ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.1.2

Date: 09/03/2023

Higher Education Institution's Response

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

- **Town: Nicosia**

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

  In Greek:

  Διοίκηση, Τεχνολογία και Ποιότητα (1.5 ακαδημαϊκά έτη, 90 ECTS, Μεταπτυχιακό, Εξ αποστάσεως)

  In English:

  Management, Technology and Quality (1.5 academic years, 90 ECTS, Master of Arts, E-Learning)

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

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

- **Concentrations (if any): N/A**

  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.*

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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
Programme objectives need to be streamlined. In turn, such objectives could also be mapped against each of the modules.	We have taken into consideration the comments of EEC regarding the mapping and streamlining of the learning objectives at Programme level against those of each module, and we have proceeded accordingly. In regards to the <u>overriding core objectives</u> of the Programme, these remain as stated originally, as outlined below: • To provide specialized knowledge, abilities and techniques in the fields of **Management, Technology and Quality**. In addition, to provide graduates with the opportunity to apply this knowledge and skills in their working environment in the public and private sectors. • To prepare senior managers and administrative staff to act creatively and productively. In regard to the <u>detailed objectives, these</u> have been streamlined to **ten** learning objectives, which in turn have been mapped against the Thematic Units (Modules) that contribute to their achievement. This revised list of objectives, as well as the aforementioned map, are presented in **Annex 1**.	Choose an item.
Considering that this is a conversion masters and most students have little knowledge in the areas covered, the level at which modules are pitched is relatively speaking a basic one. This means that the modules are difficult to differentiate from similar offers elsewhere or may not be seen as attractive. In turn, when put together the modules put forward do not help the differentiation or distinctiveness of the programme as a whole. Updating the modules can help the programme remain current and consistent with developments in society.	The distinctiveness of the Programme is its emphasis on aspects of: 1. Operations, Supply-Chain, and Project Management 2. Technology Management 3. Quality Management These topics are covered in greater length than in other regular management Programmes. However, this being a conversion masters, we need to provide students with a solid background on core topics of Management and Economics, which is done through the modules DTP511, DTP512 and DTP513. It should be noted that the EEC argues that one of the strengths of the Programme is that "the modules currently on offer aim to provide students with the fundamental/core knowledge in each area covered", and	

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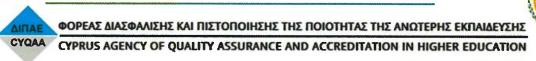|		
	that "a balanced approach among the three areas of the Program has been adopted when it comes to the distribution of modules". The practice followed up to now for revision of the contents of the modules, was that any amendments would be made at the beginning of each semester, before the commencement of the teaching phase, and immediately after the teaching personnel for the semester had been selected. This allowed the teaching personnel that will deliver the module to do the necessary changes, including improvements suggested based on the feedback received from students. Following the recommendation of the External Evaluation Committee, we have revised this procedure by introducing a revision of module contents, where needed, at the completion of each semester as well. With this new policy, the module instructors will be able to provide feedback on the contents they teach for the past semester, and advise of amendments/improvements that they deem necessary, especially in relation to latest scientific developments, innovative work practices, revised bibliography, etc. Since the courses offered in the Winter semester differ from the ones offered in the Spring semester, this additional revision phase will give the Academic Personnel more time to proceed with the necessary arrangements before the re-commencement of the course in six months. In order to expedite the updating of contents/structure of each thematic unit, the course coordinators will need to fill out the form included in **Annex 2** both at the end as well as at the beginning of each semester. They will have a timeframe of 2 weeks to deliver this form filled-out to the Academic Coordinator of the Programme.	
The modules need to be refreshed and to feature more up-to-date resources. Having the majority of resources (as presented in the self-evaluation report) being pre-2010 is problematic. For example, books/resources on security, marketing and ethics that are 10+ years old do not reflect the latest thinking, practice and contextualisation that will encourage students to engage with them.	The bibliographic references have been revised and updated in all the modules, so as to contain more recent and up to date material. The updated references are listed in **Annex 3**, which contains the revised descriptions of each module. The learning resources come in different formats, for example text (e.g., presentations, pdf files, book chapters, research papers), video or audio (e.g., podcasts).	

