected. Perhaps some of this rich interconnection could be further enhanced, especially in the area of Archaeology, so that students could more actively take part in fieldwork, excavations, etc. See our comments on p. 8 above (2 paragraphs shadowed in grey).

2.3 Student assessment
The ELPOL Programme's course curricula clearly define the various methods of assessing students' performance. These methods take into account 1) the student essays (35%), 2) the interactive activities (15%), and 3) the final exams (50%). The European Credit Transfer System (ECTS) is consistently applied. Also, there is true correspondence between the number of credits earned (two categories of courses, providing 10 and 15 ECTS credits, respectively) and the workload per course and per semester.

2.4 Study guides structure, content and interactive activities
The ELPOL Programme's study guides deliver important and pertinent information about the courses in a constructive manner. They allow themselves to be accessed and used by the students on their own pace and according to their own availability. The structure of the guides is very good, and their content is very helpful for students, especially since they also facilitate the students' access to books and articles.

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

OUC has expertise in delivering Distance Learning programmes and courses, and many aspects described in the section above speak to the many strengths with which the ELPOL Programme has delivered on this mission.

OUC and the ELPOL Programme, in particular, have a clearly formulated pedagogical philosophy, policy and guidelines on training students and evaluating assignments. These are applied consistently and efficiently. As far as the use of technology is concerned, the students enjoy access to excellent training and supporting procedures, which only enriches the ELPOL Programme's rich academic offerings.

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.

There is a satisfactory number of interactive activities between students, e.g. group tasks, debates, quizzes, group discussions, etc. However, many of them are synchronous. Students in DL programmes usually prefer to proceed on their own pace and according to their own time schedule. Therefore, and based on the knowledge that mutual teaching facilitates and accelerates learning, more asynchronous peer-reviewed assignments should be introduced. Such assignments stimulate students to communicate and to coordinate in a natural and non-artificial way. The evaluation committee members understand that the design of the interactive activities associated with each module is still in an experimental phase. The above suggestions is therefore not a criticism, but is meant to help inform choices as this process develops.

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 ELPOL Programme employs three highly competent scholars (two in the rank of Associate and one in the rank of Full Professor). They have an impressive track record of publishing, teaching, mentoring, and attracting funds through various competitive programmes. They also take on critical service roles to assure the smooth working of the programme. Recruitment of faculty is subject to State Laws, which provide for a system of checks and balances that ensures impartial and objective assessment of prospective candidates. Promotion of the teaching staff is contingent upon their publication, research, grant award, and student evaluation record. The ELPOL Programme also employs a number of adjunct faculty members, who are appointed on the basis of equally objective assessment criteria (relevance of their research, professional experience & publications, activity record over the past 5 years, teaching experience in HEIs over the past 5 years, distance learning teaching experience in HEIs over the past 5 years & ability to use state-of-the-art technology, availability, candidate's evaluations if already teaching at the OUC). For the academic year 2020-2021, the total number of the adjunct faculty members amounts to 32. Many adjunct faculty members made short presentations to the evaluation committee members, from which it emerged that both permanent faculty and adjunct faculty members employ advanced and innovative teaching methods. Renowned visiting scholars contribute to the teaching programme, by giving occasional lectures, workshops, or seminars.

OUC has special administrative units and courses to training and support teachers in their extensive use of technology for Distance Learning.

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

* Number and quality of the publications of the ELPOL Programme's faculty members.
* Participation in externally funded, competitive research programmes, most of which serve innovative and appealing approaches to the major topics in Hellenic Studies.
* Participation of the faculty members in major international and national conferences.
* Most of the adjunct faculty members are junior scholars positioned at the beginning of promising careers in teaching, research, and service. Many of them have held other academic appointments, either as postdoctoral researchers or as adjunct faculty members in other universities and research institutions. They are highly qualified to deliver e-learning courses, and they are supported by OUC as far as this content delivery is concerned.
* Concrete plans are in place for course and curriculum development.

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 following points and areas for improvement are addressed to OUC rather than to the ELPOL Programme coordinators:
* The workload resting on all faculty is very heavy. For adjunct faculty, this load is compounded by the fact that they are contingency faculty, whose place at OUC is not secure. All of them manage a teaching and research but, given the very time-consuming nature of this teaching and the close mentoring that comes with it, the committee members see the need to raise the issue of whether the adjunct junior faculty, especially, still has time left to strengthen their record of research and publications—precisely those areas that are most likely to lead to the next step in the junior scholars' career path. The committee members also enquired about proper compensation, both for those involved in teaching and those involved in coordinating roles (data pending).
* The teacher-to-student ratio could be improved with the hiring of three more members to the rank of assistant professor. Teacher-to-student ratios and permanent-to-adjunct faculty ratios are areas that are closely scrutinized by external evaluators and other external bodies. OUC has a reputation to defend and has everything to gain by strengthening an already very committed programme of study in ELPOL.
* The OUC training courses offered to the teaching staff should focus mainly on how technology and learning interact. The pedagogical aspects of technology are most important. Such training will enable the instructors to take advantage of technology's pedagogical potential and to avoid its risks.

