



Doc. 300.1.2

Date: 03/08/2021

Higher Education Institution's Response

- **Higher Education Institution:**
Open University of Cyprus (OUC)
- **Town:** Nicosia
- **School/Faculty (if applicable):** Faculty of Economic Sciences and Management
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Μεταπτυχιακό Πρόγραμμα Σπουδών «Επιστήμες της Αγωγής» (3 ακαδημαϊκά εξάμηνα, 90 ECTS)

In English:

Educational Sciences (3 academic semesters, 90 ECTS, Master of Arts), Distance Learning

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: α) Εκπαιδευτική Ηγεσία και Πολιτική, β) Εκπαίδευση για την Κοινωνική Δικαιοσύνη, γ) Ειδική Εκπαίδευση, δ) Τεχνολογίες Μάθησης και Επικοινωνίας

In English: (a) Educational Leadership and Policy, (b) Social Justice Education, (c) Special Education, and (d) Instructional Technology



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Findings

- The University Quality Assurance System follows the external regulations. There is a University Internal Quality Assurance Committee in which the Vice Rector, faculty members, and students participate. Students have the opportunity to give feedback on programme, course and tutor. This feedback is taken into account, e.g., in programme development and in recruitment.
- The Academic Director (Zembylas) has been appointed to oversee the study programme design, development and management, which he does with much passion and inspirational leadership.
- The Quality Assurance seems in place to internally monitor the quality on a regular basis, on aspects such as: programme standards, performance of teaching and administration staff and student learning experiences. Some members (like Vice-Rector Manolopoulos) were present during a site visit session to further explain these procedures. The EEC noticed they had scored the programme on all aspects as good to excellent.
- The purposes of the programme of 90 ECTS are clearly defined with 4 specializations, namely (in order of introduction since the year 2007): leadership and policies, social justice, special needs, and learning technologies in education. The main intended job contexts are teacher, educational developer, and policy maker where most students are already working.
- UOC houses three faculties with this online Master of Educational Sciences being part of the faculty of Economics and Management. The Faculty Dean was not present during the site visit.
- Funding of the UOC and Master under study is 45% public funding, 50% from matriculation fees (about EUR5000 per program), and 5% from externally funded research projects. About 33% of staff time is expected to be dedicated to teaching, 33% to research, and 33% to 'administration'.
- The programme of study is designed with overall programme objectives. However, it is not altogether obvious that it is in line with the institutional strategy on the University or Faculty level. The University has goals of being among the 100 top universities in Europe "OUC has emphasized the vital importance of research for promoting the University in the international scientific community". Likewise, the first aim of the programme is "conducting research in pedagogical sciences with particular emphasis on the areas of organisation, leadership, administration, evaluation and curricula in education, as well as in the areas of special education and learning technologies". The programme is also said to be "academic" and not "professional".
- In some contrast with these previous goals, the students are allowed to choose if they do a Master's Thesis. Around 90% of the students choose not to. Similarly, only few of the teaching and research staff are full time professors. Most of them have an adjunct status. A tenure track system and more permanent positions, as well as resources and time allotted to research are warmly recommended, if the strong emphasis on research is seriously intended.
- Some questions were not conclusively answered: Do the teachers have enough time for the research relevant for an Academic programme as part of their job description? And: are the students involved in this research? The Faculty's goal is to have research in the areas of the program. Is there?

- The possibility of teaching the programme in English was discussed. This would make it more easily accessible for students outside of Greece and Cyprus. This could help with funding. It would also make global recruitment of faculty a realistic option, which could bring new strength to the instruction and research of the Faculty.
- The programme is subject to a formal institutional approval which involves the Faculty and Senate.
- Considering the documents, teaching staff and student interviews, the programme seems to be appropriate, leading students to progress in their studies. The dropout rate of the students does seem to be reasonable in the circumstances. The student's assignments are consistent with the courses' ECTs, though several students spoke about being unable to keep up with the optimal study tempo. The reasons given were work and family.
- The qualification system is clear and well delimited, and in accordance with regulations. Feedback is provided to the students appropriately.
- Students have support to help them with different kinds of problems (disabilities, emotional issues, etc.).
- The courses involve different types of student-centred methodologies and activities to develop students' skills. The students spoke warmly of their satisfaction with the DL courses' methods and content.
- The assessment typically includes exams, presentations, exercises, individual and group works, etc.
- In their presentation, the Faculty reported about 80% of employability rates. This seems rather high, but may be quite adequate given the recent economic situation in Greece and Cyprus.

Strengths:

- Recently appointed (about 5 months ago) Rector (Pashiardis) and Academic Director appear to have a long lasting, mutually confidential and productive working relation. Both belong to the fixed staff of OUC since 2007 when this ES Masters programme was introduced.
- Both the Rector and Academic Director have solid academic track records in their fields (educational leadership and curriculum studies), as well as strong connections to relevant research beyond the UOC. The EEC noted, however, that the CV-section had repetitions and was rather unstructured. We would recommend using one of the internationally accepted standards to give structure and bring out what is essential in future evaluations, recruitment etc.
- Ambition for research-informed teaching was evident.
- During the site visit we noticed an open, constructive and friendly climate where every staff member felt free to speak out.

Areas of improvement and recommendations:

- According to the standards, it is necessary to include information about graduate employment support and key performance indicators on the website so that this can be consulted by the general public and especially potential candidates for student and faculty recruitment. This should be included for the programme. The University publishes programmes, selection criteria, intended

learning outcomes, course descriptions, etc. On the website, there is also information about the campus and facilities at the University.