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The Committee notes that the module handbooks are based on Greek/translated textbooks. One can appreciate that there may not be as many recent resources/textbooks in Greek as there are in English. Hence, the available options may appear to be limited and dated. Still, this restriction should not be allowed to be detrimental to the learning experience. In the fast-moving era, one cannot afford for translations to become available and integrated into modules.	It bears mentioning that since the official language of the program is Greek, we have all our mandatory bibliography in Greek. As per the program's admission requirements, it is **desirable** that students have good knowledge of the English language, hence, some supplementary references which are not included in the mandatory bibliography are in English to correspond to the latest scientific output of the Modules offered.	Choose an item.
The links among the modules in each of the three areas of the programme, but also among the three pillars should be clarified and highlighted to both students and instructors. On one hand, such a mapping will help the programme team create a more coherent narrative as to the program's position in the market. On the other, it will make it possible to ensure that module delivery is not undertaken in isolation, but in a way that makes a wider contribution to the overall programme. With the above in place, it should hopefully become more feasible to attract a higher number of students, making the programme a more sustainable one. Bigger student numbers could justify adding optional modules to the existing structure that will help strengthen the programme. A similar mapping against intended skills development and assessment could also be undertaken.	The link among the modules and pillars of the program is now presented in **Annex 4**.

This mapping will be shared with both students and teachers. This will help in providing a more integrated view of the existing connections between the material of each module of the program. | Choose an item. |
| The committee notes that the programme team would like to reduce the weighting (%) of the final exam and replace it with other more interactive forms of | Currently the program's components weigh as per below:

Writing Assignments (x2) 30 %
Final Examination   70% | Choose an item. |

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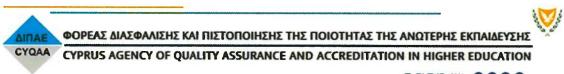|		
assessment. The EEC believes this to be a requirement justifying the online delivery of the program and one that can help diversify the assessment strategy and practice.	As indicated in the application, the intention is to split the grade for each of the modes of assessment as follows: Writing Assignments (x2) 30 % Interactive Activities 10 % Final Examination 60% This assessment structure will be adopted in all Program Modules as of the next academic year, 2023-24.	
Students find the dissertation module an interesting one that makes it possible for them to research a given topic of interest in depth. As it stands though, there is little formal training in research methods. As many students do not have a background in social sciences, dissertation supervisors have to support the students' quantitative and qualitative research skills development. Instead of such an inefficient arrangement, it is recommended that either a new module is added or that at least a research methods resource is available to all students. Supervisors can then direct students accordingly, saving time and effort that could be redirected towards the research and supervision process.	Starting the Winter Semester 2022-23 all students that enrolled in the dissertation course were offered a lecture by the Academic Coordinator covering: • The goal of the dissertation course • How to select a dissertation topic • Types of dissertations To reinforce the above, starting this Spring semester 2022-23, we deliver a series of lectures on Research Methods to the students enrolled in their first Thesis Module, i.e. DTP701A. These lectures cover the basics on how to conduct research in the social sciences, including topics such as: • Conducting a Literature Review • Quantitative vs Qualitative Research • Finding and evaluating potential sources of information • The conceptual framework or model • Development of hypotheses or propositions • Conceptualization and operationalization of variables or constructs • Data collection procedures • Data processing, analysis, and presentation To enhance the delivery of such lectures, these are conducted jointly with the MBA program of our University. This joint effort allows us to leverage the effort of two Academic Coordinators, and it also allows students from two related programs to interact during the live sessions. Given the success of these lectures, their delivery will continue from now on. In summary, each semester students enrolled in the dissertation course will receive three to four lectures covering all the topics listed in the above bullet points. If a student is interested in gaining further knowledge on Research Methods, they can optionally enrol in the module	Choose an item.

