

Doc. 300.1.2

Date: 13.09.2024

## Higher Education Institution's Response

- Higher Education Institution: Neapolis University

- Town: Pafos

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

In Greek: Μεταπτυχιακό (MSc) στην Ευρωπαϊκή Πολιτική και Διακυβέρνηση (Εξ Αποστάσεως, 1,5 έτος, 90 ECTS)

In English:

MSc in European Politics and Governance (Distance, 1,5 year, 90 ECTS)

- Language(s) of instruction: Greek/English

- Programme's status: Currently Operating

- Concentrations (if any):

In Greek: Concentrations

In English: Concentrations



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

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> 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 is room for diversifying the curriculum and teaching offer, such as including more readings on critical perspectives on European Integration and EU External Relations (i.e. gender, race) as well as engagement with more recent scholarship (i.e. beyond intergovernmentalism and neofunctionalism) and critical theories such as poststructuralism, feminism and de/post-colonial perspectives. A lot of the mandatory readings rely on textbooks. This is a good starting point especially for students who might be lacking the necessary background. Faculty members should consider a more diverse mix of textbook material and academic journal articles in the mandatory list of readings in order to get a deeper understanding of more current debates.</p>	<p>We recognise the value in diversifying the academic material to provide students with a more comprehensive understanding of European Integration and EU External Relations. Integrating these perspectives, along with more recent scholarship beyond traditional theories like intergovernmentalism and neofunctionalism, will undoubtedly enrich the learning experience. In this vein, during the lectures, and especially in the context of the course on "Theories of European Integration", students come into contact with the critical perspectives of European integration and foreign relations, both at the level of gender and race and in the study of critical political economy. In this vein, students use contemporary bibliography in the context of neofunctionalism and intergovernmentalism - liberal intergovernmentalism.</p> <p>For instance:</p> <p>Bickerton, C. J., Hodson, D., &amp; Puetter, U. (2015). The New Intergovernmentalism: European Integration in the Post-Maastricht Era. <i>JCMS: Journal of Common Market Studies</i>, 53(4), 703-722.</p> <p>Schimmelfennig, F. (2015). What's the News in New Intergovernmentalism: A Critique of Bickerton, Hodson and Puetter. <i>J. Common Mkt. Stud.</i>, 53, 723.</p> <p>Nicoli, F. (2020). Neofunctionalism revisited: integration theory and varieties of outcomes in the Eurocrisis. <i>Journal of European Integration</i>, 42(7), 897-916.</p> <p>Niemann, A., &amp; Ioannou, D. (2015). European economic integration in times of crisis: a case of neofunctionalism. <i>Journal of European public policy</i>, 22(2), 196-218.</p> <p>Risse, T. (2013). Neofunctionalism, European identity, and the puzzles of European integration. In <i>The Disparity of European Integration</i> (pp. 75-93). Routledge.</p> <p>Fligstein, N., Polyakova, A., &amp; Sandholtz, W. (2012). European integration, nationalism and European identity. <i>JCMS: journal of common market studies</i>, 50, 106-122.</p> <p>Börzel, T. A., &amp; Risse, T. (2018). From the euro to the Schengen crises: European integration theories, politicization, and identity politics. <i>Journal of European Public Policy</i>, 25(1), 83-108.</p> <p>Jones, E., Kelemen, R. D., &amp; Meunier, S. (2016). Failing forward? The Euro crisis and the incomplete nature of European integration. <i>Comparative political studies</i>, 49(7), 1010-1034.</p>	<p>Choose level of compliance:</p>
<p>There are overlaps between and among different modules (Theoretical Approaches of European Integration, History of European Integration, European Governance and Negotiation Procedures), which should be avoided</p>	<p>Done. As about the overlapping, all courses have a clear and restricted weekly content and there is always communication among tutors as well as between tutors and the program coordinator to avoid significant overlapping that could disturb the educational process.</p>	<p>Choose level of compliance:</p>