- The website does not seem to provide public information (key figures/performance indicators) about e.g. selection pressure, pass rates, length of studies, student feedback/satisfaction, student-teacher ratio, dropout rates, graduate employment rates or changes in these (trends).
- Key performance indicators, including career paths of graduates for the programme, maybe also the subprogrammes, should be collected and properly processed, and analysed thoroughly. Data analysis is one of the best resources to improve programmes and plan next steps in a changing Higher Education scenario. The Faculty should periodically collect and analyse such data and the possible explanations of the results in order to improve in the future.
- The career path of alumni should be studied, and more detailed information collected. The entrance to the job market depends on several factors, and good rates also enhance the reputation of the University.
- During the course presentations, the team of teachers demonstrated they are to some extent encouraging students to apply their knowledge in professional practice through practical exercises. However, most of this good practice was not explicit in the documents (which emphasized knowledge acquisition). The EEC suggests that the relations with professional practice could be intensified to better prepare the students for the demands of future work environments. The case studies presented (on request of the EEC) did not always reflect the full complexity of the professional context the graduates are getting (better) prepared for. Here the DL environments presents some challenges, but may also confer advantages when used creatively.
- Textbooks and existing theories are still the main sources of teaching content. Courses could benefit from the use of research data and case studies, and from immersing students in the process of knowledge and theory construction, e.g. through projects staff are involved in (also beyond the UOC). This is a concern raised by the EEC members since the programme claims to be of academic nature and to be research based.
- For an academic master, the voluntary character of doing a master's thesis as the final proof of mastership in research and/or innovation skills is problematic. Especially since only about 5% of the students opt for a master's thesis of 30 ECTS, and most instead take two elective courses of 15 ECTS each. The quality of that 5% graduates with thesis appears excellent with many continuing their path a PhD student. The EEC realizes this choice option by students is compliant within national governmental regulations, but at the same time questions whether 95% of graduates would fully qualify as having an academic master level within the EQF standards. We fully appreciate the time constraints of students in the work life with families of their own - and the capacity limits of a currently small teaching staff that have led to this arrangement with the voluntary choice for the thesis study. At the same time we do not see these reasons as valid from an academic quality perspective, in which setting up and executing independent research is an essential part (especially for the Research component of the Dublin descriptors at EQF7/8 levels). In most Universities (including Open) writing a master's thesis is therefore mandatory. The EEC suggests relabelling the electives path of the programme as 'professional master' and the path including a thesis as 'academic'. The path chosen should then be expressed in the diploma. This

would be clear, open, and fair to the students and to organizations considering recruitment of the students for professional work or further academic studies and careers.

- We recommend to consider if the relevant amount of work required and ECTS given for each course unit should be the same ('one size fits all'), independent of content. From an administrative perspective we understand the practicality, but from the academic perspective we feel there could be more variety in needs, and more mutual alignment between courses. This might also introduce more options for the students with the same amount of work for the teachers. This also applies to the way units are being assessed upon completion. For example, assessment of the knowledge presented in the courses on research methodology could be relegated to other courses, in which this knowledge is to be applied.
- There is a big discrepancy between intended research time (33%) and funding received from research (5%) within UOC, and we recommend bridging the gap by finding ways of encouraging the staff to do more research together within UOC.
- The EEC would strongly recommends considering ways to increase the tenured teaching-research staff. The EEC acknowledges, that there are serious risks involved, but the future is built with people. If the University and Faculty are serious about improving the University's visibility and reputation, and making the University more attractive in the future recruitment of staff and students, the Faculty should have the resources and room to manoeuvre, coherent with its role and responsibilities.
- The EEC had a good opportunity talk about the governance structure at UOC. The Rector explained that financial/administrative processes were externally checked by a national inspector, and that academic affairs were monitored by the Senate (in which the deans are a part, checking upon themselves). There is no external body for academic checks and balances in case of (potential) internal reorganizations or disputes about mission and vision on the university level. The EEC feels it would be good to have such a supervisory board with (neutral) representatives from society, professions and external academics of high reputation, as it is in many public universities in Europe.
- The 'model' selected and imposed by the Ministry of Finance puts limitations to the growth of the academic nucleus (from about 25 to 100 both researching and teaching staff members). The Rector explained this would be good middle ground between 'still flexible and small' and 'more static and bureaucratic with bigger numbers'. This seems to be a thoughtful approach in the political context of the university. We as EEC would like to express our support the Rector and his management in this endeavour for the upcoming 4 years of his rectorate.

OUC RESPONSE

- The MA Programme in "Educational Sciences" publishes career prospects and possible directions for its graduates. It should be noted that most of the students enrolled in the Programme are already working in the education sector. The OUC Industry Liaison Office provides support to graduates interested to carry out internship in public and/or private organizations in Cyprus, and all students and graduates have opportunities to undertake placements abroad with Erasmus+ funding in the context of Calls for Applications issued per

academic year by the OUC Mobility Office. Evidently, key performance indicators concerning the effective operation and management of the MA Programme exist and are monitored by the Programme's Academic Coordinator. Yet, we do not consider that such information on KPIs should be available on the Programme's webpage, as these do not concern prospective or current students, but are internal quality assurance mechanisms of the Open University of Cyprus.

- The Open University of Cyprus maintains an open admissions system to all its Programmes of Study. Thus, there are no maximum number of positions per Programme, and hence no 'selection pressure'. Moreover, the length of studies is mentioned on our website in the "Admissions Information" and in the University's Study Regulations, and these are universally applicable to all Programmes offered. For example, all postgraduate students have the flexibility to choose between partial and full-time studies, in the first case they have up to 6 years to complete their Master's degree, in the second case (of FT studies), the minimum duration of a 90 ECTS Master's is 3 academic semesters. As per the student-teacher ratio, the Programme's webpage keeps track of all Faculty and Adjunct Faculty of the Programme per Thematic Unit. As per the instructions of the Cyprus Agency for Quality Assurance and Accreditation in Higher Education, the maximum number of students per student cohort is 30, and we dully respect this. Concerning "pass rates", "dropout rates" and "graduate employment rates or changes in these", we do monitor them at Programme level, but such information is not available on our website. Should prospective students be interested in any of these rates, the Programme's secretariat can provide the necessary information.
- We do agree with the comment made by the External Evaluators Committee that the career path of our alumni should be monitored more systematically and assessed, as such information can further guide the annual revisions of our Programmes. Even though the majority of our students, especially at Master's level, are already employed, the use of their degree and any changes it might lead to employment status or career changes should be monitored. This will be the work of the newly-established Alumni Office of the Open University of Cyprus, which will undertake all actions necessary.
- Regarding the concern of the External Evaluators Committee that the MA Programme in "Educational Sciences" does not fully address the need to link theory and practice so that students and graduates can develop not only knowledge, but also skills, to be better equipped for the labour market, please note the following:
 - In the Learning Outcomes both at Thematic Unit (i.e. Module) and at Programme level there is clear indication of outcomes that relate not only to knowledge acquisition, but also to comprehension, application of the knowledge acquired, identification and analysis of patterns, synthesis, evaluation and assessment of theories and ideas. LOs are mentioned in all Study Guides of all Thematic Units available to our students, and of course teaching staff. Due to space constrains in the CyQAA application form, LOs were not fully analysed in the documents, but the Study Guides (albeit in Greek, which is the Programme's teaching language) contain all this information.
 - As already mentioned, the majority of the Programme's students is working professionals, already in the education sector. Thus, they bring to the Programme their individual and

collective working experiences and professional practice. Even if this is not the case for all students, those aspiring to enter the education sector cooperate with their fellow students and teaching staff (some of which previous or current teachers in primary or secondary education) and use case studies and scenarios to develop skills needed for their future profession.