	MBA523– Research Methods and Instruments, provided by the MBA program in our School.	
It is positive to see that the vast majority of students are employed and often use their work context as a platform on which to stage their work (e.g. for their dissertations). Links to work and practice need to be exploited more effectively. They can enhance student learning experience and employability prospects. They can also provide insights into the programme by practitioners. Such insights can offer valuable feedback as to the programme's developments. More broadly, it may be useful to more actively engage, even in an informal manner, an external advisory board consisting of practitioners and other stakeholders in the areas covered by the program.	The contents of all modules are closely related to real-life applications and scenarios. Moreover, the interactive educational activities that students undertake during the course of each Module include case studies, scenario-based assessments, etc. which allow them to build on their existing knowledge and expand on their work experience, and develop new skills and competences. This is more clearly reflected in the topics chosen by our students for their master's Thesis. As it can be seen in **Annex 5**, there is a close connection on how our students apply the knowledge acquired throughout the program, to their work environment. Invited guest lectures and seminars by practitioners and other academics, e.g. invited teaching staff in the context of the Erasmus+ Programme, provide students with new perspectives and insights. In addition to this, our program collaborates with the Industry Liaison Office which is part of the project "University Liaison Offices with the Business World". The project is co-funded by the European Social Fund and, more specifically, the Business Program "Employment, Human Resources and Social Cohesion 2014-2020". On another note, the Liaison Office of the Open University of Cyprus promotes the systematic communication and cooperation of the scientific / research and student community with all sectors of the economy. To achieve this goal, the Liaison Office assists in the placement of students in businesses in Cyprus, intending to acquire a first contact with the professional world or broaden their horizons and improve their working skills. Students and recent graduates that wish to gain international work experience can apply for internships through the Erasmus+ Mobility Programme supported by the OUC Mobility Office. So far, 5 students have participated in such industry placement program, and one of them was employed by the end of the placement program. Finally, the University recently approved the creation of an External Advisory Board at Faculty level, which will bring all the programs of the Faculty of Economics and Management, closer to their relevant stakeholders in society (see **Annex 9**).	Choose an item.

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As the majority of the students are working and have other responsibilities, it is important to keep them engaged at regular intervals. Engagement needs to be monitored throughout the programme. This can help ensure that the actual student workload is in accordance with the workload expressed by ECTS. Equally importantly, it can help ensure the smooth progression of students through modules.	The Academic Coordinator, together with the Module Coordinators, Tutors, and Dissertation Advisors, keep track of the progress of students, in order to maintain their engagement with the program. The Program, as planned, will introduce weekly interactive activities which will be graded, thus students will be more actively engaged with the learning resources and the Modules they are attending. During each semester, there are five (5) group tutorials that students attend. Module instructors record all online lectures and group tutorials, and students can access these recordings at their own pace and time to better comprehend their content. During the synchronous lectures/tutorials, students have the opportunity to interact live with their tutors and fellow students. Moreover, all Module instructors have 'office hours', and students can reach them to discuss their progress, answer any questions, discuss their assignments, etc. Following the recommendation of the EEC, this semester we started leveraging tools to track the development of students. In particular, we introduced in a pilot phase the "Course Completion" tools, provided by the Moodle platform. The Course Completion report provided by the Moodle platform is a reporting tool that lets instructors track which resources each student has engaged with. This is an effective way to see whether students have accessed readings, written assignments, multimedia, etc. By having this summary available to the instructor at all times, they, together with the Academic Coordinator, are in a position to identify students which are falling behind, in order to help them proactively. Given the effectiveness of this tool in presenting the instructor and the AC with a synoptic view of the progression of each student, this tool will be used in all modules from now on. Moreover, all Module instructors will be asked to use the eClass Discussion Boards to spark debates, discussions, critical reflection of learning materials, etc. Students will also be encouraged to use discussion forums to communicate and support each other.	

