

Doc. 300.1.2

Date: 29.08.2024

Higher Education Institution's Response

- **Higher Education Institution:**
Neapolis University

- **Town:** Pafos

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

In Greek: Μεταπτυχιακό (LLM) στο Διεθνές και Ευρωπαϊκό Δίκαιο των Επιχειρήσεων (Εξ Αποστάσεως, 1,5 έτος, 90 ECTS)

In English:

LLM in International and European Business Law
(Distance, 1,5 year, 90 ECTS)

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

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

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 300.1.1/1 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. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>A more structured approach to enhancing research methods training for students at the beginning of the program, as a mandatory element and early in the programme, would be welcome. A more individualistic approach appears to be taken, which perhaps has also a relationship with the dropout rate at the moment of dissertation. Therefore, the EEC recommends that the Department put in place a distinct module or course on research methodology, instead of relying on one-to-one guidance at the dissertation stage.</p>	<p>Done, we have developed a comprehensive seminar on research methodology consisting of 6 modules to enhance our DLLM program. The study guide for this module includes specific sections on various aspects of legal research, within the general context of social sciences from literature research and quantitative and qualitative methods to the analysis of legal sources.</p> <p>The provision of seminar aims to familiarize students with essential legal research tools and techniques, ensuring their capability to critically analyse case law, independently research legislative texts and conduct thorough research, within the DLLM's fields, please see, ANNEX 1_ DLLM601 _ Σχεδιασμός και Μεθοδολογία Έρευνας στις Νομικές Επιστήμες</p>	<p>Choose level of compliance:</p>
<p>There is no study guide for the dissertation course DLLM600. This appears to be an oversight, as the documentation includes sufficient information about the learning outcomes and assessment forms for the course. Be that as it may, the EEC believes that it is important to collate the relevant information into a single study guide, together with an indicative bibliography etc.</p>	<p>Done. A new study guide for the dissertation course DLLM600 was created with an indicative bibliography, please see ANNEX 2_ DLLM600_ DISSERTATION SYLLLABUS</p>	<p>Choose level of compliance:</p>
<p>The regulations provide that, if a student submits their assessments late and without extenuating circumstances, their work is marked as zero. The EEC believes, that it would be fairer to put in place a more staggered penalty policy.</p>	<p>Maybe a staggered penalty policy in grading could be fairer, but the assessment criteria for assignments are horizontally standardized across the University and changing them might cause operational issues for other accredited programmes.</p> <p>However, a staggered penalty policy is applied for theses of all postgraduate Programmes.</p>	<p>Choose level of compliance:</p>
<p>Academic integrity and freedom appear not to be safeguarded in the Code of Conduct shared with the EEC. The current code refers to certain mechanisms to be implemented, but it is unclear whether these mechanisms (such as a code of good research practice) are already in place. Additional clauses are warranted to ensure that academic staff are free from undue influence and/or external pressure and abide by high standards of scientific integrity and the principles of good research practice. The institution could</p>	<p>Thank you for your feedback. At Neapolis University Pafos, we are fully committed to upholding the highest standards of academic integrity and freedom. Our institution strictly adheres to the European Code of Conduct for Research Integrity, which is also reflected in our internal policies and procedures. You can find more details on our commitment to these principles on our website: European Code of Conduct for Research Integrity.</p> <p>In line with this code, our Research Policy, please see Annex_ 10 _ NUP Research Policy, outlines several mechanisms to ensure that academic staff are free from undue influence and external pressure, while</p>	<p>Choose level of compliance:</p>

