Doc. 300.1.2

Higher Education Institution's Response

Date: 28 January 2022

- **Higher Education Institution:**
  University of Nicosia/University of Patras

- **Town: Nicosia/Patra**

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

  In Greek:

  Ειδική Αγωγή και Εκπαίδευση (2 έτη, 120 ECTS, Μάστερ

  Εξ Αποστάσεως, Διαπανεπιστημιακό)

  In English:

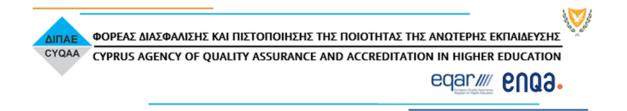   Special Education (2 years, 120 ECTS, Master, E-Learning,

  Joint programme)

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

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

- **Concentrations (if any):**
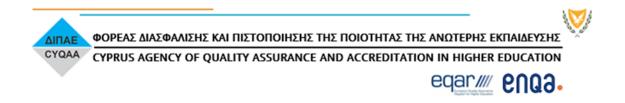
  In Greek: Concentrations
  In English: Concentrations

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 300.1.1/2 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.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*

- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

We refer to the evaluation report of the External Evaluation Committee (EEC) for the Master in Special Education, a distance learning joint degree of 2 years, 120 ECTS Programme of the University of Nicosia and the University of Patras which was prepared following an online visit by the members of the EEC on December 1st 2021.

We would like to thank the EEC members for their constructive and insightful work during the evaluation of the Programme and the productive discussions during the online evaluation.

The EEC has confirmed that the Master in Special Education programme has a clear purpose and clear objectives, as well as clearly expressed intended learning outcomes, quality standards, indicators, appropriate structures, codes of ethics, rules and regulations and an antiplagiarism system, all designed to safeguard quality assurance and to ensure that procedures are fair and transparent.

The EEC has further confirmed that the Quality Assurance system underpinning the Masters in Special Education programme is publicly available and the quality assurance procedure of this joint degree is governed by the European Approach for Quality Assurance of Joint Programmes.
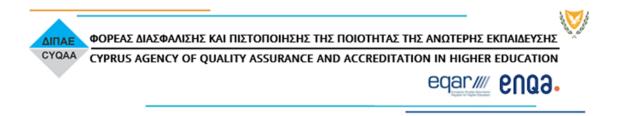
In the EEC's report it was furthermore confirmed that the selection criteria are clearly stipulated and known and the students and alumni unanimously expressed their satisfaction with teachers' engagement and support.

Areas of improvement and recommendations

1. *Involvement of students and members of the University of Patras might be upgraded to ensure a more equitable representation of all partners in the Quality Assurance process.*

Response/Action

The programme is managed by a three-member committee, the coordinator of the programme and two faculty members at the rank of Professor (one from the University of Nicosia and one from the University of Patras). This committee is responsible for the Quality Assurance of the programme. For the internal evaluation of the programme (before the submission of our application to CYQAA for external evaluation the Committee appointed one external examiner (University of Athens), one internal (University of Nicosia), one Student (of the joint programme) and a Special Teacher to review the programme.

In addition, at the end of each semester, an anonymous questionnaire is distributed to all students where they evaluate the various courses and the instructors. The results of this questionnaire are given to the instructors, the course leaders and the coordinating committee. Depending on the findings of the analysis of the questionnaires, the necessary adjustments are made to the courses.

We consider that all decisions are jointly made between the two Universities and that students are involved in the Quality Assurance process. However, we will make every effort to enhance student involvement in all of our processes.

2. *The fundamental goal and philosophy of this programme, i.e. to deliver professionals in inclusive and special education in order to safeguard equitable quality education for all, might be better mirrored in a programme that includes both inclusive and special education in the title of the programme (as applied for some years ago, but rejected).*
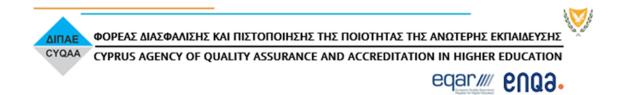
Response/Action

We agree in principle with the EEC's statement. The programme, however, is a joint one, and as in all joint programmes such changes are difficult to be implemented. The programme went through the processes of the Greek educational system (University, National and Ministry processes) with the existing name, the official documentation was published with this name, it is valid until 2026 and it is difficult to be changed. We will for sure change it after this documentation expires.