- The Programme is also cooperating closely with the Ministry of Education in Cyprus (especially the Pedagogical Institute of Cyprus, the main provider of in-service teacher education), and primary and secondary schools as well in the context of educational, research and consultation projects, thus the link between theory and practice is safeguarded for the continuous professional learning of teachers – students of the Programme.
- It is also noted that all Thematic Units are incorporating case studies and real world scenarios (e.g. planning, implementation and evaluation of lesson plans and units, teaching assignments, short research projects, etc.) that have applied interactive educational activities and thus promote not only theoretical knowledge acquisition, but also practical element for skills development. The University's eLearning Platform is also used to support interactive educational assignments, quizzes, scenario planning, group work, etc.
- Concerning the issue raised by the Committee that “courses should benefit for the use of research data and case studies, and from immersing students in the process of knowledge and theory construction”, clearly we do agree with this. We believe, however, that the Programme's teaching material is multi-format, it does not only contain textbooks, but also studies, research papers, case studies, videos and podcasts. Moreover, students have to attend obligatory Thematic Units addressing Research Methods (qualitative or quantitative), and thus have opportunities for more ‘research-based’ study paths. Students are indeed encouraged to participate in their teaching staff's active research projects, and several of our students are publishing academic papers with their instructors. We are happy to provide specific examples in recent years, if requested.
- The External Evaluators Committee has express a serious concern on the ‘voluntary’ character of a Master's Thesis. We do note this concern, and we respond as follows: A significant proportion of the students attending this master's degree are education practitioners. Thus, it is not their immediate priority to follow a research path in their studies, which would of course entail a mandatory Master's Thesis. The fact that, as the EEC also points out, “only about 5% of students choose the Master's Thesis” is evidence to this. Hence, the Programme offers to the students the option to complete their studies with or without a thesis. Those who are interested in continuing their studies at the doctoral level, or are more interested in research in any of the four (4) specializations of the MA Programme are, of course, encouraged to choose the option with the Master Thesis. Furthermore, all the modules of the Programme incorporate activities that touch on aspects of cultivating certain research skills, such as literature review (small scale)-how to access academic resources, critically assess them, and appropriately use them for argumentation in the assignments; construction of data collection tools (e.g. curriculum evaluation tools). Additionally, there are the Thematic Units which concern Research Methods that provide the opportunity to students to go through all the stages of a research project -from the literature review

to research tools development, data collection and data analysis and to carry out a small-scale research, as part of their final assessment in the module.

- In relation to the aforementioned, we acknowledge that the EEC suggests relabelling the electives path of the programme as ‘professional master’ and the path including a thesis as ‘academic’. The path chosen should then be expressed in the diploma, thus being clear both for organizations considering recruitment of the students for professional work or for further academic studies and careers. Although such a distinction sounds reasonable, we are afraid that it would introduce some kind of discrimination between the students who follow one path over the other, when the quality of effort and time invested by students who choose each path does not differ substantially.
- The EEC suggests that maybe workload, thus ECTS given to each course, should not be the same, independent of content. We do believe that there is no need to attribute different ECTS units to some courses, as the Programme’s modules are designed in such a way that LOs, workload, content and ECTS can be the same, i.e. 15 ECTS
- The EEC has raised concerns about the intended research time (33%) and internal funding for research (5%). We would like to note that only tenured-track faculty members (i.e. Lectures to full Professors) of the Open University of Cyprus are intended to carry out research and to safeguard this capacity, our internal regulations mention that approximately one third of their time should be attributed to research, and not only to teaching or other administrative tasks. Our Faculty of course engage in external funded research projects as well. The fact that a small percentage of the University’s budget is attributed to internal research projects is a bit problematic, we do agree, but the Open University of Cyprus is a state university, it is partially funded by the Government, and thus the possibilities to increase internal funding for research are low for the time being given budget constraints. The University, however, is constantly pressing the relevant Ministries of Education and of Finance for additional state funding to be able to support development and research projects.
- We do share the EEC’s opinion that all Programmes of Study should have an adequate number of permanent academic staff, and not rely so heavily on adjunct tutors on short-term contracts. This is however the case for the OUC that is a public University and all permanent academic staff positions (Lecturers, Assistant Professors, Associate Professors and Professors) need to be approved by the Ministries of Education and of Finance. Thus, the University is highly depending on Adjunct Tutors for teaching in the majority of student cohorts. This is the case in other Open Universities as far as we know. Since approximately 90% of the Programme’s teaching personnel are Adjunct Tutors, the MA Programme, the relevant Faculty and the University overall, are meticulous in ascertaining that, by way of a fair point system that balances experience and motivation, Adjunct Faculty of the highest calibre are hired to teach our student cohorts, and depending on their evaluation, their academic year contracts are prolonged.
- Finally, the EEC is raising an issue concerning the need for an external body for academic checks and balances in case of (potential) internal reorganizations or disputes about the mission and vision at University level. We would like to emphasise that the Open University of Cyprus is a public University and it is governed by a Council and a Senate. The Council has some members, which are appointed by the Government, as well as external academics. The Senate is the supreme academic body of the University, and comprises of the Rector and Vice-Rector, the



Deans of the three Faculties, and representatives of the Faculties selected amongst their faculty members. Our governing law does not provide for additional External Supervising Bodies as this is the case, we believe, for all public universities, at least in Cyprus and Greece.