<p>take inspiration from European initiatives relating to safeguarding academic integrity, including the ALLEA code of conduct on research integrity, which could apply across NUP, not just the law school, in addition to any ethical aspects that are treated currently by the internal ethics board (notably regarding empirical research).</p>	<p>also adhering to the highest standards of scientific integrity. These policies are not limited to specific departments but apply across all faculties, reinforcing our commitment to excellence and ethical research practices throughout the University.</p> <p>Our Research and Innovation Committee (RIC) is actively involved in updating and monitoring these standards, ensuring that our research environment remains conducive to innovation, integrity, and academic freedom. For further details on our research policies, please refer to our Research Policy document, which provides comprehensive guidelines on the responsibilities and expectations of our academic community.</p>	
<p>The EEC appreciated the honesty of the faculty relating to the issues that certain students face in finishing the programme. In this respect, the institution may want to reflect on the possibility of also offering the programme on a part-time basis. This may add the necessary flexibility for professionals, who currently work to also enroll in the programme. Thus, there may be a latent demand which will bring more students to the programme if it is advertised as such.</p>	<p>Done. Already exists such a flexibility referred to the fact of possibility to prolong the study duration for one more year, (in total 2,5 year).</p> <p>Please, see respective field in the relevant application.</p> <p>Duration for Completion of Studies. <i>The duration of study for students registered for studies leading to a Master's degree (MA, MSc, LLM) is the basic period as specified in the Programme Handbook with an extension of one (1) year.</i></p>	<p>Choose level of compliance:</p>
<p>The EEC would recommend that the institution undertake a benchmarking exercise, which will focus on the viability of the programme and realistic options of growth and adjust the level of its ambitions for it accordingly.</p>	<p>At the planning phase of each new Programme, in the completion of relevant application and during its provision as well as in the reaccreditation process, an extended benchmarking assessment, using multiple scenarios, is used focusing on the viability, further development and the feasibility of Programme.</p> <p>Additionally, we have to underline the fact that all those parameters are assessed as whole, in the Department's and School's needs and aim for academic completion and excellence beyond some financial discrepancies and possible contemporary losses.</p>	

2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>To ensure regular student-to-student interactions, a specific plan detailing how this will be achieved is needed. For example, staff should take a stronger lead in encouraging discussions between students in the context of forum activities, while additional tools such as simulations, games and quizzes should be considered.</p>	<p>The courses of the distance LLM programme are designed to meet all the contemporary requirements of distance learning methodology aiming for students to develop equally the necessary academic/scientific knowledge, that, the cognitive subject offers but also to strengthen soft skills necessary for their professional career after completing their studies.</p> <p>In this perspective, the design of courses in NUP's distance learning Programmes has strongly included the interactivity element and approach.</p> <p>Interaction in distance learning Programmes is a key element of distance pedagogical model, focusing to the engagement of our students and their active participation and communication, both with their peers and their lecturers. We thereby achieve the creation of learning communities, which through the sharing of experiences and knowledge and the implementation of joint activities, increase the possibilities of incorporating and applying new knowledge.</p> <p>Means of achieving interaction in the courses:</p> <p>1. Moodle structure and navigation</p> <p>The Moodle course organization and navigation allows students to have an easy and pleasant browsing of the course information.</p> <p>1a) The courses follow a specific learning path, also reflected in the structure of the study guides, see Chapter 12 in each of the courses Study Guides in ANNEXES 3,4,5,6 and ANNEX 7 starting from the general information of the course or module to the more specific ones.</p> <p>Students start with an introduction that will stimulate their interest in continuing their study. Then, they study the learning material, which is also offered using multimedia (e.g. videos) and test their knowledge through self-assessment questions, which can also be in the form of quizzes using Kahoot or created through Lumi, (see Educational Technology Content Production Technologies in ANNEX 8. Then, each module closes with the engagement of students in interactive activities, see learning path in one of the courses Study Guides in ANNEXES 3,4,5,6 and ANNEX 7</p> <p>1b) For convenient access and navigation to the course pages in Moodle and in order to enhance and facilitate the educational experience of our distance learning students, the horizontal navigation is applied.</p>	<p>Choose level of compliance:</p>