3. *To attract and stimulate more research-oriented teachers into the field of inclusive and special education, the Masters' thesis might need more promotion from teaching staff and further monitoring within the Quality Assurance procedure. The same is applicable to accommodate the urgent and contemporary needs of students in finding a place to fulfil their practicum (next to the place they are actually working as a teacher).*

Response/Action

We encourage our students to do Master's thesis through the quality assurance procedures. Most of them, however, are teachers/practitioners who are interested in getting to know as many subjects as possible in special education rather than delving deeper into one subject.

As far as the practical training and the placement of students in schools are concerned, this is done in cooperation with the Ministry of Education of Greece and depends on the first degree of the students, i.e. the degree with which they can be appointed as teachers. In some cases of specializations that exist only in specific schools, students should move from the area where they live in order to do their practicum in schools where their specialty exists.

2. Student – centred learning, teaching and assessment
(ESG 1.3)

The Master's in Special Education has been considered to be fully compliant in all criteria of this section.

The EEC has confirmed that the process of teaching and learning of the Master's in Special Education is *'strongly student-centred with in-built flexibility while retaining a coherent structure. Students are fully engaged with the course through weekly activities designed to enhance the learnings from the course lectures and materials. There was strong evidence, particularly from the students/graduates, that course lecturers were very responsive to any difficulties experienced. Formative assessment was a core feature of the course with lecturers giving regular feedback to students on their performance and constructive suggestions about how to improve their work'.*

Areas of improvement and recommendations

1. *'It is very commendable that the Distance Learning Unit will offer additional support if requested on a confidential basis and students undoubtedly benefit from this type of support. However, despite the existence of relevant policies put in place by both institutions, there did not appear to be a set of reasonable accommodations that were transparent and readily available to students on the course who had additional needs'.*
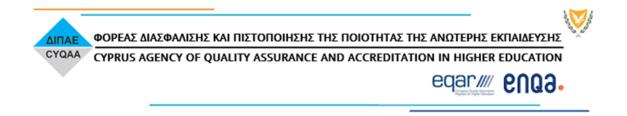
Response/Action

There is a clear policy on how to deal with students who have been categorized as having additional needs. Both Universities are very sensitive to the issues of special educational needs and they have the necessary policies:

https://www.unic.ac.cy/useful-resources/students-with-special-educational-needs-manual/

https://socialwelfare.upatras.gr/services/?lang=en

Students considered as having additional needs are supported in multiple ways throughout their DL studies. All student applicants are asked to inform the university about their particular requirements – if any – so that those are addressed accordingly (e.g. provision of subtitles or sign language translation for students with hearing problems, preparation of audio materials for students with sight problems, extension to the submission of assignments). In case needed, special arrangements are also made during the DL Final Exams (e.g. oral exams instead of written exams). Guidance is also given to the faculty that have students categorised as having additional needs enrolled on their courses, in order to be properly informed and proceed with relevant support.

2. '*It is clear that classroom practice elements are highly valued by the students, however, it appears that as a result there is less emphasis on research. There was strong evidence that students are reluctant to undertake a research dissertation and this will likely continue given that the majority of participants are education practitioners. In the absence of a dissertation research skills could be enhanced through incorporating a research element into core and elective modules'.*
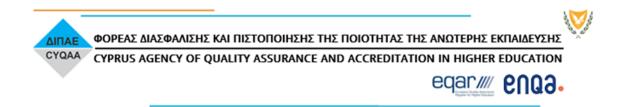
Response/Action

In this programme we place particular emphasis on research. All students of the programme must take two courses from the research and evaluation cycle (while in similar programmes of other Universities they do only one course). In these courses, students carry out research following all stages (Literature review, design of methodology, data collection, data analysis, writing-up). In addition, all other courses include assignments in which students, among others, do micro-research and/or analyze research of other researchers.

3. *'We would recommend that research skills be enhanced through incorporating a research element into core and elective modules'.*

Response/Action

We agree with the EEC on this point. All courses, compulsory and electives, include research elements (e.g. literature review, use of specific methods i.e. collaborative action research, data collection and analysis, critical discussion of research papers and case studies). You can find the study guides of all courses in the application material.

