

Doc. 300.1.2

Date: 29/11/2023

Higher Education Institution's Response

- **Higher Education Institution:**
Open University of Cyprus
- **Town:** Nicosia
- **Programme of study:**
Faculty of Economics and Management

Name (Duration, ECTS, Cycle):

Healthcare Management (18 months, 90 ECTS, MSc ELearning)

In Greek:

Διοίκηση Μονάδων Υγείας

In English:

Healthcare Management - MSc

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):** None

In Greek: Καμία

In English: None

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>There appears to be little external input into the programme in terms of collaborations with other similar programmes, an external advisory committee and healthcare innovations and cutting-edge topics for learners. Input is provided informally through instructors and interactions at the management level. The panel felt that an industry advisory committee of health professionals coupled with partners from other institutions (including healthcare organizations and the ministry of health) could help make the programme timelier and more relevant to the current healthcare management setting.</p>	<p>We acknowledge the Committee’s recommendation. As a response to this comment, as well as similar comments for other academic programs of our School (faculty), the Faculty of Economics and Management has decided to form an External Advisory Board at the last faculty meeting on November 7th and we are in the process of sending the invitation letters to the members of the Board, which will consist of twelve (12) members including two (2) members from the Healthcare Sector in order to receive constructive feedback for the improvement of the Postgraduate program “Healthcare Management” and the other programs of the School of Economics and Management.</p>	<p>Choose an item.</p>
<p>There are many part-time staff working on the programme and it was not clear from engaging with a sample of this staff that they, despite being very engaged with their field and students, understood best practices in learning and teaching.</p>	<p>We thank the Committee for this comment. It should be noted that this is common practice in open and distance teaching universities that cannot employ a large number of permanent faculty members. This particular program operates on a relatively small number of adjunct faculty members. A total of six to eight (6 – 8) Tutors are teaching in our program depending on the number of students we have each year. For the current academic year, all but two members are academics in other Universities in Greece and Cyprus, hence have substantial teaching experience. In addition, most of the adjunct faculty members have many years of experience in the open and distance learning (ODL) methodology. Besides, all our adjunct faculty members have completed the Open University of Cyprus course on Open and Distance Learning, Teaching and Assessment. Newly appointed Tutors are also required to undertake this online course.</p>	<p>Choose an item.</p>
<p>Although it was noted that training was offered to academics, we strongly encourage a focus on</p>	<p>We acknowledge the Committee’s recommendation and we agree that there is room for improvement with particular attention to active learning techniques and pedagogy for adult learners. We will take the initiative to</p>	<p>Choose an item.</p>

<p>assessment design as well as ensuring learning through active learning techniques and pedagogy for adult learners.</p>	<p>identify additional courses around the world from different HEIs either with or without fees in order to strongly encourage all our program's full- and adjunct faculty members to follow at least one additional course in this field to gain additional knowledge and skills.</p>	
<p>The area of assessment was a major concern for the panel as questions about workload as it related to credit hours and learning outcomes were not clear. It was noted that there was a lack of understanding of the importance of rubrics for marking that were designed for the level of masters, no consistency between assignments on the length of written assignments, and a lack of understanding of how to map assessments to learning outcomes. It was also not clear of the length of time that academics were given to mark assessments when students received the feedback and if there was any moderation process for assessment design and final marks. Here more rigour is required.</p>	<p>We thank the Committee for identifying that there is further room for improvement in the areas of</p> <ul style="list-style-type: none"> a) student workload standardization, b) assignment consistency, c) assessment rubrics, and d) students' feedback on assignments. <p>The program will cooperate with the professional staff members of the Laboratory of Educational Materials and Methodology of the Open University of Cyprus in order to develop prototype paradigms for all four areas noted above and share it with all full-time and adjunct faculty members of our program. Similar assessment rubrics that have already been developed by other programs of the University will also be reviewed in order to finalize the one used in the Healthcare Management program. This action will be finalized during summer, before the start of the 2024-2025 academic year. Furthermore, a program policy providing solid written guidelines on all four areas for improvement will be developed within the next three (3) months in order to assist all our faculty members with appropriate guidance (by the end of February 2024). Within the context of the above-described process, we will incorporate a mapping matrix of the learning outcomes of each thematic unit against the corresponding assessment methods.</p> <p>Academic staff is expected to mark student assessment within 15 days of the homework deadline. Students have the opportunity to discuss their assessment with their teacher and if questions are not resolved, students may refer their concerns to the academic coordinator of the program.</p>	<p>Choose an item.</p>
<p>We recommend that the department work with others in getting good assessment governance, practices, and principles in place and that all academics are trained accordingly.</p>	<p>We fully agree with the recommendation of the Committee. As mentioned above, we will embark in a coordinated effort in cooperation with the OUC Laboratory of Educational Materials and Methodology in order to develop an appropriate policy along with prototype paradigms in an effort to implement good assessment governance.</p>	<p>Choose an item.</p>
<p>The programme sits in a very grounded area of management so it will be important for the programme to understand what is distinctive about it as well as ensure that the learning is</p>	<p>We are in full agreement with the particular comment. The Program is in regular communication with its alumni members in order to receive continuous feedback on the program's strengths through its graduates' perspective. In addition, we expect to receive valuable feedback from the External Advisory Board, which is currently being formed.</p>	

