

Doc. 300.1.2

Date: 02/04/2024

Higher Education Institution's Response

- **Higher Education Institution:**
Open University of Cyprus
- **Town:** Nicosia
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Μεταπτυχιακό Πρόγραμμα Σπουδών

«Αειφόρος Μηχανική Περιβάλλοντος» (1.5έτη, MSc:
90 ECTS)

In English:

Master of Science in “Sustainable Environmental
Engineering” (1.5 years, MSc: 90 ECTS)

- **Language(s) of instruction:** Greek
- **Programme's status:** NEW
- **Concentrations (if any):** Not applicable

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>The EEC recommends that the quality assurance policy be made available to the public via university website whenever the quality assurance manual that the university staff said that they are compiling will be finalised. Furthermore, the EEC anticipates that the programme details will be placed online once it's approved, while recommending to provide the information on the following aspects to the public via OUC's website: key performance indicators of the programme, student profiles in terms of their background qualifications and their experience to date, progression and pass/dropout rates, satisfaction levels, and other relevant data to support information flow and transparency.</p>	<p>We do agree with this recommendation, and as per the information provided to the EEC, the Open University of Cyprus is currently in the process of drafting its Quality Assurance Policy Manual. This document, once approved, will be publicly available on the OUC website.</p> <p>For each Programme, there is a dedicated webpage on the OUC website. As per CyQAA's directions, we cannot publish any information for a new programme that is not yet approved / accredited by the Agency. Once this is done, there will be a Programme webpage online with all relevant information concerning prospective students.</p> <p>Some of the information mentioned by the EEC, e.g. dropout rates, satisfaction levels, are not available publicly on our website.</p>	<p>Choose level of compliance:</p>
<p>The EEC also recommends developing an advisory committee of stakeholders and employers of the graduates at Faculty level to inform design, review, and instruction</p>	<p>We do agree with this recommendation, as we have established an Advisory Committee at program level comprising key stakeholders and employers from the environmental engineering field. This committee includes the 3 Academic Staff members of OUC (Dr Antonis Zorpas, Dr Marinos Stylianou and Dr Irene Voukkali), representatives from other Universities, the industrial sector, and environmental consulting firms. The committee will meet semi-annually to provide valuable insights into industry trends, emerging technologies and developing skill requirements for environmental engineering professionals. Their input will inform curriculum design, program review, and instructional strategies to</p>	<p>Choose level of compliance:</p>

	<p>ensure our graduates are well-prepared to meet the demands of the environmental engineering workforce.</p>	
<p>The Committee including an additional learning outcome of the programme on the lines: students should be able to communicate with their peers in appropriate ways and are able to work in groups. At least in one course of the programme, group work could be introduced</p>	<p>Thank you for including an additional learning outcome regarding students' communication with their peers and their ability to work in groups. To implement this, we will introduce group work in several courses such as SEE521 "Occupation Health and Safety" SEE522 "Fossil Fuels and Air Pollution" SEE523 "Solid Waste Engineering". At the beginning of the courses, students will be divided in small groups (max 4 students per group). In any of these courses, students will collaborate in small groups, e.g. to analyse case studies and present their findings to the class. The teaching staff will announce at the beginning of the course (during the 1st lesson) the subject under study as well as when students will present their findings. The entire presentation will be recorded. This approach will not only enhance students' communication skills but also foster teamwork and collaborative problem-solving abilities, aligning with the newly proposed learning outcome.</p>	<p>Choose level of compliance:</p>
<p>The EEC recommends expanding the variety of elective courses within the programme once it is offered and established in a few years. The selection and quantity of additional electives can be tailored based on factors such as the number of students, programme needs, and strengths of the curriculum</p>	<p>Following the recommendation from EEC we have in total 4 elective courses.</p> <p>The following two New elective courses are added in the program:</p> <p>(a) Climate Adaptation Nexus – Ethics (SEE612)</p> <p>(b) Bioengineering – Environment (SEE615)</p> <p>The new Elective courses descriptions are available in Appendix II.</p> <p>The following elective courses were included in the initial structure of the proposed Master Program:</p> <p>(c) Soil Remediation Technologies (SEE613)</p> <p>(d) Monitoring and assessment of aquatic pollution (SEE614)</p>	<p>Choose level of compliance:</p>