2. Student – centred learning, teaching and assessment

(ESG 1.3)

Findings:

- The teaching methodology is conventional and leans on (virtual) class lectures with additional (online) teaching materials and assignments to be done in practice, typically the workplace of the students. The pedagogical model provides a generic setup of 6 courses (semesters 1-2), and a semester with electives or a thesis (semester 3). All courses more or less have the same structure. This allows for easy organization and administrative support.
- The EEC noted sufficient variety in teaching methods, partly reflected and specified in the study guides we received.
- The emphasis is on development of knowledge. Skills development and practical training with regard to the development of skills play a minor role.
- Students have to do assignments and hand in results. Assessment is based on these assignments, on active participation, and on a final exam. Procedures are clear.
- There is sufficient interaction between the student and the teacher in a course. Students also collaborate with each other. This is facilitated with educational technology.
- Also, we received sufficient evidence that current research is used to enrich teaching and learning.
- The study guides reflect some evidence of educational activities which encourage students' active participation in the professional practice (again discussion of case studies, analysis of applications in your own context, some actual implementation of the various components of the educational reality, etc.).
- Regarding thesis support and assessment, no other information about the methodology of supervision and evaluation criteria is available than a short policy document. The rubrics for 'scientific assignments' in courses and dissertation research are procedural and do not contain research quality criteria (research design, operational research questions / hypotheses, APA criteria for writing and lay out, et cetera). Some students in the panel mentioned they did not know what will be expected from them when they have to do thesis research.

Strengths:

- The EEC appreciated meeting an enthusiastic Academic Director and teaching staff (at least those that were present).
- The well-structured Programme with some professors of high reputation in their field attracts students.
- Current and pioneering topics for the Programme like social justice attract and inspire the students.
- An ambition for research-informed teaching was evident.
- Flexibility and organization of the DL programme attracts (working) students, and makes them get back for other programs.
- Learning activities, exercises and projects are designed to promote collaboration among students. A variety of digital tools are used to support collaborative online learning

- The EEC found good coverage of some important and timely topics in Educational Sciences.
- There is clear evidence of good use of peer-assessment and formative assessment during courses.
- The use of external experts in some specialist courses was also well done.
- Good tutor-student relationships were reported both by teachers and students that were present. The instructors work in close contact with the students providing the guidance and the encouragement needed especially in distance learning settings.

Areas of improvement and recommendations:

- The formulation of the learning objectives follows Bloom's taxonomy and has projected outcomes for all levels. This is unnecessary. The lists are too long and some objectives are too general or use verbs that are inherently vague ('appreciate'). The EEC checked this with the student panel: none of the students reads this or could reproduce one outcome. We recommend to rethink the course objectives, reduce the number of outcomes and formulate five or six outcomes that really matter.
- The courses are rather 'stand alone'. It is not clear how they build upon each other nor how all required competence areas of the European Quality Framework (Dublin descriptors) are distributed over the courses. However, during the site visit the committee heard intentions and ideas to align courses and include missing competences and introduce more innovative instruction formats. The pro-active and receptive attitude of the Academic Director (Zembylas) and some enthusiastic and more innovative approaches presented by staff (Klerides, Fragkaki, and others) made us more confident that more is achieved than what the application on paper suggests.
- Look for better integration of teaching methodologies with individual needs and learning strategies.
- Incorporate current research in course material on an intensified level.
- Include more opportunities for students to take an active role in knowledge construction.
- Include hands-on experience where applicable.
- Strengthen teaching and practice interconnections at least in some suitable courses.
- Strengthen relationships with the educational professions and use students' access to educational setting for mutual data collection and professional development.
- Further opportunities for international experiences for the distance learners should be explored.
- We recommend considering more diversity in final course assessments. Each course is now completed with a final exam that the students have to take (physically under non-Covid circumstances) at approved examination centers. Alternatives could be the design of interventions, games, lesson plans, et cetera, and ask for additional proof in the form of videos, portfolios, results of questionnaires, et cetera.

OUC RESPONSE

- The MA Programme in "Educational Sciences" and all its Thematic Units have explicit intended learning outcomes. These are indeed constructed based on the Bloom's Taxonomy, as per the

best practices of other renowned universities. The Bloom's Taxonomy benefits both educators and students: on the one hand, it helps teachers identify the intellectual level at which students are capable of working; on the other, it helps students to ask more detailed questions and to improve critical thinking as they strive to reach the top three levels of the Taxonomy. In short, Bloom's Taxonomy encourages students to make their own decisions and improve autonomy and critical thinking, both in a classroom setting and as a life skill.

LOs are further used to define the expected student workload in ECTS, and are also used to demonstrate that Modules do not only provide theoretical knowledge acquisition, but also comprehensive and practical elements and focus. The list of LOs might be long, but a short version is available in the ECTS Documents of each Modules, which are available on the Programme's webpage and thus are at the disposal of prospective and current students. If there is a need to produce a more 'consolidated' version of Learning Outcomes per Module, the Programme's Academic Team is willing to do it.

- Concerning the EEC's point that "the courses are rather 'stand-alone'", with all due respect, we do not consider that this is the case for the MA Programme in 'Educational Sciences'. The Programme offers four (4) academic directions, and all have Mandatory Thematic Units, as well as Elective Thematic Units, which are relevant to each Academic Direction. All modules of each direction, whether core or elective, relate to that particular direction. Moreover, there are co-requisites and pre-requisites, which guide students' study path and indicate how each module builds on others where this is academically-wise needed. During the site visit the committee heard intentions and ideas to align courses and include missing competences and introduce more innovative instruction formats. As a matter of fact, the Programme's Academic Team is always discussing ways to further improve synergies between courses of the same academic directions. Therefore, what the committee heard was part of the ongoing professional reflection process that is taking place in the Programme, without suggesting that these synergies do not already exist.
- Concerning EEC's recommendation to look for better integration of teaching methodologies with individual needs and learning strategies, our response is as follows: The University has a Teaching and Learning Strategy, which guides teaching methods at University- and Programme-level. Of course, all teaching staff have flexibility to utilize all teaching methods available and put to practice their own teaching & learning strategies as fit and needed for the Modules they teach and the 'profile' of their student cohorts. More 'applied' modules use different teaching methods, than the more 'theoretical' ones. Tutors discuss these with the Module Coordinators and the Programme's Academic Coordinator, to ensure that all students are more or less at the same 'speed', that there are no great discrepancies between student cohorts in one Module, etc. because that might raise concerns and problematic situations. Tutors also use students' feedback to amend, if needed, their teaching methods and practices.
- Regarding the four subsequent points raised by the EEC, i.e. "incorporate current research in course material", "include more opportunities for students to take an active role in knowledge construction", "include more hands-on experience where applicable", and "strengthen teaching and practice interconnections at least in some suitable courses" we have provided information in Section 1 "Study Programme and Study Programme's Design and Development" above. We will add that the MA Programme, its curriculum and educational material, topics/themes of interactive

educational activities and assignments, are always reviewed at the end of each academic year, taking into consideration Tutors' and Students' feedback, and are revised where needed based on that and on recent research developments as well.