<p>cutting edge for a master's degree programme.</p>	<p>The Program has a large pool of alumni members, more than 800 previous graduates, which reflects on its positive reputation in both Cyprus and Greece. Furthermore, additional strengths of the Program include its relevant and well educated academic staff and adjunct faculty members, its flexible structure, its thematic units as well as the electronic educational platform used. The Program was one of the first master programs to be offered by the University and has a relatively long tradition in both Cyprus and Greece as indicated by the fact that the Program has a steady number of enrolments each academic year despite the increased national and international competition from similar programs. Management in healthcare industry is becoming a strategic component in the delivery of quality services, and this Program is providing targeted knowledge and skills tailored to contemporary trends in healthcare management. The new structure of the Program includes two new elective Thematic Units/Courses on the social aspects of healthcare services including smoking and social determinants of health. Finally, the Program is regularly updated to ensure it incorporates the latest scientific research findings that are grounded in theory and practice.</p>	
<p>There was also concern raised as to the lack of a final project or experience given that the thesis is not mandatory. The programme learning outcomes as a whole did not come through given the modular format, so the programme risks just being a collection of modules in healthcare management rather than a coherent programme. This requires further attention.</p>	<p>As stated during the Committee's visit, we are offering the option of a master thesis for those students who may have an interest to pursue a particular research project or to improve their relevant research and professional skills. This option also serves as an opportunity for students to have an experience in applied research and explore the possibility to continue their studies towards a doctoral degree. In addition, the Healthcare Management Program offers a mandatory thematic unit on "Research Methodology in Health Services" which provides students with the opportunity to develop solid knowledge and skills in conducting research in the healthcare sector.</p> <p>Furthermore, we believe that the modular format of the Program covers the Program's Learning Outcomes through the theoretical knowledge and practical applications of assignments in order to consolidate knowledge in healthcare management at Master's level. Our program's philosophy embraces Life-Long Learning (LLL) values and falls in line with a student-centered educational approach offering more choices and enhanced flexibility, hence our preference for a more adaptable, less rigid course structure. We are confident that our Program is well suited within the current global trends in Open and Distance Learning (ODL) programs around the world. In this context, higher education institutions are encouraged to promote studification, flexibilization, personalization and modularization of the ODL and LLL methodology.</p>	