	<p>Students will have to choose one of the 4 elective courses at the A semester of the 2nd Year. Each Elective course awards 5 ECTS.</p>	
<p>More fundamental courses may be transferred in early semesters such as semester one and more applied courses can be transferred in the later semesters.</p>	<p>Appendix I shows the new Programme Structure / Layout. The revised Table 2 – Structure of the Programme of CyQAA’s application form is available in Appendix Ia.</p>	<p>Choose level of compliance:</p>
<p>More suggestive names of the courses may be used instead of long names. For example, SEE 522 Science, Engineering, Technological Applications of Materials, Production and Storage of Energy (10 ECTS) can be renamed either as Energy Materials or Sustainable Energy Engineering while updating the course contents accordingly.</p>	<p>We do agree with this recommendation; As per the previous comment, Appendix I shows the new Programme Structure / Layout as well as the new proposed suggestive names of the Courses as follows:</p> <ul style="list-style-type: none"> (a) SEE 511 “Strategies development – Smart cities” (10 ECTS) changed to SEE 511 “Introduction and implementation to circular economy strategy” (<u>we did not modify the course content</u>). The course will be offered in semester A of the 1st year of studies as it was initially proposed. (b) SEE512 “Green Entrepreneurship-Environmental Tools” (10 ECTS) changed to SEE512 “Green Entrepreneurship” (<u>we did not modify the course content</u>). The course will be offered in A semester of 1st year as it was initially proposed (c) SEE513 “Industrial Health and Safety” (10 ECTS) changed to SEE521 “Occupation Health and Safety” (<u>we did not modify the course content</u>). (The course moves to B semester of 1st year from A semester of 1st Year) (d) SEE521 “Sanitary Engineering-Techniques and Environmental Application” (10 ECTS) changed to SEE513 “Wastewater Engineering” (<u>we did not modify the course content</u>). (The course moves to A semester of 1st year from B semester of 1st Year) 	

	<p>(e) the course SEE 522 “Science, Engineering, Technological Applications of Materials, Production and Storage of Energy” (10 ECTS) changed to SEE611 “Energy Production and Storage” (The course moves to A semester in the 2nd year from the B semester of the 1st year) (<u>we did not modify the course content</u>).</p> <p>(f) SEE 523 “Solid waste Engineering” remains as it is (<u>we did not modify the course content</u>). The course will be offered in B semester of 1st year as it was initially proposed.</p> <p>(g) SEE 611 “Hydrocarbons Management and Engineering” (10ECTS) changed to SE522 “Fossil Fuel and Air Pollution” (according to the suggestion of the committee <u>we have modified the course content</u> to also reflect air pollution). The course moves to B semester of 1st year from A semester of 2nd Year). The updated Course Description is available in Appendix II_SEE522.</p> <p>(f) SEE612 “Energy Performance and certification Building” (elective course of 5 ECTS) changed to SEE612 “Climate Adaptation Nexus-Ethics”. <u>We have modified the course content as is a new course</u>. The course will be offered in the A semester of 2nd year. The Course Description is available in Appendix II_SEE612.</p> <p>(g) SEE613 “Mechanism and technologies for soil quality preservation and remediation technologies” (elective 5 ECTS) changed to SEE613 “Soil Remediation Technologies” (we did not modify the course content). The course will be offered in the A semester of 2nd year.</p> <p>(h) SEE614 “Monitoring and assessment of aquatic pollution” remain as it is (we did not modify the course content). The course</p>	
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	<p>will be offered in the A semester of 2nd year.</p> <p>(i) SEE615 “Bioengineering – Environment” (Elective, 5 ECTS) <u>is a new Elective, and the content is new</u>. The course will be offered in the A semester of 2nd year. The Course Description is available in Appendix II_SEE615.</p>	
<p>The subject of air pollution control seems to be missing. The EEC strongly recommends including it to the curriculum.</p>	<p>We do agree with this recommendation and the course SEE 611 “Hydrocarbons Management and Engineering” (10 ECTS) changed to SEE 522 “Fossil Fuel and Air Pollution”. The Course will be offered in the 1st Year of B semester from A semester of the 2nd Year).</p> <p>More specifically, the course aims to cover the air pollution Nexus taking into consideration several industrial activities as well as the main issue from hydrocarbons, exploration, production and the downstream sectors of the oil and gas industry. In addition, the course will provide the latest research on methodologies and technologies to minimize the environmental impacts arise from oil and gas exploration as well as from several industrial activities which produced GHGs, PMs and other air pollutants.</p>	
<p>The course SEE 611 Hydrocarbons Management and Engineering (10 ECTS) and its contents need to be revised to fit for purpose to the Sustainable Environmental Engineering discipline. Indicatively, it can be either converted into a Decarbonization of Fossil Fuels or Air Pollution from Fossil Fuels, etc.</p>	<p>We do agree with this recommendation; course SEE 611 Hydrocarbons Management and Engineering (10 ECTS) changed to SEE 522 Fossil Fuel and Air Pollution. The course will be offered in the 1st Year of B semester from A semester of the 2nd Year). We have also modified the course content to reflect in air pollution.</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>While the EEC emphasises the benefits of any form of interaction and collaboration, the online synchronous teleconferences and real-time collaboration among students might be hard to scale if in future years the programme is expanded internationally and/or attended by many students across different time zones. It was not clear how the University would support this type of collaboration from the coordination perspective, while recommending the constant adaptation of their distance learning model to support this situation by increasing the asynchronous online interaction and collaboration</p>	<p>As the Open University of Cyprus specializes in open and distance education, enrolments in programmes and courses can be from all over the world.</p> <p>The University 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, 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. Moreover, the teleconferences are recorded and available through the eLearning platform at any time for the participants.</p>	<p>Choose level of compliance:</p>
<p>The EEC encourages the programme to enhance the practical training especially for full-time students.</p>	<p>We do agree with this recommendation; the master in Sustainable Environmental Engineering can encourage and enhance practical training for full-time students through various approaches such as</p> <p>(a) Internships: Through collaborations with the industrial sector, students will have the opportunity to carry out internships that will allow them to gain hands-on experience in real-world environmental engineering projects. Students can enroll in the elective module “Industry Placement” or apply for an internship in a country different</p>	<p>Choose level of compliance:</p>