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3. Teaching staff
(ESG 1.5)

The EEC has confirmed that the teaching staff *'appears to be comprehensive and effective. The faculty has both technical and subject related compulsory and optional training opportunities that appear well organised and of high quality. The courses are offered for the new employee as well as on a continuous basis for the staff. Specifically, the faculty technical training courses on a range of tools the staff can use to advance their courses is innovative and impressive'*.

Areas of improvement and recommendations

1. *'Increase publication in highly ranking international journals'*

Response/Action

All faculty at both departments are active in research and publications. They also participate in local, regional and international conferences. We have a very good record of publications in highly ranking international journals and an impressive record of winning external research funded projects. You can find all this information in our application form. We believe that there is room for improvement in this area and we will continue to strive to become better.

2. *'Increased use of own research in teaching and student activity'*

Response/Action

We will continue to strive for research and publications and at the same time try to incorporate the results of our own research into our courses.

3. *'Recruiting staff with more in depth knowledge of and qualifications in specific areas within SEN'*

Response/Action

Seven faculty members specialize in special/inclusive education (covering most of the specific areas within SEN) and lead eleven specialization courses of the programme. We consider that we do not need additional faculty members and any needs will be met with adjunct faculty.

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4. Student admission, progression, recognition and certification
(ESG 1.4)

The Master's in Special Education has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has confirmed that the '*regulations regarding student admission and student progression are in place. The policies, admission process and criteria for selection are transparent and students can find them on the website of the programme. In addition, student progress is well-monitored by the academic staff through Moodle Analytics data*'.

The EEC has noted that *'in general, the students who participated in the programme seemed very satisfied regarding its overall quality and some of them remarked on the improvement of their generic teaching skills. During the interviews with the students the EEC committee received some interesting comments focusing on the effectiveness of the practicum process*'.

Areas of improvement and recommendations

1. *'The programme should offer more detailed information in public about the practicum placement options and restrictions (e.g. that it is not allowed for students to do their practicum in their own schools) and adopt a more flexible approach especially for students who are employed'.*

Response/Action

The practicum guide provides in a very detailed form all the information that students need and is available on the moodle platform and on the University's website.

(a) available on our Website: http://www.unic.ac.cy/ECTS_Syllabi/MEDD9-Practicum-Guide.pdf
(b) available on our Moodle MEDD9 Announcement Forum:
     https://courses.unic.ac.cy/pluginfile.php/2472581/mod_resource/content/0/MEDD9%20-%20%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82%20%CE%A0%CF%81%CE%B1%CE%BA%CF%84%CE%B9%CE%BA%CE%AE%CF%82%20%CE%86%CF%83%CE%BA%CE%B7%CF%83%CE%B7%CF%82%20-%20%CE%91%CE%BA%CE%B1%CE%B4.%20%CE%88%CF%84%CE%BF%CF%82%202020-21-2022.pdf
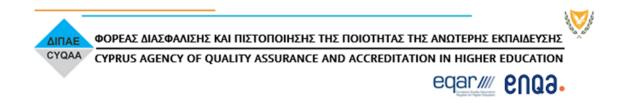
2. *'The programme should offer more details in public regarding technological prerequisites. For example, provide some details to students regarding the equipment they need to participate effectively in this programme and the skills required in the use of media'.*

Response/Action

We fully agree with the EEC's comment. We have posted on the University's website the minimum necessary technological equipment that students will need during their studies.

(a) available on our website in English: https://www.unic.ac.cy/distance-learning/technical-information/

(b) available on our website in Greek: https://www.unic.ac.cy/el/distance-learning/technical-information/

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5. Learning resources and student support
(ESG 1.6)

The EEC has confirmed that the '*programme offers satisfactory resources to support students (e.g., access to learning materials, IT infrastructure and administrative support). The libraries at both universities offer a range of resources to support student learning (this is done through access to books and sections of books via interlibrary loans and to e-books and journals). In terms of human capital support, the synergy between the two universities means that there is an adequate number of experienced staff (both on the administrative and academic side to ensure that appropriate support is provided to the students'.*

The EEC has also confirmed that '*pedagogical considerations seem to be taken into account in the design and delivery of the programme. There is an infrastructure in both institutions that supports the quality assurance development and delivery of Distance Learning'.*