	<p>Furthermore, our program is strategically aligned with UNESCO's educational goals as published by the recent research report on the International Trends of Lifelong Learning in Higher Education. We respectfully disagree with the recommendation to limit program's choices for our students.</p>	
<p>Although the academics who teach on the programme are experts, there was little evidence of research-informed teaching. Students noted that they were encouraged on their own to go beyond the programme content and textbooks, but this discovery and reading beyond the course content needs to be developed along with how real-world application comes into the classroom experience.</p>	<p>The Lifelong Learning methodology adopted by the Program is oriented towards the pedagogical approach of helping students in learning how to learn. This is particularly true for the master- and doctoral-level courses. Furthermore, all thematic units (modules) of the program are continuously updated based on the latest scientific publications. Nevertheless, we agree with the Committee that there is room for improvement in the area of incorporating real-world applications in our program's courses. We are confident that the above recommendation is embraced by all our full- and adjunct faculty members. This improvement will further materialize with the approval and launch of the new program and the incorporation of interactive activities in the curriculum of all thematic units (courses) that will facilitate the use of case studies and real-world scenarios as of the next academic year (2024-2025).</p>	
<p>In addition to the point of needing to focus externally on best practices in the healthcare sector, there was also a lack of co-production with students and a formalised role outside of student evaluations as to how students contribute to the teaching and learning on the programme. We strongly suggest that there be a student-staff committee that meets each semester with a feedback process.</p>	<p>This is a very good recommendation from the Committee. We are in agreement with this suggestion and will adopt this recommendation by forming a student-faculty committee that will meet each semester and provide constructive feedback to the academic coordinator of the program aiming for continuous improvement. The student-faculty committee will have a consulting role in recommending measures and potential improvement to the academic coordinator of the program. A written policy defining the members of this committee and its role will be developed within the next four (4) months and upon approval of the School's faculty and all other appropriate University bodies, it will be implemented accordingly. It is important to note that student feedback is already gathered through the end-of-semester anonymous questionnaires that are taken into consideration by tutors and faculty to improve their teaching, course content and overall educational approach.</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>Social learning can be stimulated and improved. First, the possibility of interactions and exchanges between the academic and the students, and among students, should be enhanced including planned meetings as stated in the programme regulations. Secondly, synchronous lectures could be combined with more asynchronous project work and peer-reviewing, which will strengthen dialogue and cooperation between students. Practical learning is an area to be developed and enhanced</p>	<p>We agree with the comments of the Committee. In fact our program encourages full-time and adjunct faculty members to increase the number of synchronous lectures each semester in order to enhance students’ participation and interactions. Asynchronous communication is also encouraged through the eClass forums. In addition, further to previous comments, the introduction of weekly interactive activities is expected to strengthen the dialogue between students and with faculty particularly with group activities. Practical and real-world applications and examples are also expected to increase with the incorporation of the interactive activities into the curriculum of all courses.</p>	<p>Choose an item.</p>
<p>Practical learning must emerge more clearly from the programme and can be promoted by formal procedures. Moreover, formal mechanisms to organise and regulate practical training supervision, reporting and feedback can be implemented.</p>	<p>As mentioned above, practical training will be promoted through the introduction of interactive activities. In addition, our program encourages students to participate in work placements. Students may enroll in the optional Course “Industry Placement” once or twice during their studies, and gain work experience in organizations in Cyprus (OUC Industry Liaison Office). The Open University of Cyprus has prepared an institutional Guide for Placements, which is submitted as Annex 1. This Guide provides clear instructions as to placement supervision, reporting and feedback. Further, they may apply under the Erasmus+ Programme to undertake internships/traineeships in other countries (OUC Mobility Office).</p>	<p>Choose an item.</p>
<p>A formal procedure for students’ complaints for teaching could be introduced, to ensure transparency and fairness to the process.</p>	<p>Students are encouraged to provide informal and formal feedback for the program and all its aspects. Formal feedback is submitted before the final examinations each semester through an anonymous online questionnaire survey for each thematic unit (module). Students may contact academic supervisors of each course as well as the academic coordinator of the program to report any complaints or provide suggestions. They also have the option to provide feedback or report complaints to the University Academic Affairs and Students Welfare Services.</p>	
<p>A higher student involvement in research may be promoted. The</p>	<p>This is a useful suggestion. The program coordinator will pass the Committee’s suggestion to all full- and adjunct</p>	<p>Choose an item.</p>