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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
There needs to be more and systematic opportunities for interactive weekly activities, such as topic-specific forum discussions, quizzes, that are also assessed.	As per the comments of EEC, the list including the Interactive Activities has been revised for all Modules. Following revision, the aim is to: • enable the students to interact more consistently with the material relating to interactive Activities throughout the semester • provide clarifications regarding the expected length of each activity • clarify the grade (%) that will be assigned to each Interactive Activity The revised list of Interactive Activities for all Modules is included in **Annex 6** albeit in Greek, the Program's teaching language. We also provide a translation of the Interactive Activities for the Module DTP 512.	Choose an item.
The purpose of online tutorials need to be reconsidered to enable elaboration on readings, answer student questions, clarify misconceptions and expand understanding.	Given the limited time our students have for covering the bibliographic material in advance, we consider that the key purpose of online tutorials is, among other, to deliver core material and clarify students' questions relating to such material. Online tutorials also serve the purpose of discussing examples, solving exercises, as well as generating discussion among students and between the students and the tutors. In more quantitative courses, such as DTP512, DTP513, DTP521, we are transitioning to a more interactive presentation of exercises through the use of software (e.g., Excel) during the online meetings.	Choose an item.
Forum functionality needs to be leveraged to support 24/7 communication and interactions between students and students and tutors. [...] There is a need for providing training to students as to how to	The means provided by the Program are in line with the means provided by all the other programs at OUC. In order to facilitate constant support and interaction between staff, tutors and students, there are different forums for communications between students, between students and tutors, between Dissertation advisors and advisees, etc. As previously mentioned, Module instructors use the eClass Discussion Boards to spark debates, discussions, critical reflection of learning materials, etc. Students are also encouraged to use discussion forums to communicate and support each other. Forum discussions are moderated by Module instructors to facilitate Q&A sessions.	Choose an item.

make use of the full functionality of the eClass platform and how this can support their learning and interactions with others.	In addition, students can have the optional Induction Course ("OUC 101") upon enrolment in the Program, by which they are informed and advised of the various services provided by the University, their rights and obligations as students and various other information regarding their studies. In regard to the eClass eLearning Platform and the eLibrary, each student has access to online resources and tutorials relating to the know-how and functionality of each platform/tool. Hence, students receive training on the use of the University's eLearning tools and obtain information which will assist their learning experience throughout their studies. Students have access to all such courses throughout their studies. To reinforce the above, starting the next academic year, the Academic Coordinator will also offer an induction at the Program Level to all new entrants in the program. In this Program-level induction we will present them, among other topics, the key tools we will be using for interacting throughout the course of their studies. Finally, starting this semester the Faculty of Economics and Management, has hired an Academic Advisor who will provide further guidance to the students enrolled in the Program of Study.	
There should be a process in place for reviewing and updating module material by the end of each term.	As previously mentioned in ESG 1.1, the contents of the Thematic Units shall be revised at the beginning and end of each semester. Please refer to section ESG1.1 for further information regarding this.	Choose an item.
Learning objectives and associated activities related to practical training should be embedded in the design and delivery of proposed modules.	We have revised the Learning Outcomes (LO) of the program. There is a match between these LOs and the contents of each module. To facilitate the mapping of such LOs to modules, we now include in **Annex 7**, a mapping of which thematic units serve to deliver each specific LO. In addition to that, each module has its own LOs that are included in its Study Guide. The material of each module contains a wide array of real-world scenarios and applied problems that ensure the proper practical training of our students. Skills development is safeguarded by the introduction of the interactive assignments that will be marked.	Choose an item.
Student assessment needs to be revised to include participation in forums, engagement during online	Please refer to the **Annex 6** for the revised list of Interactive Activities. In that annex, we also specify how each activity will be graded.	Choose an item.