- The External Evaluators are proposing to strengthen relationships with the educational professions and use students' access to educational setting for mutual data collection and professional development. We do of course agree with this recommendation, and the Programme's teaching staff has close cooperation with the Ministries of Education and school principals, at least in Cyprus and Greece. Both MA Faculty Members, Prof. Petros Pashiardis and Prof. Michalinos Zembylas, are external consultants to various projects and work conducted by the Cypriot Ministry of Education, some of the Programme's Adjunct Faculty Members (all PhD holders) are employed either at the Ministry or in primary/secondary education, and moreover, a lot of our students are already education professionals. Thus, there is already a strong engagement between the Programme and the education sector.
- As far as the international experiences for the adult distance learners are concerned, please note the following: The University is actively engaged in the Erasmus+ Programme, thus all our students and teaching staff have opportunities to carry out periods of study, placements, teaching assignments and training abroad, at partner universities and other institutions. Moreover, the Programme also welcomes incoming students and teaching staff and thus the Programme's students benefit from their experiences. Given the distance learning methodology of the Open University of Cyprus, the Programme organizes online (and blended) talks with invited renowned academics.
- Concerning the last point of recommendation raised by the EEC regarding more diversity in final course assessments, please note the following: Summative assessment includes a) interactive educational activities, at least 12 per semester Module, b) assignments, c) final examination that students have to take physically at examination centers (online during the pandemic). Alternatives proposed by the EEC, such as games, lesson plans, portfolios, etc. are already part of the continuing assessment of students, as interactive activities and/or assignments have such forms. For instance, students are asked to prepare lesson plans, design learning activities and evaluate them, provide feedback on the work of their fellow students, have to design and implement small research projects as course assessments, final exams contain real work scenarios, etc.

3. Teaching staff

(ESG 1.5)

Findings:

- The structure of the staff is somewhat problematic: A small amount of fixed staff (2) with a large amount of part-time tutors (about 20). For the whole UOC this is 26 faculty members and 260 tutors (also 10%-90% ratio).
- For some staff working now (2021) we did not receive CVs with the application (CVs dated 2019 and not updated since) which was somewhat confusing during the site visit. The EEC understands this is due to the procedures of the evaluation process. Similarly, half of the listed teaching staff in the documentation were not present during the site visit (and some probably do not work at UOC anymore). This would indicate rapid changes, which may not, in the longer run, be good for the wellbeing and co-operation of a group of experts such as the teaching staff.
- Inspired by the previous, the proper authority (Cyprus Agency of Quality Assurance and Accreditation in Higher Education) could make some changes in the procedures, also including a modern and proper format for the CV.
- Candidates for teaching are assessed “on their distance teaching expertise and ability to use state-of-the-art technology” (page 23 of application), and (mandatory) workshops are offered on e-didactics to keep them up-to-speed.
- The Staff is generally active in European collaborations.

Strengths:

- The number of permanent academic staff (full time) is very low, but the subject areas are sufficiently covered by contracting part-time tutors (with workload of about half a day a week, usually for one course).
- All teaching staff are PhD holders.
- The course coordinators approve the final exam questions. This is not common in universities, but provides an opportunity for discussions about the content and form of the exams, e.g. avoiding using the same type of assessment many times.
- New faculty positions for the next period will probably be approved. This is warmly encouraged by the EEC. The synergy and stability (in case of unforeseen situations) of the Faculty is improved by having enough permanent expertise.
- The establishment of the Laboratory of Educational Material and Methodology which aims to improve distance learning experience in OUC.
- The supporting staff enables mandatory professional development for teachers, especially in the area of distance education technologies. In case tutors fail this course, temporarily contracts are not renewed.

Areas of improvement and recommendations:

- Some, but not all, teachers contribute to the knowledge base in their domain of expertise and use cases from their own professional or academic experience in their teaching. Some, but not all, courses offer opportunities to students to contribute to the research of the teacher. Hence, the

alignment of teaching and learning with research could be strengthened. Changing this means that the structure of the academic staff needs to be reconsidered.

- The research output for about half of the academic staff that teach in the programme is not published in international journals.
- The nucleus of fixed staff needs to be extended for generating research output with UOC members as principal investigators, even for a relatively small faculty and students of the master's programme. Currently, there is lack of tenure tracks and high risk of losing high potentials when no career perspective can be offered. Internal research nuclei are absent but considered necessary in the future.
- Professional development opportunities with respect to teaching methods, such as case studies, simulation, data driven assignment, active learning, etc., should be provided to the teaching staff on a more regular basis, in order to make the programme (even more) practice oriented. The support personnel is enthusiastic and knowledgeable, so the possibilities are there.

