ΣΥΜΜΟΡΦΩΣΗ ΜΕ ΤΙΣ ΣΥΣΤΑΣΕΙΣ ΣΤΗΝ ΕΚΘΕΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Αρ. Φακ.:	07.14.299.010	Αξιολόγηση/Πιστοποίηση
		Πρόγραμμα
Τμήμα	Σχολή Ανθρωπιστικών και Κοινωνικών Επιστημών	
Πρόγραμμα Σπουδών: Τίτλος Σπουδών (Διάρκεια, ECTS, Κύκλος Σπουδών)	ΣΤΑ ΕΛΛΗΝΙΚΑ: Πολιτιστική Πολιτική και Ανάπτυξη (2 έτη, 120 ECTS, Μάστερ) IN ENGLISH: Cultural Policy and Development (2 years, 120 ECTS, MA)	
Ίδρυμα:	Ανοικτό Πανεπιστήμιο Κύπρου	

Αρ.	ΣΥΣΤΑΣΕΙΣ	ΕΝΕΡΓΕΙΑ ΙΔΡΥΜΑΤΟΣ	ΣΥΜΜΟΡΦΩΣΗ / ΜΕΡΙΚΗ ΣΥΜΜΟΡΦΩΣΗ / ΜΗ ΣΥΜΜΟΡΦΩΣΗ
1.	Ενδυνάμωση της ακαδημαϊκής πτυχής του προγράμματος και απόδοση έμφασης σε αυτές καθαυτές τις ακαδημαϊκές δεξιότητες (μελέτη, έρευνα, συγγραφή) πέραν των γνώσεων και δεξιοτήτων που αφορούν στον τομέα εξειδίκευσης του προγράμματος.	In terms of further strengthening the academic and skill-development part of the Programme, the School of Humanities and Social Sciences plans to introduce as of the 2022-2023 academic year an induction course of 0 ECTS that will provide students with guidelines, study regulations and academic advice on writing successful master dissertations. Further, the Programme continues to offer its Research Methodology seminar, which is taught by academic staff members, with seminar material uploaded and available online to all students via the Programme's eClass platform. Moreover, the Programme has introduced regular dissertation sessions for all students as well as a guide towards successful dissertations. Part of the Programme's strategy is to introduce a distinct module on research methodology and academic writing	ΣΥΜΜΟΡΦΩΣΗ
2.	Ενίσχυση της παιδαγωγικής προσέγγισης του προγράμματος με την εισαγωγή εκπαιδευτικών μεθόδων αξιοποίησης	Regarding digital multimedia educational methods, the Programme has introduced the use of team-related visual collaboration platforms to support online teaching. A) We opted for the Miro, which is an online collaborative whiteboard platform allowing and enabling distantly based team members to work effectively as a team, from brainstorming with digital sticky notes to planning and managing demanding workflows. For an example, see https://miro.com/app/board/o9J_lteIU9g=/, as well as screenshots in the Appendices. B) We have also used the Programme's social media presence and networking via the Programme's Facebook	ΣΥΜΜΟΡΦΩΣΗ

	ψηφιακών πολυμέσων.	page to support interactive exercises in all modules, e.g. Interactive Exercises no 9 and 11 in the PPA614 "Museology – Museum Studies" module. C) The Programme has also enhanced video/audio podcasts as multimedia educational material in its modules, and included them in the Programme's interactive exercises across all modules. Examples include a section on Audiovisual Material in PPA512 "Cultural Policy and Cultural Management" module, four section of audiovisual material in PPA511 "Culture and Cultural Studies" module, and links to virtual exhibitions in the PPA614 "Museology – Museum Studies" and PPA621 "Art and Society" modules D) Moreover, the Programme has exploited digital tools developed within international research projects and has introduced them as research-led and -based digital educational material. A good example is the BABEL project (https://www.ouc.ac.cy/index.php/el/news-events-menu-2/nea/374-news-general/1153-babel and https://www.facebook.com/BABELprojectOUC/), This is an ongoing international research project on visuality using digital technology to bridge art, humanities, neuroscience, and people around the world. It reveals how images and words that surround us affect and shape our own reality. The project is run by OUC and is used in the PPA51 "Culture and Cultural Studies" and the PPA621 "Art and Society" modules.	2
3.	Εμπλουτισμός του περιεχομένου του προγράμματος ώστε να αντανακλάται σε αυτό το περιεχόμενο της έννοιας της «ανάπτυξης» όπως αυτή καταγράφεται στον τίτλο του προγράμματος. Προς την κατεύθυνση αυτή θα πρέπει να ληφθούν υπόψη σύγχρονες και αναδυόμενες τάσεις και μοντέλα αειφόρου ανάπτυξης.	The Programme has put particular emphasis on enriching the notion of Development as per the Programme's title. Towards this, the Programmes has initiated the updating of all Study Guides and the modules' contents to incorporate modern and emerging trends and models of sustainable development (adopted and/or under development by UNESCO, ICOM, ICOMOS, other international bodies), including new developments in international research, theory and practice. Also,the Programme has initiated a series of lectures and seminars by professionals presenting and discussing cultural development actions and practices that have been successful (or not) internationally (e.g. https://www.ouc.ac.cy/index.php/el/news-events-menu-2/ekdiloseis-2021/2011-androidus and https://www.ouc.ac.cy/index.php/el/news-events-menu-2/ekdiloseis-2021/2046-newyork). Moreover, the Programme has applied for an UNESCO Chair on the topic/project of "Visual Anticipation and Futures Literacy for Visual Literacy" (result pending) and for international collaborations via European funding of research. The UNESCO Chair on "Visual Anticipation and Futures Literacy towards Visual Literacy" (currently in candidacy status) adds an innovative approach to cultural policy and development. The candidate Chair aims to enhance critical thinking, self-understanding, dialogue and empathy inside and outside our cultural communities, focusing on mastering the tools to comprehend the 'subtexts' behind cultural visuals. This understanding adds new potential to cultural policy and development, and creates the conditions for shared values and norms for inclusion and empowerment that	ΣΥΜΜΟΡΦΩΣΗ