<p>especially since students do not have the option of choosing different courses because all of them are compulsory</p>	<p>However, taking into consideration the recommendations of the EEC, following changes have been made to solve overlapping issues mentioned.</p> <p>Regarding, European Governance and negotiation procedures the changes that took place are the following:</p> <p>i). Table 3.2.5. Course content or what topics will we immerse ourselves in and in what order, p.11</p> <ul style="list-style-type: none"> <li>- Week 1: The Deepening of the Integration Process (title only)</li> <li>- Week 2: The Widening of the Integration Process (title only)</li> </ul> <p><b>Replaced with</b></p> <ul style="list-style-type: none"> <li>- Week 1: Governance Theory (title only)</li> <li>- Week 2: The Widening of the Integration Process (title only)</li> </ul> <p>ii). Table 3.2.6. Group Counselling Meetings/Teleconferences, p.12</p> <ul style="list-style-type: none"> <li>- Week 1: The Deepening of the Integration Process (title only)</li> <li>- Week 2: The Widening of the Integration Process (title only)</li> </ul> <p><b>Replaced with</b></p> <ul style="list-style-type: none"> <li>- Week 1: Governance Theory (title only)</li> <li>- Week 2: The Widening of the Integration Process (title only)</li> </ul> <p>iii). Section 12 Learning has a schedule, p.37</p> <ul style="list-style-type: none"> <li>- Week 1: The Deepening of the Integration Process (content of 1.1., 1.2., 1.3, 1.4, 1.6, 1.7, 1.8)</li> <li>- Week 2: The Widening of the Integration Process (content of 2.1., 2.2., 2.3, 2.4, 2.6, 2.7, 2.8)</li> </ul> <p><b>Replaced with</b></p> <ul style="list-style-type: none"> <li>- Week 1: Governance Theory (content of 1.1., 1.2., 1.3, 1.4, 1.6, 1.7, 1.8)</li> <li>- Week 2: The Widening of the Integration Process (content of 2.1., 2.2., 2.3, 2.4, 2.6, 2.7, 2.8)</li> </ul> <p>iv). Section 13 Indicative answers to the self-assessment exercises, p.70</p> <ul style="list-style-type: none"> <li>- Week 1: 1.7.1 (content)</li> <li>- Week 2: 2.7.2 (content)</li> </ul> <p><b>Replaced with</b></p> <ul style="list-style-type: none"> <li>- Week 1: 1.7.1 (content)</li> <li>- Week 2: 2.7.2 (content)</li> </ul> <p>Additions:</p> <p>The addition that took place is the following:</p> <p>i). Section 7.6. Bibliography and sources</p> <p>-Required Reading:</p> <p>Ansell, C. and Torfing, J. (Eds.). (2016). Handbook on theories of governance. Edward Elgar Publishing was added see, <b>Annex1_ study Guide DMPA585</b></p> <p>Regarding History of European Integration, the study guide has undergone content changes from week 7 onwards. Emphasis was placed on the historical processes concerning a) the enlargement of the European Communities, b) the failure to adopt the constitutional treaty and c) Euroscepticism and populism (new topic). Corresponding additions have been made to the expected learning outcomes, see, <b>Annex2_ study Guide DHIST6610</b></p>	
<p>The curriculum on methods is basic, does not include any sessions on descriptive or even multi-variate statistics, to say nothing of</p>	<p>Done. Changes have been made in order to address the issue. In particular, quantitative and statistical analysis is carried out in weeks 8 to 12. See <b>Annex3_ studyGuide DMETH600</b></p>	<p>Choose level of compliance:</p>