<p>relevance of research activities in the written assignments could emerge more clearly within the modules and the program organisation.</p>	<p>faculty members and encourage them to pay particular attention in implementing more research-oriented interactive activities and written assignments in their respective modules. Nevertheless, we note that students are already encouraged to review research articles during the preparation of their written assignments. In addition, written assignments are normally constructed in such a manner that require students to study scientific articles in order to answer questions or write their assignments.</p>	
<p>We strongly support the master thesis being compulsory, or: the development of an alternative project in which students can consolidate their learning across the programme. It should be noted that a thesis is international best practice at this level.</p>	<p>As we have stated previously, we do not agree with this recommendation. We fully embrace the new global trend in being an Age-Friendly University (AFU), shying away from mandatory and restrictive educational policies. As a modern Open University, we are following the Open Learning approach based on Flexible Learning Programs (FLPs), allowing students to build their own learning scaffolding in an engaging and empowering virtual learning environment beyond the limits of time and space. We believe that the recommendation for a compulsory thesis goes against previous comments of the Committee for further enhancing a student participatory and adaptive learning paradigm and a co-creation approach to learning. We are confident that the Program provides a strong educational exposure of students to research-oriented materials, it includes a mandatory thematic unit (module) on research methodology in health services and is fully aligned with the contemporary trend in Open and Distance Learning methodology promoting modularization and flexibilization of learning opportunities in a lifelong learning society. Having a mandatory thesis for all students will directly limit learning opportunities of our students in following their own academic pathway in a student-friendly Program that takes into consideration the professional needs of a diverse body of professional learners.</p>	<p>Choose an item.</p>
<p>Finally, ECTS points allocation could be explained further and also formally regulated.</p>	<p>We acknowledge the Committee's comment. Study guides of each thematic unit (module) of the Program along with their corresponding ECTS points are already in place. If there is a need to further explain the structure of the thematic units and/or the program as a whole, we will be happy to do so.</p>	<p>Choose an item.</p>

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>Quality procedures for teaching staff are mainly focused on the selection and hiring of temporary staff, there are no clear quality procedures nor quality criteria in place to keep track of teachers' work and to encourage quality of teaching improvement on an individual level. The committee suggests developing quality procedures like an annual summative evaluation to keep track on performances (including outcomes of student evaluations) to enhance learning and encourage continuous quality improvement. We suggest putting more focus on the mutual adaptation of pedagogical goals and processes, and the features, i.e. advantages and weaknesses, of the E-learning technology adopted in each course.</p>	<p>Continuous quality improvement is a core element of our program-wide intensive approach. Certain procedures are already in place to ensure appropriate feedback is provided to all faculty members and other stakeholders. An anonymous student course assessment with an online survey is organized at the end of each semester for all modules. Student feedback is reviewed by the faculty of each course, while the academic coordinator assesses feedback for all modules of the program. Annual summative evaluation for all adjunct faculty members is performed by the academic coordinator of the program, while full-time faculty members are evaluated annually by the Dean of the School. As mentioned above, particular attention will be given to certain specific areas including: student workload, assignment consistency, assessment rubrics, and feedback on student assignments through the cooperation with the Laboratory of Educational Materials and Methodology and the development of a relevant written program policy.</p>	<p>Choose an item.</p>
<p>The number of permanent staff is very low compared to temporary staff, which seems to hamper investment in new and relevant topics that are important to the healthcare field (e.g. medical technology, data-driven healthcare, global health, climate change related to healthcare) as well as institutionalised (historical) organizational knowledge on programme development and online teaching and learning.</p>	<p>In general, open and distance learning academic programs do not have a large number of full-time academic staff and use adjunct faculty accordingly. However, this does not hinder the continuous development of such programs as well as the incorporation of additional scientific fields as needed. Nevertheless, we agree with the Committee's recommendation to increase the number of full-time faculty members of the program. As a public university, we rely on government approval for hiring new faculty members. We have already requested to increase the number of our faculty members. We believe that in the next round of government approvals for new faculty members, our program will be included among those to hire new faculty in new and emerging academic fields.</p>	<p>Choose an item.</p>
<p>We suggest developing institutional policies to increase</p>	<p>As mentioned in our previous response, we agree with the general recommendation of the Committee. Our efforts</p>	<p>Choose an item.</p>