OUC RESPONSE

- The members of the Faculty and Tutors are subject to a rigorous process of selection and evaluation, based not only on their teaching activity, but also on their research and publications. Moreover, the structure of the academic staff is regularly reconsidered in light of the above-mentioned annual process of evaluation.
- Adjunct Tutors are selected and evaluated, amongst others, based on their teaching and research work and publications. Thus, their research output is one of the criteria for their selection. It is not expected however for all Tutors to publish extensively in peer-reviewed international journals, as is the case for tenured-track Faculty. It should also be noted that some of the Tutors are Faculty in other Universities. Moreover, all OUC Tutors are invited and encouraged to engage in research projects, and can even submit research proposals with the affiliation of OUC as principal investigators. As far as the professional development of teaching staff, OUC is offering various training opportunities, although this can be further enhanced once dedicated funds can be secured by the State. For instance, permanent faculty members can use internal funds for research activities and participation in conferences, workshops, training, etc. Moreover, they can apply on an annual basis for internally-funded research projects. Training programmes on eLearning tools, instructional design, etc. are offered to all adjunct and permanent teaching staff by the University's competent Units, i.e. Information and Communication Technologies (ICT) Unit and the Laboratory of Educational Methodology and Educational Material Lab (LEMM). All adjunct and permanent staff can also apply in the annual calls of the University's Mobility Office to secure funding for teaching or training purposes in the context of the Erasmus+ Mobility Programme. Permanent faculty members also have sabbatical leaves, which provide faculty members with the opportunity for further professional growth and development.

4. Student admission, progression, recognition and certification

(ESG 1.4)

Findings:

- Admission criteria for the programme under evaluation are clearly stated in the regulating documents. Also, student disciplinary regulations (Annex 6b) are set clear, as well as internal regulations (Annex 6a).
- From the beginning of the master's programme there have been 11.700 applications of which about 2.000 qualified and enrolled. In early years selection was heavy because of limited staff; in the last years all students that formally qualify are accepted. This is partly also due to the drop in the number of applications and students taking the offered position. Of these 2.000 about 1.400 graduated (current alumni) with acceptable yearly drop-out rates of about 15%, and around 90 graduating per year. Currently about 300 enrolled in the Master ES, on a total of around 3000 students enrolled at UOC. It needs to be said, that the figures on the recent situation asked for by the EEC, do not lead to so positive an interpretation.
- Students have full access to the online library and online learning platform e-Class, where lectures, video conferences, assignments, self-evaluations and forum (chatbot) are available, for effective communication among other students and teaching staff. Direct links to research projects appear to be (largely) missing.
- Students from other programs are generally enthusiastic about their learning experience at OUC, mainly because of the good organization and effective relationships with the teaching staff. Teaching staff encourages questions during lectures and is available to students for further questions through office hours (3 hours a week) and email.
- The students in the panel are extremely happy with the programme and convinced us on many aspects. We can only hope and will assume they were a representative selection from the total population of master students. In the future, an overview of the feedback of the students for the EEC would be most valuable.
- There are academic advisors monitoring the student's progress on a regular basis, while the University offers counselling, psychotherapy, sports and other student facilities.
- The reasons students give to choose the UOC are clear and convincing. Many students explained to us that they chose this programme due to its reputation. Programmes in English would enhance the reputation and visibility and help in international recruitment.
- During our discussion with some students of the programme they said that they manage adequately with their workload but some of them were part time students, at the end of their studies and did not choose to do a master's thesis. They believe that writing a master's thesis is a highly demanding task, and they did not want to fail. Most of them are employed teachers and unable to take the workload for more than two courses in a semester. In addition, they referred to difficulty of having final exams of all the courses at the end of each academic year.
- Students' feedback is collected through an anonymous survey for evaluating the quality of the thematic units, the teaching quality of their tutors, the effectiveness of the educational process, and the e-learning infrastructure. Students' data are taken into consideration by the Laboratory

of Educational Material and Methodology, responsible for designing training workshops and seminars for tutors. In this way, academic staff is supported on topics that students consider as weak and improve their skills and knowledge.

- The administrative staff (Erato Sarri, Elena Gregoriou and colleagues) impressed us with their knowledge on various numbers and procedures, which could be delivered on the fly.
- There is some concern within administrative staff about tutors coming and going, which involves extra workload to explain procedures to newcomers. According to the Rector this concerns a minority of tutors.

Strengths:

- The interactive online teaching and learning environment seems to work smoothly and allows for the delivery of content and interaction.
- Small class sizes enables quality education and support to each student.
- The feedback to students on assignments is effective and relevant.
- Students participate in the evaluation process.
- Good combination of cooperative-learning activities with individual learning tasks. This motivates the students to put in the necessary effort.

Areas of improvement and recommendations:

- The relationship between teaching staff and students is productive but could be more challenging in character.
- Students should be stimulated to become self-guided and independent innovators and/or researchers. This involves recruitment of more permanent staff with active research projects, to which students could contribute. A tenure track system would mean that there are researchers at different stages of their academic career, which is also inspiring for students in the MA and PhD programmes. Such a staff is also more robust in the long run.

OUC RESPONSE

- We do agree that there are always prospects to strengthen the relationship between teaching staff and students. Such prospects will be addressed during the first faculty meeting which takes place every year, while continuing to review and evaluate the results of our efforts during the last meeting of each academic year.
- We do share the EEC's opinion that more permanent staff should be hired, but as already mentioned, OUC is a public University and all permanent academic staff positions (Lecturers, Assistant Professors, Associate Professors and Professors) need to be approved by the competent Ministries of Education and Finance. In any case, given the fact that some of the Programme's Tutors are Faculty members of other Universities, active research projects are not only the ones that the two Professors, Pashiardis and Zembylas, are engaged to. Moreover, students have the opportunities to engage in research work in the context of ΕΠΑ511 (Educational Research Methodology: Quantitative Methods) and ΕΠΑ512 (Educational Research Methodology: Qualitative Methods) Modules, and in the course of their Master Thesis (the ones



that choose this research path). Also, all courses require some kind of small or larger research project that requires some sort of rudimentary literature review, data collection and analysis (within the disciplinary frameworks of each course).