		ensure solidarity, global peace and prosperity. Find out more about this candidateship here: https://www.ouc.ac.cy/index.php/en/studies/programs/master/studies-degrees-master-ppa (Tab: UNESCO Chair Candidate on Visual Literacy). A successful example is the Erasmus+ project entitled Pact4Skills (12/2021- 12/2023), which involves a consortium of six partners (Cyprus, Georgia, Greece, France, Italy, the Netherlands) and will be led by the Programme (https://www.ouc.ac.cy/index.php/el/news-events-menu-2/nea/374-news-general/2093-pack4skills). Moreover, the Programme and the University stay connected with the Cypriot cultural life by contributing via interventions in the press and on TV (https://www.ouc.ac.cy/index.php/el/news-events-menu-2/nea/374-news-general/2019-audiovisual , https://www.ouc.ac.cy/index.php/el/news-events-menu-2/nea/374-news-general/1814-monuments , https://www.youtube.com/watch?v=Aagq8XON-e0&).	
4.	Σχεδιασμός, ανάπτυξη και υλοποίηση στρατηγικής για την ανάπτυξη του προγράμματος.	The aforementioned actions will also help towards the Programme's strategy development. To this end, we are planning sessions with the Programme's internal stakeholders (i.e. academic staff and adjunct tutors, students, alumni) and with the University's decision makers (School's Dean, the Senate, the Rector). Moreover, we are working towards establishing a Pool of Experts to help with brainstorming, expertise and experience. The Programme will also develop a marketing plan to attract students for the upcoming academic year (2022-2023).	ΣΥΜΜΟΡΦΩΣΗ
5.	Προώθηση διαδικασιών, μέσω των κατάλληλων καναλιών, για τη βελτίωση των συνθηκών απασχόλησης των μελών ΣΕΠ του ακαδημαϊκού προσωπικού και ειδικά αυτών που στελεχώνουν το πρόγραμμα, αναλαμβάνοντας πέραν της διδασκαλίας, ρόλους που σχετίζονται με την ακαδημαϊκή, διοικητική και οργανωτική υποστήριξη του προγράμματος.	Research projects similar to the Pact4Skills mentioned above help towards improving the work environment and the research opportunities for adjunct tutors. The Open University of Cyprus encourages all adjunct faculty members to apply either autonomously (with OUC affiliations) or together with existing OUC research teams for external funding of their research. In terms of continuous professional development, the University offers specially designed training modules for all academic staff members (faculty members and adjunct tutors) towards distance learning/teaching skills and appropriate use of all tools provided via the University's eLearning Platform (eClass). Moreover, the Open University of Cyprus (OUC) launches on an annual basis the "Excellence in Teaching" Awards, which may only be granted to members of Adjunct Faculty (Tutors), as an incentive to attract, enhance their performance and retain them. These awards provide the opportunity to recognize Tutors who are making a significant contribution to excellence in teaching across the University, and two Tutors of the Programme have received the Award so far. As the CyQAA does not encourage adjunct faculty to assume the role of a Programme's Academic Coordinator, tutors cannot assume such a responsibility. However, all teaching staff (faculty and tutors) are involved in the overall academic design and management of the Programme and all are involved in the Programme's yearly internal evaluation and updating. Towards securing the continuous cooperation with adjunct faculty, the Programme keeps assigning the supervision of dissertations to Tutors with no teaching obligations.	ΣΥΜΜΟΡΦΩΣΗ

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	Αναμένεται όπως το Πανεπιστήμιο προχωρήσει στη θέσπιση δομών που θα διασφαλίζουν, στη βάση διάφανων και αντικειμενικών κριτηρίων, τη συνέχιση της συνεργασίας των ανωτέρω μελών ΣΕΠ με το Πανεπιστήμιο (σε μεσοπρόθεσμο τουλάχιστον διάστημα), την παροχή υποστήριξης για διεξαγωγή έρευνας και συμμετοχή σε διαδικασίες επαγγελματικής ανέλιξης και την παροχή κινήτρων για ανάληψη υποστηρικτικών ρόλων.		

The present document adheres to the European Standards and Guidelines, in particular Standard 2.3 (Implementing Processes) and its guidelines, which provide that "*Agencies have a consistent follow-up process for considering the action taken by the institution*" .