<p>the number of permanent staff to encourage continuous quality development and improvement and to encourage the development of new modules on the topics that are crucially important for the healthcare field. This will also strengthen the faculty's competitive position. Support for the development of teaching skills is mainly focused on the use of online tools, more focus should be put on didactic professional development and monitoring.</p>	<p>are aligned with the above recommendation. We are expecting that our Program will be enriched with additional permanent faculty members in the near future upon government approval to increase our University's faculty members. Support of teaching skills for the Program's full-time and adjunct faculty members is actively being pursued as suggested. There are ample opportunities to enhance didactic professional development through in-house sessions (the OU Lab of Educational Material and Methodology, and the eLearning Support Unit already offer such training sessions), as well as from online academic resources (e.g. through Coursera, edX).</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>The programme lacks specific admission requirements and an onboarding procedure, which may result in a group of students with a wide variety in backgrounds, skills and competencies. This can cause early dropout.</p>	<p>As a modern Open University, we do strive to keep our admission requirements to a reasonable minimum in order to increase accessibility of students from different age groups and backgrounds. The master program has a minimum specific admission requirement, which is a Bachelor degree from an accredited university, in order to adapt to the current global EDI approach for equity, diversity and inclusion. We strongly prefer to offer expanded educational opportunities for everybody rather than limiting academic choices. The Program is mostly selected and followed by professionals who are already working in the Healthcare Sector; therefore, the vast majority of our students are familiar with the philosophy and scientific field of the Program. Therefore, the dropout rate is similar to other online programs. The diversity of our student body, which consists largely of professionals in medicine, nursing, pharmacy, and other health-related fields leads to the sharing of information and knowledge as well as exchange of skills and experience between our students.</p>	<p>Choose an item.</p>
<p>Dropout rates are indeed high in the early phase, yet based on the information provided the committee cannot conclude whether this relates to the open admission requirements/ lack of onboarding procedures. We recommend the board to further investigate, monitor drop out, and facilitate new students in acquiring the competences and skills to start the master program.</p>	<p>We agree with the Committee that the dropout rate of our program may be relatively high in the early phase. However, the dropout rate does not appear to be higher compared to other online programs. We will further investigate this finding in order to identify the main reasons for this phenomenon. The Academic Affairs and Student Welfare Services already collects data regarding the main reasons cited by the students who have left the program. This information will be used to further adjust our policies if deemed necessary.</p>	<p>Choose an item.</p>

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
<p>Staff (teaching and administrative) and also financial resources are tight. In case of changing circumstances, for example in case of an increase in the numbers of students, they seriously risk being inadequate.</p>	<p>The Open University of Cyprus is a public university, and thus relies heavily on state funding for its operations and academic development and growth. The Government also approves all new academic and professional / administrative positions following an overall evaluation of current needs. We agree that the financial resources available along with faculty members are tight and we are all working hard to maintain a high-quality program for all our students. However, in case of increased student admissions, our program maintains the flexibility to adjust accordingly by hiring more adjunct faculty members while maintaining its quality since new faculty members are hired from a pool of already evaluated and hierarchically ranked applicants. Moreover, the University has the necessary resources for the continuous upgrading of the courses Study Guides and educational material, thus the provision of quality education is not hindered.</p>	<p>Choose an item.</p>
<p>An increase in the number of permanent teachers could not only prevent from the risks coming from changing circumstances but would also help ensure the consistence and the continuity of the programme. It would be very useful also to strengthen the monitoring and supervision of all teaching activities.</p>	<p>We are in full agreement with the Committee’s comment. We have already addressed this issue in our previous responses. Please note that the Academic Coordinator supervises the work of all tutors, and that Module Coordinators are monitoring the work of all tutors in each module (thematic unit). Moreover, the Academic Coordinator has access to stats info on eClass, and can monitor Tutors and students participation/engagement.</p>	<p>Choose an item.</p>
<p>After the pandemic, student counselling is becoming more and more important. It could be more emphasised within the support services, while more resources to it could be necessary soon.</p>	<p>We agree that student counselling is of paramount importance for pursuing a continuous quality paradigm for our program. Different resources are already in place in our University to address this need (student counselling and guidance office, industry liaison office, mobility office, alumni office etc.). Moreover, at Faculty level there is also an Advisor who provides academic support and guidance to all students. In addition, we expect that the student-staff committee, which will be established as stated in a previous response, will facilitate the improvement of such services as needed. The Counseling Office provides psychological support at any time for the students that request help. The office also offers a number of online seminars on various related issues, such as Stress management, Goal-setting, Work – Life Balance, etc. These seminars are very popular among our students,</p>	<p>Choose an item.</p>