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tutorials and completion of interactive activities.	Participation during the online tutorials is not graded because, following a university-wide policy, attendance to such tutorials is not mandatory. The University has adopted this policy as to ensure that we provide a flexible environment where students can study at their own pace, in their own time. In turn, our University provides our students with recordings of all the online tutorials to facilitate such flexibility. In any case, Module instructors monitor students' engagement on eClass, e.g. attendance of group tutorials, time spend watching the recorded sessions, etc., and when necessary they reach out to students to spark their interest and improve their engagement.	
A process of how feedback to student work should be provided is needed.	Graded Assignments are evaluated according to the criteria outlined in the Internal Students Regulations, section 3.5. Please refer to: https://www.ouc.ac.cy/images/Kanonismoi/14_07_2021_INTERNAL_REGULATIONS_FOR_STUDIES_EN.pdf In addition to the criteria there included, in our program the Thematic Unit coordinator posts an answer sheet with indicative answers for each written assignment. Module instructors have clear instructions on how to grade each assignment, and to provide detailed feedback on each student assignment. The individual answers submitted by students are graded, indicating where mistakes are made. When necessary, additional detailed comments (e.g., further explanation beyond what is the answer key, feed-forward feedback, etc.) is provided.	Choose an item.
There is a need for developing master students' research skills.	As mentioned in our response to ESG 1, starting this semester we deliver a series of online lectures on Research Methods to the students enrolled in the Thematic Unit DTP 701A, which is conducted jointly with professors and students of the MBA program. This practice will continue in the future.	Choose an item.

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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
There is no clear process to ensure a strong link or connection between the programme and research. The OUC could set up research seminars that are linked to the content of the courses and to which students are also invited.	Firstly, it should be noted that the EEC indicates that "the teaching staff in the Program is competent in their area of expertise... Many of the teaching staff have good publication records and extensive teaching experience ... active researchers with publications within the discipline they are teaching". The link between the Program's content and relevant research is safeguarded by the timely revisions of all Modules and the related bibliography.

Following the recommendation of the EEC, this semester the "Management, Technology and Quality" ('Διοίκηση, Τεχνολογία και Ποιότητα – ΔΤΠ') program has started a joint collaboration with the MBA, the BSc in Business Administration, and the MSc in Banking and Finance as to have a joint seminar series. For the Spring semester 2023 we have scheduled 4 speakers from the MBA program, and a similar practice will be followed in the coming semesters involving Faculty from ours and other programs, as well as external invited guest speakers.

In addition, these seminars are complemented by additional extra lectures that occur in the context of Erasmus+ visits by experts from other Universities. This semester, we will host Prof. Jorge Magdaleno Marco, Director of the Master in Human Resources Management at the Isabel I de Castilla International University, Spain, who will be giving a series of lectures on human resources management. | Choose an item. |
| The teaching staff should be regularly engaged in the professional and teaching-skill training and development. | Through institutionalized procedures, appropriate training, guidance and support is provided to educators, so that they can effectively support the educational process. Especially for the New AFT and for the Coordinators of the Thematic Units, online training is provided by the Department of E-Learning and the Laboratory of Educational Material and Methodology of the OUC, in the technological and e-learning tools used in its Programmes of Study. The Library also provides online training in the use of electronic resources and other tools.

Moreover, all Tutors have the opportunity to apply for Erasmus+ funding to carry out a Staff Teaching Assignment at partner Universities in Europe and/or to carry out training for their professional development. | Choose an item. |

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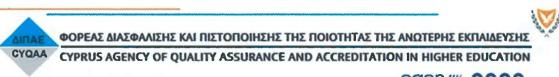
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	The Program's Academic Coordinator and/or Module Coordinators act as mentors for newcoming Tutors / Instructors.	
The OUC has a relatively small number of permanent staff and does not have a clear policy to ensure that permanent teaching staff has a protected 35% of their workload allocated to research. If feasible, the OUC should increase the ratio of permanent/adjunct staff and permanent staff should only coordinate programmes in their specific area of expertise.	Given the small number of permanent staff, Adjunct Faculty / Tutors assume most of the teaching. Thus, more time can be allocated to conducting research. To ensure a workload balance across the responsibilities of the permanent faculty members have a personal meeting with the Faculty Dean, where past performance, and future responsibilities are discussed and planned. The Faculty of Economics and Management has recently announced new Permanent Faculty positions and is expected to increase its size by 4 new members in the area of Management and Finance. These hirings will bring more balance to the workload of the current permanent faculty staff.	Choose an item.