	<p>Furthermore, the Edwiser Course List Format plugin is used.</p> <p>The List Format is one of the simplest course formats students can come across. Using this format, they can list your course sections & activities in the form of lists. This format is minimalistic in design, with an option to collapse/expand course sections. The collapsible nature of the List format completely removes any scope of endless scrolling across courses.</p> <p>2. Interactive Activities: The purpose of interaction is to enhance the participation of distance students, to help them apply their newly acquired knowledge, to further develop soft skills and to make them part of a learning community, contributing to the active development of knowledge and eliminating any feeling of loneliness that distance learning may cause.</p> <p>The creation of interactive activities is a key part of the pedagogical approach of the distance learning Programmes of Neapolis University Pafos.</p> <p>As you can see in the Study Guides ANNEXES 3,4,5,6, in all our courses the coordinators exploit all available tools that can be used for interaction. Specifically, in the LLM in International and European Business Law we use:</p> <ul style="list-style-type: none"> • Fora • Group Activities • Debates, see Educational Technology Kialo Edu Debate NUP Example in ANNEX 8) • Peer Reviews • Real World Problem • Case Studies • Role-play • Quizzes – Gamification <p>This is how students apply the acquired knowledge instead of simply being passive recipients of it.</p> <p>Each course in the programme offers at least one interactive activity per week of study, of which 4 are compulsory in the formation of the final assessment grade. Further and to ensure both the engagement and participation of the students in the interaction part, they are expected to participate in all interactive activities, as for the non-mandatory activities they receive group feedback from the lecturers in order to identify points that were not fully understood, weaknesses or gaps during their asynchronous study and work towards enhancing them. This is a process that is also beneficiary for students, as they can better perform during their midterm assignment and exams.</p>	
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Most of the interactive activities are accompanied by an analytical rubric assessment, see **Chapter 12 in one of the courses Study Guides in the ANNEXES 3,4,5,6**, which assists students in providing constructive feedback to their peers, but also allows them to define the criteria by which they will approach the analysis, application, critical approach to the knowledge they have received. This enables students to be active participants in shaping their knowledge and their learning community, to gain a greater understanding of the requirements and learning outcomes they will need to achieve on completion of the module, and to productively interact with the learning material and their peers.

3. Forum for resolving questions: On the course pages in Moodle there are question-solving forums that students can use to enhance their learning experience.

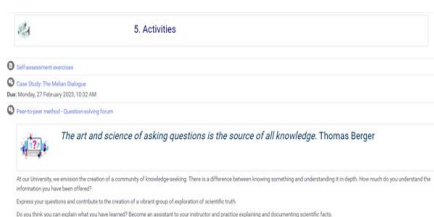


Figure 1 – Link to question resolution forum

Through the question resolution forum, students create and develop their learning community. This learning community helps students in:

- Peer Learning
- Collaborative Problem Solving
- Examining Diverse Perspectives
- Continuous Learning through asynchronous discussions, and Q&As
- Provision of Rapid Responses.

The role of tutors in encouraging the use of the question solving forum is particularly important. For this reason, lecturers adopt the following strategies to achieve the highest possible participation and engagement of distance learning students:

1. Integration of Question Solving Forum into the LMS platform design.
2. Use Forum Activities as part of the graded interactive activities or include forum posts as weekly assignments/deliverables.
3. Tutors have an active and regular participation in the forums. Firstly, they respond in a timely manner to all their messages from their students. At the same time, they use forums as a mean to extract conclusions (recognize