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*

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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.

* Because this institution of higher education is an *open* university, its philosophy is to accept all students who have obtained their high school diploma or the equivalent thereof, who are computer-literate, and have an adequate command of English (in addition to the language of instruction, which is Greek). There are no entry exams as, for instance, in the Greek higher educational system. This vision is clearly and unequivocally implemented, and these admission rules are pre-defined and published online. Access policies, admission processes and criteria are implemented consistently and in a transparent manner. The admission requirements are clearly stated on the ELPOL Programme's website as well:

ADMISSION REQUIREMENTS
- Certificate of Secondary Education ('Apolytirion') or equivalent.
- Competence in the use of computers and basic IT resources (Internet, email, etc.)
- Sufficient command of the English language is not mandatory, but it is considered necessary.

The same transparency holds true for the cost of the programme, and for the directions for prospective students on how to apply electronically: **APPLICATIONS**: Applications can be submitted only electronically, via the OUC website at **https://applications.ouc.ac.cy/admissions?sap-language=EN**.

* As far as student progression is concerned, again in line with the philosophy of an open university, students can progress through the programme at their own pace. The shortest possible course of study is four years, the longest is twelve years, but personal circumstance (e.g. employment or medical conditions) and/or caring responsibilities are taken into consideration as mitigating

circumstances in cases where an extension is requested. Staff and faculty members are on hand to help explain the course of study, which is also posted online (under 'programme structure').

Another important aspect of student progression is assessment. Again, pre-defined and published regulations are in place, and are clearly communicated to the students. The breakdown of assessment rubrics across modules is consistent, and thus easy for students to comprehend. The same holds for the marking criteria, especially for the student essays. The written essays, for instance, require access to an extensive bibliography. The essays are a critical assessment area of all modules, and every effort is made to ensure that students have adequate access to library and other study resources.

* Student recognition: The main source of student recognition is the feedback from the module teachers, and the gift of their extremely close attention and care. We did not encounter any other forms of student recognition. The students with whom we spoke were very satisfied with what they had gained from the various modules and also from their close contact with the instructors. The endresult of satisfactory student progression is, of course, the degree and the continuing support of the instructors when it comes to endorsing student applications for jobs, for instance, with recommendation letters. Our work as committee members for the Cyprus Agency of Quality Assurance and Accreditation in Higher Education is another way to bring recognition of student achievement to the ELPOL Programme. Ideally, however, OUC itself could make some prize money available that would be earmarked for academic achievement and would be entirely merit-based.

Student certification: Standardized procedures for students to achieve the learning outcomes and gain proper certification are in place.

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

The ELPOL Programme delivers on the OUC's mission to admit all students who meet the above-stated minimum requirements, and it does so with transparency and user-friendly online processes. This means that ELPOL can play to its strengths of attracting students from all walks of life and of all ages and backgrounds. The evaluation committee members enjoyed having the opportunity to meet with four students who could be qualified as 'mature' students, for being older than the average undergraduate students at other universities. They were students with jobs and families and each one of them stressed the programme's compatibility with their demanding schedules. They also emphasized how they were clearer, later in life, about what they wanted to gain by pursuing the ELPOL Programme of study, and they stressed factors of self-fulfilment as well as opportunities to advance their careers (e.g., while working in the civil service or educational sector). Because of its openness, ELPOL's vision and online format can respond flexibly to the needs of students in a variety of professional sectors, such as the culture industry (organizations, museums, cultural services, etc.), tourism, education, etc.—as its website justifiably claims:
https://www.ouc.ac.cy/index.php/en/studies/programs/studies-degrees-bachelor/studies-degrees-bachelor-ell

As far as student progression is concerned, the modules are assessment-heavy. This means: plenty of processes and tools are in place in each module, and also across modules, to monitor student progress. By way of a diversified range of assessment tools (typically two essays, carefully graded; interactive exercises; and one final exam), the instructors deliver feedback all throughout the

module, allowing students to adjust their trajectories once their modules are underway. Students are provided with ample opportunities to act on the various forms of feedback and assessment data.

Student recognition: strengths: strong support from the instructors, also in the students' future endeavours.

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.

* OUC's webpages are occasionally a bit slow to load and may be in need of a general upgrade. The delays in loading may be a function of maintenance efforts or may have other causes, but we trust that the website and learning platforms are closely monitored to avoid any problems of access.
* As far as student progression is concerned, assessment is a huge part of the teaching of the modules. The assessment load (especially when pertaining to the student essays) is very labour-intensive, especially in those modules that fill up with many students.
* Student recognition: areas for improvement: see our recommendation about prize competitions above.

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?*

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.

Many of the paragraphs above have already covered our findings here. The evaluation committee members want to reiterate that OUC has great expertise in e-learning and covers all the technical resources needed for that purpose. They recommend that OUC continues to play to these strengths.