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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
The admission requirements for the study are in principle appropriate when it comes to the degree requirement. Still, the committee notes that English language is only recommended but not an essential criterion. This could be reviewed with clear guidance as to the expectations (e.g., a specific level of comprehension when it comes to reading) to ensure that there is a minimum of consistency among students. This can help establish a common baseline and extend the scope of included resources that all students can refer to.	Since the program is delivered in Greek, and English is not a mandatory prerequisite for a student to register, we ensure that all our core educational material, as well as our lectures, are in Greek. As mentioned by the EEC, in the admission criteria knowledge of English is stated as desirable as literature in English (scientific articles and books) is provided as elective bibliography. Particularly in the preparation of their Master's Thesis, students might use English bibliography. However, students will not be required to produce any assignments in English, again as the program is delivered in Greek. Establishing minimum English language requirements for the Program of Study would contravene existing regulations regarding the admission criteria for all the other programs which are delivered in Greek language (being the majority of the programs offered by OUC).	Choose an item.
There is a need for tools to capture and act on student progression, such as data analytics collected by the eClass platform and associated policy on how to act upon these data.	Students' progression and engagement with the learning resources, group tutorials, assessment methods etc. is checked by Module instructors. As indicated above (see answer in section ESG 1.4), following the recommendations by the EEC we have now started using the "Course Completion" feature which is embedded in the Moodle platform. Given the effectiveness of this tool, its use will be standard in all our modules from now on. Instructors will periodically track the progression of students with these tools, and when a student falls behind, they will contact them. If they are unsuccessful in contacting them, they will then contact the Program Coordinator and the Program Secretariat, in order for us to establish contact with the student.	Choose an item.

ΔΙΠΑΕ **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
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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
There is no agreed and standardized process of how online structure and delivery of modules should look like that would ensure all modules provide a similar online learning experience for students.	The structure of the eClass eLearning platform will be standardized across modules. An example of how the structure to be adopted will be, is presented in **Annex 8**. Given that this standardization will take time to be implemented and given that all the bibliographic references will need to be updated (following the recommendations of EEC mentioned previously), this standardization will be done in stages. In particular, by the end of August 2023 the revised and updated eClass structure will be available for the courses delivered in the Winter semester, and by December 2023 the eClass structure of the remaining courses will be amended accordingly.	Choose an item.
There is not enough usage of online functionality such as forums, simulations, and weekly interactive activities that would transform the traditional learning experience into an online one (with accompanied added benefits and value).	As previously mentioned, all the Interactive Activities have been revised as to further exploit functionality of our teaching environment, and as a result enhance the learning experience of our students. Moreover, Module Instructors will further engage students in group discussions and critical reflection exercises using the eClass forums / discussion boards.	Choose an item.
There is a need for providing proactive support to students to engage them with the program activities from start to end.	As previously mentioned, the proactive support will be enhanced by the use of the Course Completion features from the Moodle platform, as previously mentioned.	Choose an item.
More permanent academic staff with different areas of expertise would have been welcome. Members of staff can then supervise programmes that are sufficiently close to their areas of expertise. More academic staff can also help keep workload to an appropriate level, ensuring that staff can invest quality time in research and scholarship.	As previously mentioned, it is expected that this will be gradually achieved following the expected expansion of the permanent faculty at the Faculty of Economics and Management, i.e., 1 Lecturer or Assistant Professor in the area of Human Resource Management, 1 Lecturer or Assistant Professor in the areas of Accounting and Finance, 1 Associate Professor or Professor in Accounting and Finance and 1 Lecturer or Assistant Professor in the areas of Management (Strategy or Entrepreneurship or Tourism Management or Business Sustainability Management).	Choose an item.
The links between the programme and the e-learning support team need to be strengthened.	The links between our teaching Staff and the e-learning support team is similar to the one at other programs at OUC. Support and training is provided to permanent and adjunct staff in the use of the University's eLearning Platform and tools. Technical support is also provided.	Choose an item.