5. Learning resources and student support

(ESG 1.6)

Findings:

- Laboratory facilities, library and learning materials are provided at satisfactory level, and are at times used in relation with the courses for this Master of ES. The EEC feels that the potential of labs is not fully exploited in this master's programme, esp. regarding the EdTech Lab and courses on learning technologies (e.g. 514 and 524). On page 210 of the application there is mention of the presence of virtual labs and simulations at the campus, but these seem to be mainly used for other Masters (like those on biological conservation and terrestrial ecosystems).
- The same underuse within ES Master seems to apply for available software at UOC, as for video imaging and authoring in education (Paropto, Camtasia, Vyoud, Articulate), and interactive learning experiences (Unity, Vuforia). UOC received 'Best Learning Experience' award since 2019, but it was not clear for which Master's programme.
- The e-Class platform (ELS) is functionally in good condition and a backup server is available. There is sufficient support for exchange, groupwork and student monitoring.
- A good range of textbooks and journal articles are readily accessible to students and staff.
- The pedagogical model provides a general and rather traditional setup of 6 courses (semesters 1-4), with or without thesis research (semester 4), but does not provide a clear description of how these components build up in order and complexity, nor how they contribute to all required competence areas of the European Quality Framework (Dublin descriptors) and levels for the program. The objectives and learning objectives presented were rather knowledge-oriented. There were many of them, but many were also vaguely expressed. The students did not seem to bother with the expressed goals – which is not optimal – especially in a programme in Education. However, during the site visit the committee became more convinced of the programme's intentions and ideas to make this include other missing competences and more innovative instruction. The pro-active and receptive attitude of the Academic Director (Zembylas) and some enthusiastic and more innovative approaches presented by staff (Klerides, Fragkaki, and others) made us more confident that the actual programme is better than what the application and curriculum presents.
- The e-Class environment is potentially a LMS (Learning Management System) enabled to support socio-constructivist learning, but mainly used here as electronic blackboard to provide digitised content (syllabi, articles/books) with virtual classes with the teacher explaining content and students asking questions. Students confirm they communicate with each others about their studies, and occasionally real collaboration takes place through e-Class. There are existing examples where courses contain case-based material and/or explanatory animations/video on which students need to apply their knowledge. We did not encounter any examples of real project-based, collaborative or research-driven activities through e-Class, besides some small examples from practice. We did see use of audiovisuals and wikis, as well as quizzes and groupware within the ES Master. Some of the teaching staff claim to have knowledge of serious gaming (e.g., Gouscous), but seem not to include this in their courses for this programme, according to the

application received. Here again, our discussions and the ideas and presentations provided by staff during the site visit have made the committee more positive in this regard.

- The course outlines all mention understanding and awareness of concepts (knowledge) as main learning objectives. There is some mention of evaluation and discussion activities, but not operationalised how they could contribute to problem solving or decision making skills and attitudes. The staff has confirmed this indeed is what they intend to achieve.
- Regarding thesis support, no other information about the methodology of supervision and evaluation criteria is available than a short policy document received. The rubrics for 'scientific assignments' in courses and dissertation research are rather 'procedural' and do not contain research quality criteria (research design, operational research questions / hypotheses, APA criteria for writing and lay out, et cetera). Some students have also mentioned they do not know what will be expected from them when they have to do Thesis research.
- Especially for DL programmes, controls for fraud should be in place. This is an ongoing development of which the programme is aware and takes measures (they use Ephorus software for plagiarism detection).
- It was mentioned that all staff are 'certified DL experts'. However, taking a yearly seminar (mentioned in the site visit) will not be sufficient. During the site visit there was no mention of a specific DL unit with knowledge on pedagogical methods for delivering DL, but that there is an administrative support unit that caters for this. The pedagogical design, selection and development of interactive teaching should better be initiated by fixed staff with affinity with more innovative ICT (Information and Communication Technology). ICT from a more technical perspective was of high quality according to the Rector, which enabled the UOC to extend functionalities of e-Class as required for teaching.
- In the session with the students, we asked them about possible reasons for dropout, and they reported that students leave because they weren't able to complete the required assignments, and in other cases the reasons were the tuition fees.
- We did not see data on student feedback. However, the students in the panel were impressively positive about their programme and the teachers.

Strengths:

- To use the Learning Management System to provide students free library access to the most important databases is a strong point of this approach (although we did not have information on satisfaction results and usage of the library resources).
- We had the pleasure to encounter a pro-active Academic director, thoughtful and accessible Rector, and some enthusiastic staff members who presented more innovative ideas (and actual examples) of how the programme should address competences like critical thinking, problem solving and carrying out research, that were not contained in the application we had to review before the site visit. The committee feels this responsive attitude will work well for continuous learning and improvement. To have a larger fully employed staff will help generate a collaborative workforce for enabling more effective and innovative DL programs in the future, especially when supported by a dedicated DL and research unit.

Areas of improvement and recommendations:

- What are the competence areas (related to the QF-EHEA, Qualification Framework for the European Higher Education Area on the second, master level cycle of qualification, using Dublin descriptors), especially regarding communicative, critical thinking and research skills?
- In the application we did not encounter any e-learning in the sense of dedicated interactive media designed by the faculty, that for instance supports students to apply their knowledge in a simulated professional environment. The interaction which is stated as important is therefore focusing on consuming PowerPoint slides and textual information, listening to teachers, and some occasional application tasks. During the site visit we could hear about plans to include real interactive e-learning programs where students experience content, apply knowledge in more authentic contexts.
- We had an extensive discussion of ideas how to improve the research quality of both staff and student within the program, an important quality aspect for university programs. We understand the practical conditions that might be limiting here.
- In respect to controlling for fraud we recommend looking for DL improvements, taking in account recent technologies (pattern/handwriting/iris recognition) and proctoring during exams.
- To address the concerns we have for the DL to support the desired competences, a real DLU should contain more substantial and more dedicated expertise for instructional methods and interactive e-learning, in order to design and develop a more active and experiential program, needed to achieve some of the higher order competences in HE (see other comments). It appears recently new staff with more ICT and innovation affinity was contracted, but this is an ongoing process.
- There should be internal units for research (plan but not operational still), for DL, and standardized liaisons with the working field (already operational), to guarantee support from science, innovation, and practice. This way the university can truly aim to be great in academic excellence, innovation, research and experience as Top100 university (stated ambition by Rector).

OU C RESPONSE

- The Open University of Cyprus prioritizes the individuation of clear competence areas in order to better evaluate the impact of its offered programmes of study. In particular, the Master's Degree in Educational Sciences is concerned with helping students develop and improve their research skills. In this regard, this Programme of Study aims at improving the students' abilities to conduct research in pedagogical sciences with particular emphasis on the areas of organisation, leadership, evaluation, administration, social justice education, as well as in the areas of special and inclusive education.