Two units at OUC, in addition to a help-desk service, bear the responsibility for extending training skills and providing support to teachers and students regarding e-learning issues.

Strengths

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

Activities and materials necessary for e-learning are incorporated and accessible in all courses of the ELPOL 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.

OUC has concrete plans for developing the training courses in e-learning offered to its teachers. But, since technology used for educational purposes as well as ICT in general are changing very fast, a plan for recurring revisions of these resources and training courses is necessary. Also, OUC webpages and active links will need to be at their best at all times.

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

6. Additional for doctoral programmes *(ALL ESG)* NOT APPLICABLE

> **Sub-areas**
>
> **6.1 Selection criteria and requirements**
> **6.2 Proposal and dissertation**
> **6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards
- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*

- o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

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.

Click or tap here to enter text.

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

7. Additional for joint programmes *(ALL ESG)* <mark>*NOT APPLICABLE*</mark>

Sub-areas

7.1 Legal framework and cooperation agreement
7.2 The joint programme

7.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
    - o *Denomination of the degree(s) awarded in the programme*
    - o *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
    - o *Admission and selection procedures for students*
    - o *Mobility of students and teaching staff*
    - o *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
    - o *Handling of different semester periods, if existent*

7.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
7.1	Legal framework and cooperation agreement	Choose answer
7.2	The joint programme	Choose answer

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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.

I. Features of Good Practice

* In conclusion, the EEC was very impressed with both the quality and the strengths of the ELPOL Programme at the OUC, as presented during the evaluation process.
* The ELPOL Programme teaches its contents not as separate entities but as a cohesive, multi-dimensional, and interdisciplinary subject.
* This Bachelor's Programme meets all the requirements outlined by the Quality Assurance and Accreditation Agency in their Guidelines for Accreditation document.
*The teaching and learning processes offered by the ELPOL Programme are student-oriented, research-based, and for Distance Learning, in line with international guidelines and expectations. Additionally, they are flexible qua delivery, method, organization, and feedback.
* The ELPOL Programme is structured with clarity and transparency and provides for a smooth and logical progression in the students' academic trajectory. In the first two years, compulsory core modules orientate students across a broad range of subjects, and they assist students to become familiar with university studies and scholarly expectations. In the third and fourth year, students choose from a large number of more specialized but elective modules.
*The ELPOL Programme participates in and promotes the Erasmus+ and Erasmus mundus programmes. Thus, it broadens the students' horizons and adds to the internationalization of the student experience.
*The ELPOL Programme's Internal Quality Assurance Committee system is robust and follows best practices.

II. Recommendations

* It is essential that the OUC lend its full and unwavering support to the Humanities and in particular to the very committed ELPOL Programme. We strongly recommend that the OUC offer three more permanent appointments to the programme in study topics that are in high demand.

* We recommend that the OUC makes money availably centrally for merit-based student recognition (prizes). The same could be done for faculty recognition.

* We further suggest that the ELPOL Programme encourage students who are not working to participate in the Erasmus+ exchanges and apply to spend a semester at another European university.

* We recommend that the ELPOL Programme be allowed to create a 4th-year 'independent study' or 'capstone' module that will recognize the very rich backgrounds and connections of many of ELPOL's students (see above p. 8, the grey-shaded paragraphs). Ideally, then, the final-year student could design a plan for independent learning on an excavation, in a museum, high school, foundation, theatre group, film crew, etc., and report back on this independent work to an academic supervisor at ELPOL. The module could require the compiling of a portfolio documenting the student's work and could be graded pass/fail, in its experimental phase. The students would be

earning the recognition of outsiders to the university as well as of their instructors and peers (when giving presentations of their work at the end of the semester). The students interviewed liked this idea a lot.

* We highly encourage the OUC and the ELPOL Programme to thus introduce excavation experience and field methodology in the History-Archaeology-Art pathway, taking advantage of the opportunities for fieldwork and museum studies practice with which Cyprus and Greece present the students. The same holds true of other specialized topics that could be covered by the venue of the independent study elective: the addition of subjects such as: «The development of the Greek Script», «The Byzantine Background to the Italian Renaissance», etc.

An alternative route is to add these subjects as formal modules, which may result in 24 modules offered by the ELPOL Programme with 10 ECTS each, for a total of 240 ECTS. Alternatively, too, students might avail themselves of the (elective) opportunity to prepare an essay (Διπλωματική) of not more than 5.000 words on a topic of their own interests, relevant to the ELPOL's Programme's curriculum and under the guidance of a (compensated!) instructor. The successful end result could then be mentioned as a supplement to their B.A. degree.

E. Signatures of the EEC

Name	Signature
Gonda Van Steen	
Alexandros Alexakis	
Iordanis Kavathatzopoulos	
Costas N. Constantinides	
Ilias Giarenis	
Nikolas Georgiades	

Date: 2 March 2021