	<p>insightful questions or answers), regarding their approach in the flipped classroom during the synchronous meetings.</p> <p>4. Tutors use forums to provide clear guidelines, specifications and expectations regarding the expected outcomes of the course/module.</p> <p>5. Tutors can share extra Engaging Content</p> <p>6. Students and tutors can share tutorials, technical support tips or troubleshooting.</p> <p>All the information described in this framework is regularly communicated to students each year:</p> <p>a) through the orientation weeks, please, see ANNEX 9,</p> <p>b) during week 0 at the beginning of each course, see ANNEXES 3,4,5,6, and</p> <p>c) through the study guides (see ANNEXES 3,4,5,6), which are very detailed about how students should organize their study and how beneficial, helpful and important in the completion of the course is to actively participate in all the interactive activities that the LLM programme offers.</p>	
<p>There is a need for guidance on how to design teleconferences to ensure interactivity (e.g., break-out rooms) and meet principles of "flipped classroom" as already detailed in the eLearning methodology guide (e.g. critically reflect and discuss material)</p>	<p>All new tutors involved in distance learning Programmes attend the tutorial "Student Centered Teaching, Learning and Assessment" which is available on Moodle, please, see ANNEX 8.</p> <p>The above tutorial is supported and enriched by additional seminars and workshops during the year (use of MS Teams as a communication channel, Lumi and Kialo, please, see ANNEX 8).</p> <p>The material from synchronous seminars and workshops regarding student-centered learning, distance learning tools etc. is recorded and uploaded to Moodle, for all tutors to have access at any time of the year.</p> <p>At the same time, there is also the DLU's website which can be accessed at any time by all academics - https://ctl.nup.ac.cy/after/ accessed with Moodle credentials - see ANNEX 8. The site contains all the necessary material and information on how tutors should set up their distance learning courses.</p> <p>Lastly, to ensure the supervision of the platforms and the posted educational material covering the needs of distance learning Programmes, MS Teams is utilized as a communication and file management channel. Through this channel, the academic staff receives updates on issues related to the Distance Learning Unit, the use of new applications or programs, and notifications of upcoming seminars.</p> <p>In the same channel an archive of Study Guides has been created, so that all academic staff can access the material to efficiently prepare or update it without any additional time burden on their workload.</p>	<p>Choose level of compliance:</p>

	<p>At the same time, and to ensure oversight of the educational material's compatibility with distance learning needs, checklists have been created. The checklists contain the requirements that the educational material and activities to be posted on Moodle must comply with. Two types of checklists have been created:</p> <p>a) Checklist for Course Coordinators, to check the compliance of the content and structure of both the Study Guides and the course page in Moodle and</p> <p>b) Checklist for Programme Coordinators, to check the compliance and structure of the educational material at the programme level.</p> <p>For the above information, see ANNEX 8.</p>	
<p>To avoid overlaps (“For instance, internal market law appears to overlap with tourism law, whereas International Economic Law overlaps to a certain extent with International Trade Law. Such overlaps are benign when the courses in question are elective, but they are more problematic when all courses are compulsory, as is the case for the present programme”), the EEC recommends that more coordination and centralized review of the study guides take place. Ideally, the program coordinator would play that role but the faculty can think of other arrangements as well. This would also ensure that certain basic elements are avoided: for instance, in the Trade Law study guide, reference is made to the journal of world trade or the EJIL as leading journals in the field. However, no reference is made to the Journal of International Economic Law, which is the flagship journal in the field. Thus, some peer screening appears to be in order and would benefit the coherence of the programme.</p>	<p>As about the overlapping, all courses have a clear and restricted weekly content and there is always communication among tutors as well as between tutors and the program coordinator to avoid significant overlapping that could disturb the educational process. However, taking into consideration the recommendations of the EEC, following changes have been made to solve overlapping issues mentioned by the EEC. Especially regarding the following study-guides.</p> <p>A. Overlapping between Internal Market Law (DLLM525) and EU Tourism Law (DLLM526):</p> <ol style="list-style-type: none"> 1. With regard to the right to rest and leisure and the right of free movement of natural persons, these rights have been excluded from the EU Tourism Law Course (see 4th week / par. 4.2. learning outcomes of <i>DLLM 526 (GR) - European Tourism Law guide</i>) 2. With regard to the freedom of services, matters of tourist services (e.g, AirBnB services or tour guide services) have been excluded from the Internal Market Law Course (see 8th week / graded activity of <i>DLLM 525 (GR) + (ENG) - Internal Market Law guides</i>). 3. With regard to matters of medical services, they will only be dealt with in the Internal Market Law Course and have been excluded from the European Tourism Law Course (see 6th week / self-assessment exercise 6.2 of <i>DLLM 526 (GR) - European Tourism Law guide</i>), please see, Annexes 3_DLLM525 & 4_ DLLM526 <p>B. Overlapping between International Trade Law (DLLM530) and International Economic Law (DLLM540):</p>	<p>Choose level of compliance:</p>