	<p>than their home country through the Erasmus Office</p> <p>(b) Site Visits: In the master program we aim to organize several site visits e.g. waste water treatment plants or other waste management facilities, renewable energy sites, etc. These experiences will provide students with direct exposure to several environmental engineering technologies as well as with best environmental engineering practices. In case students from other countries are not able to follow, then a live streaming will be established as well as site visits will be videotaped and shown during the lessons. The videotaped sessions will only include the processing materials related with the content of the course.</p> <p>(c) Laboratory demonstrations: Through the OUC Lab of Chemical Engineering and Engineering Sustainability (which will support the Master Program) students who live in Cyprus can conduct experiments, analyze environmental samples, and use state-of-the-art equipment commonly used in the field of environmental engineering. This allows students to develop several practical skills essential for their career. Students living in Greece can collaborate with laboratories at the National Technical University of Athens, the International Hellenic University, and the University of the Aegean</p> <p>(d) Participation in Research projects: Students will have the opportunity to participate in ongoing environmental engineering research projects conducted by faculty members or research centers within the university.</p>	
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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 highly encourages the university to benefit of having experienced visiting professors to take over teaching assignments in some fields that might be needed to further enhance the quality of the proposed programme.</p>	<p>As per the current law governing the operations of the Open University of Cyprus, Visiting Professors are not allowed. Invited guest lecturers are welcomed via the Erasmus+ Programme. Guest public lectures are also invited.</p>	<p>Choose level of compliance:</p>
<p>The Committee believes that the graduate programme will benefit from the direct new recruitment of at least one faculty member ideally with experience in e-learning teaching and research background in key areas such as environmental biotechnology, air pollution, water quality modelling and integrated water-energy-food nexus modelling. This will give the opportunity to the department to further develop the graduate programme of study by integrating novel environmental subjects towards attracting more students.</p>	<p>As a public university, we rely on government approval for hiring new faculty members. There are already 4 faculty members in the School of Pure and Applied Sciences in the fields of Environmental Sciences, Chemical Engineering, etc. Moreover, all OUC professors have expertise in eLearning.</p>	<p>Choose level of compliance:</p>