	and are recorded and uploaded on the University's YouTube channel for offline viewing.	
Laboratory facilities can be strengthened, and also pre-recorded material can be enhanced.	The Program is not based on laboratory teachings. Case studies and real-world examples are already being used in different thematic units (modules). Particular "laboratory" work is given during the Research Methodology module in the form of statistical analyses activities and homework. The Committee's recommendation is noted and will be passed on to all full- and adjunct faculty members of the Program. We have already agreed with all full-time and adjunct faculty that instructions will be given by pre-recorded videos and/or online notes with respect to the introduction of each learning unit / week for each module. This guidance will refer to the skills and knowledge that students are expected to acquire during that unit / week, in addition to all synchronous teaching.	Choose an item.

6. Additional for doctoral programmes
 (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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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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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
We suggest that assessment governance be followed up as part of a review of how learning outcomes are being evidenced across the programme.	Agree with the recommendation and have responded above in the respective section of the External Committee's evaluation.	Choose an item.
We also believe that more external input along with co-production with students could enhance the offering and student experience.	The External Advisory Board at Faculty level and the Student-Staff Committee at Program level to be established as stated previously are expected to adequately address these suggestions.	Choose an item.
We also encourage the programme coordinators to ensure that the eLearning technology aligns with the pedagogical ambitions of the programme.	As stated, we have already acknowledged this recommendation and are planning to cooperate with the Laboratory of Educational Materials and Methodology in order to appropriately incorporate this suggestion.	Choose an item.
There is also an opportunity to have more research led teaching. Again, we want to emphasise that we believe a compulsory master's thesis which is in line with best practice would be appropriate given the nature of this programme.	In agreement with the Committee, we are planning to adopt more research-led teaching by incorporating it in the interactive activities and the written assignments. We respectfully disagree with the recommendation for a compulsory master's thesis. We believe that our approach is strongly supported by current global trends in higher education institutions following the open and distance learning methodology and is also in line with the UNESCO's Lifelong Learning philosophy.	Choose an item.
Overall, we are satisfied that the programme continues to be relevant and believe that by making some improvements, the university and faculty can improve the student experience on this programme.	We thank the Committee for the time and effort devoted to reviewing our Program and express our gratitude for the constructive recommendations provided. We believe that our program will further be improved following the incorporation of the above recommendations based on the Committee's feedback.	Choose an item.

C. Higher Education Institution academic representatives

D.

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Assoc. Professor Elpidoforos Soteriades	Academic Coordinator – MSc in Healthcare Management, Member of the OUC Internal Quality Assurance Committee	
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 Vayia Karaïskou	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: 29/11/2023

C. Higher Education Institution academic representatives

Name	Position	Signature
Assoc. Professor Elpidoforos Soteriades	Academic Coordinator – MSc in Healthcare Management, Member of the OUC Internal Quality Assurance Committee	
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 Vayia Karaïskou	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	

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