	<ol style="list-style-type: none">1. There are only two weeks of the study-guide DLLM530 "International Trade Law" that appear to overlap with the study-guide DLLM540 "International Economic Law". However, the subject matter is not the same. International Trade Law module is taught in the Fall semester (1st semester) whereas International Economic Law is taught in spring semester (2nd semester) and the two units-weeks of International Trade Law are only an introduction to GATT issues that are further analysed in the International Economic Law.2. Nevertheless, taking into consideration the recommendation of the EEC, we amended the guide of International Trade Law, by completely replacing one of the two units (Week 11th) and keeping only a general reference to the basic principles of the International Trade System Week 12th). Please, see the attached doc. Annexes 5_ DLLM530 & 6_ DLLM540	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC would urge NUP to consider making the allocation of teaching load sensitive to the research productivity of staff, giving research-active faculty an appropriate dispensation from teaching duties.</p>	<p>The university has designed a workload calculator, please, see Annex_11_workload calculator Information, to compute the total workload hours for university staff based on various activities and responsibilities. This tool helps in managing and balancing the workload of university staff by providing a detailed and structured way to calculate and monitor their various professional responsibilities, ensuring that no single task overwhelms an individual's schedule.</p> <p>Please see below for a step-by-step breakdown of how it works. The calculator is divided into several sections corresponding to different types of activities:</p> <ul style="list-style-type: none"> • Teaching Load: This includes hours for conventional courses, distance learning courses, undergraduate and postgraduate thesis supervision, office hours, course coordination, participation in thesis evaluation committees, supervision of PhDs, and private tutoring. • Administrative Duties: Activities such as programme coordination, head of department responsibilities, and participation in departmental/school committees. • Marketing Activities: Includes tasks like writing newspaper articles, school visits, exhibitions, and presentations. • Research Activities: Involves preparing research proposals, writing journal articles (categorized by journal quality), and preparing conference articles. • Other Activities: Includes preparation of new study guides, updating existing study guides, preparing accreditation documents, and participation in accreditation processes. • Hours Input: Each activity has a predefined number of hours associated with it (e.g., per course for conventional teaching is 78 hours). • Multipliers: For some activities, a multiplier is provided to account for the number of occurrences or students involved (e.g., the number of students for a conventional course). • Calculation: The calculator multiplies the hours by the respective multipliers for each activity to determine the total workload hours for that specific task. • Total Hours: The total workload hours are summed across all activities to provide an overall workload total for the staff member. <p>Users can update the inputs and recalculate the totals to ensure accurate workload assessment.</p>	<p>Choose level of compliance:</p>