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>Consider - and expect - the need for dealing with different orientations, qualifications and levels of formal educational skills of prospective students. A systematic method for dealing with this situation should be identified</p>	<p>We do agree with this recommendation. Considering the different qualifications</p> <p>(a) An internal committee from the permanent teaching staff will be established to assess any application that could be considered as “irrelevant”.</p> <p>(b) Each instructor at the beginning of the semester through personal communication with each student (e.g. video conference, mails etc.) will provide additional induction educational material to help students to understand the content of each course in a more comprehensive way. In addition, in the forum each instructor will add additional educational material for all the students</p>	<p>Choose level of compliance:</p>
<p>The Committee suggests providing more flexibility to the teaching staff to reorganize the continuous assessment scheme of students’ evaluation based on the specifics of each course</p>	<p>We do agree with this recommendation and the Academic Coordinator will inform all teaching staff at the beginning of each semester that the proposed assessments will remain the same for all courses (Interactive exercises are 10% of the total grade, Assignments will receive 30% and final exams 60%). However, each instructor will be flexible to choose the type of the assessment e.g. quiz, multiple choice, written exercise, topic development questions, etc.</p>	<p>Choose level of compliance:</p>
<p>The EEC encourages the University to implement advanced learning analytics, particularly those based on AI and Machine Learning. These tools can monitor and predict student performance and dropout rates, enabling the institution to take proactive corrective actions</p>	<p>OUC has already designed an internal guide which was distributed to the entire university community related to AI and machine learning.</p> <p>This internal policy is currently only available in Greek. https://www.ouc.ac.cy/index.php/el/the-university-4/nomothesia-kai-kanonismoi-2/21-politikes/65-esoteriki-politiki-gia-themata-paragogikis-noimosynis</p> <p>Learning analytics provided by eClass will be used to monitor students’ performance.</p>	<p>Choose level of compliance:</p>



	The data will enable the coordinator to take proactive actions in order to enhance overall student performance and minimize dropout rates	
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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
<p>The EEC notes that the course descriptions in the application are very detailed and comprehensive in terms of the work to be done every week. This information could be transferred to the study guides for their completion</p>	<p>Study Guides include the detailed course description per week.</p>	<p>Choose level of compliance:</p>
<p>The EEC also notes that the DL unit offers guidelines and templates for the development and delivery of distance learning, outlining the key characteristics required for a distance learning course. However, this information should be presented in the form of comprehensive Faculty and Student handbooks, serving as reliable references to ensure the quality and consistency of distance learning courses across all the University's faculties.</p>	<p>There are internal guidelines and policy documents available to faculty and adjunct faculty members, in addition to relevant webinars.</p>	<p>Choose level of compliance:</p>
<p>The EEC would like to highlight that most of the required readings comprise entire volumes, which may not be feasible for students aiming to study efficiently. It is recommended to offer clear guidance in the study guides on the pertinent sections of these volumes, accompanied by the suggested study time. This approach would make the course readings more manageable and assist students in planning their studies more effectively</p>	<p>Specific bibliographic guidance is provided in the Study Guides, with selected sections from the bibliography assigned to each weekly segment.</p>	<p>Choose level of compliance:</p>
<p>The EEC suggests exploring the use of interactive videos to enhance engagement among online students during teleconferences, with features like quizzes, navigation options and additional resources embedded in the videos. In addition, recorded teleconferences and video lectures should include</p>	<p>OUC's video platform tool "Panopto" allows, among others, the addition of multiple interactive elements, such as quizzes, YouTube videos and webpages, within the same video. Therefore, tutors can enhance the interactivity level of a video by purposefully adding quizzes at given moments whilst students are</p>	<p>Choose level of compliance:</p>

<p>the instructor (under privacy permission) in all videos for non-verbal cues, and also include subtitles for accessibility</p>	<p>watching a video, or by embedding existing YouTube videos that can act as case studies, followed by questions through a quiz. “Panopto” is able to integrate any webpage within the same video, allowing students to explore and interact with the content of that webpage, whilst watching a video. Thus, tutors are able to create multimodal, dynamic and interactive educational material, provided to students via a video link. This can work both asynchronously and synchronously. Each student can go through the elements of the video individually at his/her own pace or via a live teleconference, where tutors can provide the link to students and use features of our synchronous platform, Class Collaborate, to further discuss the results of the quiz or the activities embedded within the video.</p> <p>In terms of adding subtitles and captions in a video, this is possible via “Panopto” video platform tool, using the captioning/subtitling feature. However, during a live teleconference this is more challenging, yet possible via eClass platform tools. Specifically, during a live teleconference through Class Collaborate, there is an option for allocating a “Captioner” role, who can provide (type) captions of the live teleconference discussion at real time and all participants can view these captions during the live session or later on via the recorded video of the session as the captions are also recorded. Lastly, all modules are required to upload each live teleconference’s slides and any other notes, such as each slide’s script, before the teleconference, in order to provide multiple means of representation of the same content, following Universal Design for Learning principles.</p>	
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<p>Students' welfare sector is understaffed/resourced</p>	<p>There are 15 people working in the Academic Affairs and Student Welfare Service, and it is one of the largest administrative / professional service at the University. As a public university, we rely on governmental approvals for new administrative positions, and these are announced in accordance to the needs of the University as a whole.</p>	<p>Choose level of compliance:</p>
<p>Could be good to have outside professionals on the evaluation committees of MSc thesis examinations. This could give outside world input to assessment and improve stakeholder engagement</p>	<p>The topics for dissertation research relate to numerous Environmental Engineering and Chemical Engineering subjects from the industrial sector. For example, topics may include processes related to liquid or solid waste treatment from Waste water treatment plants, biological purification, or other industrial waste such as waste from food industries, waste from chemical industries, waste from agricultural and other livestock activities, etc. In any case, practitioners will not be members of the Examination Committees, but their active involvement will be safeguarded as these will be invited to the final presentation of the research results. However, according to university regulations only the academic staff can assess and grade master thesis.</p>	