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Adjunct staff should be kept updated as to the services on offer and encouraged to make the most out of them. This will help enhance the delivery of the modules and in turn the whole programme.	The following two **training programs** are mandatory for academic staff in matters of distance teaching and appropriate utilization of the possibilities of the educational technologies: 1. Title: Teaching Staff Training Type of training program: Topic with asynchronous content, but with availability for support through alternative channels (forum, email, telephone, teleconference) Duration: The whole Academic Year. Recipients: All Instructors Medium: Offered as a Course in the eClass Learning Platform by the Information and Communication Technology Service Unit (E-Learning and Digital Content Management Sector). Content: Educational material in various forms, regarding the services offered to teaching staff (Asynchronous Platform, Synchronous Platform, Video Platform, Plagiarism Detection Service), which aims at the optimal utilization of the services of the Distance Learning Platform. 2. Title: Introduction to distance learning, learning and assessment Objective: The purpose of this training is, on one hand, to inform the academic and teaching staff of OUC about the modern methodologies and practices related to teaching, learning and evaluation in distance learning programs. At the same time, through the practical activities of the courses, the gradual familiarization of the academic staff with the available tools provided by the eClass Learning Platform as well as with the procedures of planning and development of distance activities and audiovisual material is sought. Duration: 12 weeks. Recipients: All Instructors Medium: Offered as a Course in the Distance Learning Platform by the Laboratory of Educational Material & Methodology. Content: Section 1 presents theoretical adult learning models and design methodologies for measurable expected learning outcomes. Section 2 analyzes distance learning activities, while Section 3 presents the steps of the basic process followed to create successful video lectures. Section 4 examines ways to promote the active involvement of students in online learning and finally, Section 5 analyzes key strategies for effective assessment and feedback on the learning process.	

6. Additional for doctoral programmes – Not applicable
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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7. Eligibility (Joint programme) – Not applicable
(ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
The report presents the findings, strengths and areas of improvement for the distance learning MSc in Management, Technology and Quality offered by the Open University Cyprus. The EEC hopes that the report provides useful recommendations when it comes to improving the program's prospects and that increases its student and market appeal.	The program thanks the External Evaluation Committee for their valuable comments and recommendations, which will surely help improve the delivery of our program. In responding to these recommendations, we have re-mapped all Learning Outcomes and Module descriptions, updated the Program's bibliography, improved the module interactive assignments, provided additional training on research methods, created a cross-program seminar series, and reinforced the mechanisms to ensure the smooth delivery of our program. We look forward to a positive outcome by the CYQAA regarding the accreditation of a program that is being offered since the 2014-2015 academic year, which is now updated and revised to meet the needs of students and labour market trends.	Choose an item.

ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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C. Higher Education Institution academic representatives

Name	Position	Signature
Assist. Professor Robert Duval Hernandez	Academic Coordinator – MSc in Management, Technology and Quality	
Prof. Vayos Liapis	Vice Rector, Chair of the University's Internal Quality Assurance Committee	
Prof. Yannis Manolopoulos	Faculty of Pure and Applied Sciences, Member of the University's Internal Quality Assurance Committee	
Assoc. Professor Elpidoforos Soteriades	Faculty of Economics and Management, Member of the University's Internal Quality Assurance Committee	
Assoc. Professor Vayia Karaiskou	Faculty of Humanities and Social Sciences, Member of the University's Internal Quality Assurance Committee	
Elena Gregoriou	Head of the OUC Academic Affairs and Student Welfare Services, Member of the University's Internal Quality Assurance Committee	
Erato Ioanna Sarri	Coordinator of the OUC Rectorate (Strategy – Quality – Outreach) and the University's Quality Assurance Office, Member of the University's Internal Quality Assurance Committee	

Date: 09/03/2023