	<p>The total number of hours should be up to 1600 for each academic member of staff to ensure a balanced workload.</p> <p>The institution, additionally, provides various forms of support, including annual funding for each member of our faculty and administrative assistance to ensure that staff can pursue high-quality research. This funding is designed to comprehensively support the research initiatives of faculty members. The support covers a variety of activities, including conference attendance, publication fees for academic journals, research equipment and materials, specialised software purchases, and support for pilot studies or initial data collection. We ensure that all new faculty members are informed about this funding opportunity and are guided on how to access and utilise these resources effectively for their research endeavours.</p>	
<p>The Erasmus+ opportunities for teaching staff exchanges appear to be relatively unused. This could strengthen staff's skills, but also their international visibility and exposure. The office in charge of Erasmus could help staff arrange such short stays in other European universities</p>	<p>The Erasmus+ Office is always trying, in the frame work of assigned budget, to develop and multiply the academic staff outgoing mobilities.</p> <p>To document this, we list above the number of mobilities of the last 3 years; a total 37 members of academic staff participate in mobility scheme of Erasmus+, a significant quote of whole NUP academic staff.</p> <ul style="list-style-type: none"> • Outgoing Academic Staff KA131/2021: 11 mobilities • Outgoing Academic Staff KA131/2022: 12 mobilities • Outgoing Academic Staff KA131/2023: 14 mobilities 	<p>Choose level of compliance:</p>
<p>The closing of the feedback loop does not have a prescribed format, but there is informal response to feedback. The EEC recommends that NUP considers publishing a summary of major points arising in student feedback and a statement of what actions are to be taken in response.</p>	<p>Please, see relevant response above in 4.1</p>	<p>Choose level of compliance:</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>A policy about the use of learning analytics should be produced and shared with the teaching staff to enable ongoing monitoring of student progress.</p>	<p>Done. At Neapolis University Pafos, we already have a robust framework for quality assurance and the continuous improvement of our academic programs, as outlined in our current practices involving Key Performance Indicators, please, see Annex_12_KPIs. These KPIs include metrics, such as student satisfaction, graduation rates and course performance, which are integral to monitoring and improving the effectiveness of our programs. Building on this existing framework, we acknowledge the need for a specific policy on learning analytics. This policy will provide clear guidelines to our teaching staff on how to effectively use learning analytics tools to track student progress, identify at-risk students, and implement timely interventions. The aim is to enhance student support and ensure that our educational practices are aligned with the highest standards of academic excellence. Furthermore, we work closely with our Quality Assurance Office and relevant stakeholders to draft and disseminate this policy, ensuring it integrates with our existing systems, such as the PROSE platform and aligns with our commitment to data-driven decision-making. This policy will also be shared with the teaching staff to ensure they are equipped with the necessary tools and understanding to utilize learning analytics effectively.</p>	<p>Choose level of compliance:</p>
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Weekly interactive activities should give specific instructions to students on how to interact with each other and be enhanced with a greater range of tools.	Please, see relevant response above in 2.1	Choose level of compliance:
The email address and phone number of SKEPSI need to be added to both the NUP website and each course on Moodle to enable easy access by online students (this can now be found only in the study guides).	The email address including all the relevant and important information regarding the services provided by SKEPSI (operating as Psychology Laboratory and research structure), is sited in the relevant field of NUP site, easy acceded by the whole university academic community, including Distance learning students. https://www.nup.ac.cy/research/counseling-centre-for-psychological-support-and-evaluation/	Choose level of compliance:
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6. Additional for doctoral programmes
 (ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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C. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC is grateful to the Law School and the NUP as a whole for their gracious hospitality, the thoroughness of the documentation they put before us, and their openness in discussing every aspect of their application. We are also grateful to participants who were with us online during the day of the visit, and were ready to respond to our questions.</p> <p><i>We have found the proposed programme to be well designed, with good quality assurance mechanisms and delivered by qualified, committed and enthusiastic academic colleagues.</i></p> <p><i>On the whole, the EEC recommends that the programme be accredited.</i> The few points that we have raised in the ‘areas of improvement’ sections are meant as recommendations, which we believe will help strengthen the programme and make it even more attractive to its target market.</p>	<p>Click or tap here to enter text.</p> <p>Let us first express our satisfaction and warmest thanks for the positive and productive comments of the EEC as well as the important and valuable recommendations.</p> <p>Since, it is our belief and principle that there is always room of improving the quality of the University’s provided services and of the said Programme as well, we have listed in the current response and the attached Annexes, all the important information and data, in order to fully respond to the EEC recommendations made throughout the report and improve in terms of academic excellence the said Programme.</p>	<p>Choose level of compliance:</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>
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D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Pantelis Sklias	Rector	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
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Click to enter Name	Click to enter Position	

Date: 29.07.2024