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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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
Publicly share the quality assurance policy and program details on the University website whenever possible. Develop and provide a comprehensive Faculty Handbook and Student Handbook to serve as reliable reference to ensure the quality and consistency of distance learning courses across all the University's faculties	This is answered in the first section.	Choose level of compliance:
Expand elective courses based on student numbers and curriculum strengths once the programme is up and running.	<p>Following the recommendation from EEC we have in total 4 elective courses. The following two elective courses are added in the program</p> <p>(a) Climate Adaptation Nexus – Ethics (SEE612)</p> <p>(b) Bioengineering – Environment (SEE615)</p> <p>The following elective courses are also included in the Master Program</p> <p>(c) Soil Remediation Technologies (SEE613)</p> <p>(d) Monitoring and assessment of aquatic pollution (SEE614)</p> <p>Students will have the ability to choose one of the 4 elective courses at the A semester of the 2nd Year. Each Elective course awards 5 ECTS.</p>	Choose level of compliance:
Restructure courses, moving fundamental ones to early semesters with concise names. Also address the absence of air pollution control related topics in the curriculum	<p>We do agree with this recommendation and Appendix I shows proposed the new Programme Structure / Study Layout as well as the new proposed suggestive names of the Courses</p> <p>(a) SEE 511 Strategies development – Smart cities (10 ECTS) changed to SEE 511 Introduction and implementation to circular economy strategy (we did not modify the course content). The course will be offered in A semester of 1st year as it was initially proposed</p>	Choose level of compliance:

	<p>(b) SEE512 Green Entrepreneurship-Environmental Tools (10 ECTS) changed to SEE512 Green Entrepreneurship (we did not modify the course content). The course will be offered in A semester of 1st year as it was initially proposed</p> <p>(c) SEE513 Industrial Health and Safety (10 ECTS) changed to SEE521 Occupation Health and Safety (we did not modify the course content). (The course moves to B semester of 1st year from A semester of 1st Year)</p> <p>(d) SEE521 Sanitary Engineering-Techniques and Environmental Application (10 ECTS) changed to SEE513 Waste water Engineering (we did not modify the course content). (The course moves to A semester of 1st year from B semester of 1st Year)</p> <p>(e) the course SEE 522 Science, Engineering, Technological Applications of Materials, Production and Storage of Energy (10 ECTS) changed to SEE611 Energy Production and Storage (The lesson course moves to A semester in the 2nd year from the B semester of the 1st year) (we did not modify the course content)</p> <p>(f) SEE 523 Solid waste Engineering remain as it is (we did not modify the course content). The course will be offered in B semester of 1st year as it was initially proposed</p> <p>(g) SEE 611 Hydrocarbons Management and Engineering (10ECTS) changed to SE522 Fossil Fuel and Air Pollution (according to the suggestion of the committee we have modified the course content to reflect also in air pollution). The course moves to B semester of</p>	
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	<p>1st year from A semester of 2nd Year)</p> <p>(f) SEE612 Energy Performance and certification Building (elective course of 5 ECTS) changed to SEE612 Climate Adaptation Nexus-Ethics. We have modified the course content as is a new course. The course will be offered in the A semester of 2nd year.</p> <p>(g) SEE613 Mechanism and technologies for soil quality preservation and remediation technologies (elective 5 ECTS) changed to SEE613 Soil Remediation Technologies (we did not modify the course content). The course will be offered in the A semester of 2nd year.</p> <p>(h) SEE614 Monitoring and assessment of aquatic pollution remain as it is (we did not modify the course content). The course will be offered in the A semester of 2nd year.</p> <p>(i) SEE615 Bioengineering – Environment (Elective, 5 ECTS) we add this course and the content is new. The course will be offered in the A semester of 2nd year.</p>	
<p>Hire at least one new permanent faculty member in the areas of the programme, for example with expertise in environmental biotechnology and in e-learning. On short term basis, the visiting professors scheme can be useful</p>	<p>Thank you for the recommendation, which was commented on in Section 3 above.</p>	<p>Choose level of compliance:</p>
<p>Anticipate diverse student backgrounds in terms of their previous learnings and develop means to address where certain prerequisite skills are required to deliver master level courses.</p>	<p>Anticipating diverse student backgrounds and addressing prerequisite skills in the Master of Sustainable Environmental Engineering can be achieved through the proposed curriculum with flexibility to accommodate diverse learning backgrounds. In addition, the proposed master program offers several elective</p>	<p>Choose level of compliance:</p>