experimental or quasi-experimental research designs. This omission needs be addressed in a research-oriented Master of Science degree such as this.		
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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
<p>Apart from learning together in the online classes, further opportunities for international experiences for distance learners could be explored, e.g. by inviting international visiting experts (virtual internationalization). The programme could consider utilizing better the university's external network of partners in the design and execution of its distance learning Programmes.</p>	<p>The department organizes many events, such as public lectures, webinars and debates to enhance the student experience in the learning process. <b>See Annex4_Events</b> for some indicative examples. For instance, February 27th, Neapolis University of Paphos, in cooperation with the Hanns Seidel Foundation-Athens and the Centre for International &amp; European Political Economy &amp; Governance of the University of Peloponnese, organized a conference on "Security and Migration Flows in the Eastern Mediterranean", see here: <a href="https://www.nup.ac.cy/gr/event/organisation-of-a-conference-on-security-and-migration-flows-in-the-eastern-mediterranean/">https://www.nup.ac.cy/gr/event/organisation-of-a-conference-on-security-and-migration-flows-in-the-eastern-mediterranean/</a> Furthermore, Neapolis University Pafos is a full member of the EMERGE European University Alliance, which has recently received funding from the European Commission. This membership opens up exciting new opportunities for collaboration with leading universities across Europe. As a result, we anticipate being able to leverage this extensive network even more effectively in the future to enhance our distance learning offerings, incorporating innovative approaches and a wider range of expertise into our programs.</p>	<p>Choose level of compliance:</p>
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Although we heard of no complaints of bias in the development of staff pipelines (from recruitment all the way to promotion), we noticed an under-representation of women (or other staff with protected characteristics) at all levels, but especially amongst the leadership of the Department. Care should be taken to ensure that the Department supports gender balance at all ranks. There is evidence of developing research activity in the Department. This needs to be supported and nurtured. The Department does not yet have a standardised sabbatical leave policy and this is something to be considered as a means of supporting research. The Department has a generous arrangement in place for those who are awarded research grants, but if such activity continues to gather pace, it will be worth revisiting current policies so that the benefits of grant capture are shared more equitably across the Department/University. The current provisions on teaching appear to deliver excellent results for students, but they are very demanding on staff time with an inevitably negative impact on non-teaching-related workload. This is an area where the Department can rebalance some of its emphasis in the future (provided that national regulatory requirements are taken on board).</p>	<p>Thank you for bringing attention to this issue. We acknowledge the importance of diversity and equality in our academic community and are committed to addressing this in future appointments. Going forward, we will place a stronger emphasis on recruiting more female faculty members, ensuring a more balanced and diverse academic environment. This effort aligns with our broader commitment to diversity and inclusion within our institution.</p> <p>We appreciate the much-needed time for research, particularly for our younger staff members. We recognise the importance of dedicating a significant portion of their time to research to foster innovation and academic growth. To this end, we currently have measures in place that allow our staff to engage in research activities both outside and within term time. Staff members are given the flexibility to allocate their time between teaching and research based on their individual responsibilities and departmental needs. This includes the ability to focus on research during less intensive teaching periods. During the academic term, staff can dedicate a portion of their weekly schedule to research activities. Outside of term time, staff are encouraged to get involved with research projects, as this period provides an excellent opportunity for uninterrupted research, writing, and collaboration with peers. The university has designed a workload calculator to compute the total workload hours for university staff based on various activities and responsibilities. This tool helps in managing and balancing the workload of university staff by providing a detailed and structured way to calculate and monitor their various professional responsibilities, ensuring that no single task overwhelms an individual's schedule.</p> <p>Please see below for a step-by-step breakdown of how it works. The calculator is divided into several sections corresponding to different types of activities:</p> <ul style="list-style-type: none"> <li>• <b>Teaching Load:</b> This includes hours for conventional courses, distance learning courses, undergraduate and postgraduate thesis supervision, office hours, course coordination, participation in thesis evaluation committees, supervision of PhDs, and private tutoring.</li> <li>• <b>Administrative Duties:</b> Activities such as programme coordination, head of department responsibilities, and participation in departmental/school committees.</li> <li>• <b>Marketing Activities:</b> Includes tasks like writing newspaper articles, school visits, exhibitions, and presentations.</li> <li>• <b>Research Activities:</b> Involves preparing research proposals, writing journal articles (categorized by journal quality), and preparing conference articles.</li> </ul>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>• <b>Other Activities:</b> Includes preparation of new study guides, updating existing study guides, preparing accreditation documents, and participation in accreditation processes.</li> <li>• <b>Hours Input:</b> Each activity has a predefined number of hours associated with it (e.g., per course for conventional teaching is 78 hours).</li> <li>• <b>Multipliers:</b> For some activities, a multiplier is provided to account for the number of occurrences or students involved (e.g., the number of students for a conventional course).</li> <li>• <b>Calculation:</b> The calculator multiplies the hours by the respective multipliers for each activity to determine the total workload hours for that specific task.</li> <li>• <b>Total Hours:</b> The total workload hours are summed across all activities to provide an overall workload total for the staff member.</li> </ul> <p>Users can update the inputs and recalculate the totals to ensure accurate workload assessment.</p> <p>The total number of hours should be up to 1600 for each academic member of staff to ensure a balanced workload. Furthermore, we offer <b>research sabbaticals</b> to provide staff with extended periods to focus solely on their research projects, free from teaching and administrative responsibilities. The institution, additionally, provides various forms of support, including annual funding for each member of our faculty and administrative assistance to ensure that staff can pursue high-quality research. This funding is designed to comprehensively support the research initiatives of faculty members. The support covers a variety of activities, including conference attendance, publication fees for academic journals, research equipment and materials, specialised software purchases, and support for pilot studies or initial data collection. We ensure that all new faculty members are informed about this funding opportunity and are guided on how to access and utilise these resources effectively for their research endeavours. Finally, younger staff members are paired with senior researchers, acting as their mentors, to receive guidance and support in developing their research agendas and securing funding.</p> <p>Our goal is to create an environment where staff can thrive in both their teaching and research roles, contributing to the academic excellence of our institution and therefore we are committed to continuously improve our support for research activities and refining our workload allocations.</p> <p>Please refer to <b>Annex 5_ Research Policy</b> for our research policy and <b>Annex 6_ Workload- App</b> for an example of the workload calculator.</p>	
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