Secondly, the MA in Educational Sciences also considers critical thinking and creativity to be the guidance principles of the Programme; this is why this Master aims at preparing school teachers, leaders and researches who understand the educational context and want to act in a productive and creative way to improve the education system. Thirdly, communication too lies at the heart of the competence areas of this Programme of Study. As a matter of fact, the Master aims at improving the students' daily use of verbal, non-verbal, written and visual communication, in order

to give and receive different kinds of information. At the same time, however, the Master's degree in Educational Studies aims at providing the students with the necessary understanding of the various theories surrounding education and with the theoretical knowledge useful to become the future leaders in the field of education; moreover, the ability to apply the knowledge acquired throughout the Programme is continuously assessed.

- The Open University of Cyprus is operating a dedicated Laboratory on Educational Material and Methodology (LEMM) that currently designs e-learning materials and trains the members of the faculty to do so on their own. For example, Maria Fragaki (one of the tutors who spoke during the site visit) presented some of the e-learning material that she designed and used in her course, as she already has the expertise to do so. Other members of the faculty use interactive media embedded in the online platform of OUC. More efforts are needed to encourage the faculty to design more e-learning material in collaboration with the LEMM.
- The EEC has commented on ways to control fraud. It should be noted that all student assignments are submitted on the University's eLearning Platform and are automatically checked for plagiarism. Concerning the final examinations, these are conducted with students physical presence in examination centers, as this is needed for the accreditation and recognition of degrees awarded by the University. In the course of the pandemic, however, all final examinations are conducted exclusively with electronic means, through the University's eLearning Platform. Proctoring was also used during the last two examination periods, and it is the intention of the University to promote, if possible, online examinations from now on.
- The Open University of Cyprus is operating a dedicated Laboratory on Educational Material and Methodology (LEMM). LEMM envisions to contributing in enhancing the distance learning student experience. Using cutting-edge technology tools and following the principles of modern and result-driven educational methodologies, it promotes and ensures the high quality of educational material and the achievement of academic excellence. The Laboratory's mission focuses on the continuous monitoring, development, assessment and update of the educational material and the educational methodology of the Open University of Cyprus, in alignment with the University's vision. In collaboration with other OUC units and services, LEMM's mission is to contribute to the University's work by providing high quality material according to the needs of the modern student. Of course, we need to enhance further the Lab's human resources, as for the time being it employs three University Officers.
- Concerning the EEC's comment on the need to establish internal units for research, please note the following: OUC has an established Research Lab on Educational Technology, active in research on Educational Technology, Distance Learning, Technology Enhanced Learning, Mobile and Adaptive Learning, ICT application in didactic practice, Human-Computer Interaction, etc. The OUC Laboratory on Educational Material and Methodology (LEMM) is also involved in research as two of the LEMM's Officers are PhD holders. Additionally, it should be noted that the Programme's two Professors, Pashiardis and Zembylas, have organized internal research teams for various scientific areas of Educational Sciences, such as educational leadership and social justice.



6. Additional for doctoral programmes (ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

The EEC is thankful for the trust placed in us. The opportunities to observe and talk with the students, faculty, and staff of the OUC have been frank and eye-opening. We have learned a lot. The present situation is quite good, but not unproblematic. Finding a way to attract good students to the programme, as well as a way to keep them till graduation are of the essence. There is also much that is promising. Offering the programme in English would provide opportunities for student recruitment. This in turn could provide opportunities for expansion, further development of the personnel (larger, more varied and especially more international) and could enhance the visibility and reputation of the the programme and the University. This would help the University reach its strategic goals. The balance between risks and possibilities is not an easy one, and the EEC fully understands that none of us has had the same circumstances. Strong cooperation within Cyprus and internationally could further deepen and broaden the content and quality of the programme. The EEC would also suggest, that the potential for merging some of the many universities and programmes in Cyprus be seriously considered. The EEC encourages the programme to follow up on the recommendations made in the other sections. Instruction and research of tomorrow will need investments in infrastructure and personnel. The Department is also well placed to provide inspiration for other Faculties at the University and more globally to find new and efficient methods and technology for DL and instruction. Much is changing in instruction and research. With flexibility in how resources are allocated, many innovative solutions are found daily in the Universities around the world.

OUK FINAL REMARKS

First and foremost, we would kindly like to express our appreciation to the External Evaluation Committee (EEC), both for the constructive comments during our online evaluation meeting, and for the detailed written feedback and recommendations for improvement provided in its evaluation report. The EEC has identified many of the strengths that we do consider the MA Programme in “Educational Sciences” has, and the Committee’s insights on the programme adds credit to it, given the substantial reputation and expertise of its members.

We have carefully reviewed all recommendations, and have responded to all of them in the previous sections of this Response File. Some of the recommendations, for example increasing the number of permanent faculty, are issues that need to be considered in view of the fact that the Open University of Cyprus is a public university, state-funded, and all academic positions must be approved by the State.

In response to the Committee’s comment that “Offering the programme in English would provide opportunities for student recruitment”, we would like to state that a new Postgraduate Programme in “Educational Leadership and Policy” has been designed, was accredited by the Cypus Agency of Quality Assurance and Accreditation in Higher Education, and will be offered as of the 2022-2023 academic year in English.

In closing, the Open University of Cyprus and the Academic Team of the M.A. Programme in “Educational Sciences”, would like to thank the external evaluation committee (EEC) for the very positive



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reception of our Programme. The remarks, suggestions and recommendations of the EEC were very constructive and thoughtful, significantly supporting our efforts to develop further this Programme that is one of the most successful ones offered by the Open University of Cyprus. Having considered and responded to the recommendations of the EEC, we are looking forward to a positive decision by the CYQAA regarding the accreditation of the Programme so that the OUC can launch it in the next academic year.

C. Higher Education Institution academic representatives

Name	Position	Signature
<p>Professor Michalinos Zembylas</p>	<p>Academic Coordinator, MA Programme in 'Educational Sciences' and Dean of the Faculty of Humanities and Social Sciences</p>	
<p>Professor Petros Pashiardis</p>	<p>Rector, Faculty member of the MA Programme in 'Educational Sciences'</p>	
<p>Professor Yannis Manolopoulos</p>	<p>Vice-Rector, Head of the Quality Assurance Committee</p>	
<p>Erato Ioanna Sarri</p>	<p>Quality Assurance Office Coordinator</p>	

Date: 03/08/2021