	<p>courses that allow students to customize their academic journey based on their individual interests and strengths, while still meeting the core requirements of the program. Furthermore, the master program applies active learning approaches such as problem-based learning, case studies, site visits, group projects, and hands-on laboratory experiments to engage students with diverse learning styles and backgrounds, promoting collaborative learning among students. Moreover, each academic staff will provide any academic advise and support to help students address challenges and navigate their academic journey effectively.</p>	
<p>Provide more flexibility to the teaching staff to reorganize the continuous assessment scheme of students' evaluation based on the specifics of each course.</p>	<p>We do agree with this recommendation and the academic coordinator will inform all the teaching staff at the beginning of each semester that the proposed assessments will be the same for all the Courses/Thematic Units (Interactive exercises will account for the 10% of the final grade, Assignments will receive 30% and final exams 60%). However, each instructor will have the flexibility to choose the content of the assessment e.g. quiz, multiple choice, written exercise, topic development questions, etc.</p>	
<p>Provide clear guidance in the study guides regarding the weekly reading material for each course, along with the recommended study time, to make the course readings more manageable while helping students plan their study effectively</p>	<p>Each course as presented to the committee has a detailed outline and includes the study guide that outlines the topics to be covered each week, along with corresponding reading assignments, proposed references etc., which offers students a clear roadmap of the course content and reading expectations. In addition, for each course we provide a list of recommended readings, journal articles, and/or online resources relevant to the week's topics. Moreover, the Study Guide provides</p>	

	<p>an estimate of the recommended study time for each week's reading material. Estimated study time of the student per week: 15-20 hours as mentioned in the Study Guides.</p>	
<p>Include outside professionals on thesis examination committees for diverse perspectives.</p>	<p>The topics for dissertation research relate to numerous Environmental Engineering and Chemical Engineering subjects from the industrial sector. For example, topics may include processes related to liquid or solid waste treatment from Wastewater treatment plants, biological purification, or other industrial waste such as waste from food industries, waste from chemical industries, waste from agricultural and other livestock activities, etc. In any case, practitioners will not be members of the Examination Committees, but their active involvement will be safeguarded as they will be invited to the final presentation of the research results. However, according to university regulations only the academic staff can assess and grade master thesis</p>	
<p>Finally, the EEC highlights the challenges of scaling synchronous teleconferences and real-time student collaboration in case of the University's plans for expanded, international programs while urging the constant adaptation of their distance learning model to support this situation.</p>	<p>Thank you for the recommendation. Our feedback is provided in the previous sections.</p>	

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Associate Professor Antonis Zorpas	Academic Coordinator	
Professor Vayos Liapis	OUC Vice Rector, Head of the OUC Internal Quality Assurance Committee	
Professor Yannis Manolopoulos	Dean of the Faculty of Pure and Applied Sciences, Member of the OUC Internal Quality Assurance Committee	
Associate Professor Vayia Karaïskou	Member of the OUC Internal Quality Assurance Committee, Representative of the Faculty of Humanities and Social Sciences	
Assistant Professor Antonios Kafa	Member of the OUC Internal Quality Assurance Committee, Representative of the Faculty of Economics and Management	
Ms Elena Gregoriou	Head of the Academic Affairs and Student Welfare Services, Member of the OUC Internal Quality Assurance Committee	
Ms Erato Ioanna Sarri	Coordinating Officer of the Rectorate, Quality Assurance Office, Member of the OUC Internal Quality Assurance Committee	

Date: 02/04/2024