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<p>The government mandates a 60% examination for each course. Although students seem to be prepared for the final thesis through the high number of smaller assignments, we recommend that students are given the opportunity to write longer essays in a subset of classes to develop their academic writing.</p>	<p>Thank you for your recommendation on providing students with opportunities to write longer essays to enhance their academic writing skills.</p> <p>We would like to clarify that the 60% examination requirement is not a government mandate. In fact, our program already incorporates a substantial mid-term written essay for each course, typically ranging from 2,500 to 3,000 words. This essay constitutes 20% of the final grade and is designed to help students develop their academic writing and critical thinking skills.</p> <p>This approach ensures that students are well-prepared for their final thesis and gain valuable experience in producing longer, more in-depth written work throughout their studies. We believe this strikes a balance between rigorous assessment and the development of essential academic skills.</p>	<p>Choose level of compliance:</p>
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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use <b>ONLY</b>
<p>Given the rapid growth of distance learning and the high workload in this area to provide professional student and faculty support services, the university should consider investing more resources into the DLU. A specialized unit within DLU for audio-visual content development would be helpful. A media production studio could be set up with an educational technologist that supports media development. Opportunities for integrating Open Educational Resources (OER) should be explored.</p>	<p>NUP is already integrating many OER materials and tools. As Moodle is an open-source platform embedding H5P capabilities and repositories, we are widely using Lumi to create and assemble teaching content via many free resources such as YouTube, libre MOOCs, open access content, free libraries etc. In general, textbooks, academic journals, lesson plans, and free access assessments are used by our tutors. We also develop lessons' material by freeware or free of charge software such as Microsoft Clipchamp, and we also use free digital educational tools such as Kialo Edu. However, we should boost the use of OER, to enrich our distance learning platform and contribute to strengthening universal access to information and academic openness.</p>	<p>Choose level of compliance:</p>
<p>Opportunities for the professional development of DLU staff should be provided as well to catch up with the latest developments in educational technologies, for example, the new AI applications in education.</p>	<p>The DLU is continuously working on new projects and methods to ameliorate distance learning experience and effectiveness and offer helpful tools for teachers and tutors. Microsoft 365 Education, MS Teams Academic, Moodle updates and new templates are just few of the enhancements we are working on. Certainly, Artificial Intelligence (AI) technologies are going to be crucial for the educational field as well. Moodle is just recently trying to develop a human-centred AI approach, although NUP is already using AI tools such as ChatGPT enabled applications. We are following new developments and trying to embed every useful relevant capability.</p>	<p>Choose level of compliance:</p>
<p>With the emergence of generative AI applications in education, policies should be developed and implemented to guide students and faculty on how to integrate the new tools into their learning and teaching practices.</p>	<p>The Departmental Handbook outlines the Generative AI Policy that Neapolis University Pafos adheres to. According to the Handbook, Neapolis University Pafos is committed to promoting the ethical and responsible use of generative AI technologies within our academic community. This section details the standards and expectations for utilizing generative AI in academic, research, and administrative contexts.</p> <p><b>Key Points</b></p> <ol style="list-style-type: none"> <li><b>Academic Integrity</b> <ul style="list-style-type: none"> <li><b>Original Work:</b> Students must submit original work. AI-generated content requires proper attribution.</li> <li><b>Disclosure:</b> The use of AI tools in content creation must be disclosed and cited.</li> <li><b>Examinations:</b> AI tools are prohibited during exams unless explicitly allowed by the instructor.</li> </ul> </li> <li><b>Research Integrity</b> <ul style="list-style-type: none"> <li><b>Transparency:</b> Researchers must disclose AI use in publications, detailing methodology and potential biases.</li> <li><b>Data Privacy:</b> Researchers must ensure that AI use complies with privacy agreements and ethical standards.</li> </ul> </li> <li><b>Ethical Use</b></li> </ol>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>· <b>Bias and Fairness:</b> Users must address potential biases in AI outputs, ensuring fairness and avoiding harmful stereotypes.</li> <li>· <b>Misinformation:</b> Creating or disseminating false or misleading information using AI is strictly prohibited.</li> </ul> <p>4. <b>Training and Education</b></p> <ul style="list-style-type: none"> <li>· <b>Awareness:</b> The provides training and resources to educate the community about the ethical and effective use of AI technologies.</li> <li>· <b>Support:</b> Faculty and staff are encouraged to integrate AI discussions into curricula and provide guidance on its appropriate use.</li> </ul> <p>5. <b>Administrative Use</b></p> <ul style="list-style-type: none"> <li>· <b>Efficiency:</b> Generative AI can enhance administrative processes, but its use must be transparent and comply with privacy and data protection laws.</li> <li>· <b>Monitoring:</b> Administrative use of AI will be periodically reviewed for compliance with university policies and ethical standards.</li> </ul>	
<p>The university should explore methods of learning analytics in a more systematic way to develop an early warning system to identify underperforming students at risk of failure or drop-out.</p>	<p>Neapolis University Pafos employs a comprehensive array of key performance indicators (KPIs) to meticulously evaluate the excellence of academic services. These encompass crucial metrics such as student satisfaction rates, graduation rates, and employment rates, all instrumental in gauging the efficacy of our academic programs. By vigilantly monitoring these KPIs, Neapolis University Pafos can discern areas warranting enhancement and swiftly implement corrective measures, thereby guaranteeing the pinnacle of quality in our academic services. Leveraging state-of-the-art AI algorithms, the majority of these KPIs serve the additional function of identifying students at risk of prematurely discontinuing their academic pursuits.      For more details, kindly refer to <b>Annex7_ KPIs</b>.</p>	<p>Choose level of compliance:</p>
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**6. Additional for doctoral programmes**  
 (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) (ALL ESG)

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## A. Conclusions and final remarks

Conclusions and final remarks <b>by EEC</b>	Actions Taken by the Institution	For Official Use <b>ONLY</b>
<p>The University/Department is <b>delivering good results for the students taking this programme and there is evidence of best practice being applied in its distance learning operation</b>. The teaching staff are <b>both very competent and highly committed to support their students</b>. The <b>programme design overall is very good</b>, but there is scope to rebalance the assessment component (i.e. to reduce the extent of marking) and diversify the reading lists. If the university believes that distance learning is going to be a priority area for its future development, we recommend that further investment is channelled to its distance learning infrastructure. The Department appears well run and staff morale is good, although continuing efforts are required to support staff ambitions. The teaching ambitions of the University are now better aligned to the research profile of its staff and this is bound to have a positive impact on student experience, both on the distance learning and on-campus programmes.</p>	<p>Click or tap here to enter text. Let us first express our satisfaction and warm thanks for the positive and productive comments of the EEC as well as the important and valuable recommendations. Since, it is our belief and principle that there is always room of improving the quality of the University's provided services and of the said Programme as well, we have listed in the current response and the attached Annexes, all the important information and data, in order to fully respond to the EEC recommendations made throughout the report and improve in terms of academic excellence the said Programme.</p>	<p>Choose level of compliance:</p>
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## B. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Prof. Pantelis Sklias</b>	Rector	
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