The EEC has further confirmed that '*technologies that support interaction between students and staff have been employed, mainly the virtual learning environment (VLE, Moodle) and auxiliary technologies to enhance communication such as WebEx, that work alongside other learning technologies that are embedded in the VLE (e.g. wikis). The VLE is the central focus of online pedagogy'.*

Areas of improvement and recommendations

1. '*Learning design (1): Establishing a set of learning design benchmarks that all online modules could conform to at minimum, so that students have a uniform experience in their study of the modules of the programme'.*

Response/Action
All modules of the DL courses in the program conform to very specific minimum learning design guidelines and offer a uniform learning experience in all programme courses. Further, all courses are designed based on the same Moodle template.

Below you can find the link of the "UNIC Pedagogical Model for E-Learning" which specifies all the minimum learning design requirements in Sections 2-5 (pages 2-19)

UNIC Pedagogical Model for E-Learning: https://www.unic.ac.cy/wp-content/uploads/2020/09/UNIC-Distance-Learning-Pedagogical-Model.pdf

https://www.unic.ac.cy/distance-learning/distance-learning-pedagogical-model/

2. *'Learning design (2): Further attention should be given to enhancing the interactive elements in the programme's online platform to provide personalised feedback to student input'.*

Response/Action

All programme courses include at least one interactive activity for each week which allows for personalized feedback to each student (you can find them in the study guides submitted with the application)

3. *'Learning design (3): Enhancement of the interaction aspect of the programme should include innovative use of technology, e.g. computer simulations and serious games. Technologies such as social media (wikis) and the use of augmented or virtual reality embedded in the learning environment were discussed by the programme team'.*

Response/Action

As mentioned during the visit, the University recognizes the need for advance interactive tools and innovative technologies in DL courses and it is in the process of designing or acquiring such tools as needed. In certain courses in the programme such tools are already being used.

4. *'Assessment: There seems to be a reliance on end of year exams that take place mainly in a face-to-face format at exam centres. An option would be to think about diversifying assessment by offering alternative forms of assessment, e.g. continuous assessment by coursework or project-based work'.*

Response/Action

We fully agree with this recommendation and we will implement it in Spring 2022.

5. *'We recommend that the use of open book exams (supported by a proctoring system), is adopted fully after the pandemic. This is subject to professional and regulatory bodies' agreement'.*

Response/Action

We fully agree with this recommendation and we will continue using it.

6. *'We recommend that the induction in the online environment becomes compulsory for all students as this will help to address learning support needs during the student journey'.*

Response/Action

We are finalizing the preparation of a comprehensive Induction Course for students that brings together all the information needed so that students can access it whenever they want regardless of their location. We aim at launching the Induction Course in Summer 2022.
The course includes (a) general information about the university, (b) training videos for our platforms, (c) training materials and guides for student services, library access, plagiarism, coursework, final exams etc., (d) study skills sessions, (e) key contact details, (f) academic policies.

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7. '*We recommend that the experience of the students as far as student access to library materials from both partners becomes seamless by the provision of an appropriate interface (dashboard)*'.

Response/Action

All students of the programme have been having seamless access to the two libraries. In response to your suggestions, we created a dashboard under the programme's section on Moodle through which students can access both libraries. It will be activated in September 2022.

8. '*We recommend that staff professional development around distance and online learning (including webinars) becomes part of an institutional professional accreditation programme, for instance in addition to the current certificate of attendance, also adopting a microcredentials approach to motivate and encourage staff to participate in professional development*'.

Response/Action

As mentioned during the visit the Faculty Training and Development Unit (FTDU) and other relevant units at the University are considering the adoption of microcredentials; and are in the process of reviewing relevant technologies to implement such an approach/programme.

9. '*There should be further emphasis on choosing the dissertation as an option at the end of the programme rather than the electives. This will be in alignment to the research focus that both institutions have*'.
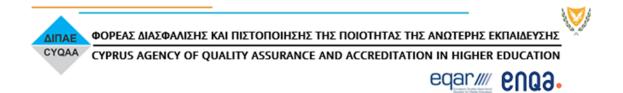
Response/Action

We understand the EEC's comment, however, most of our students are teachers/practitioners who are interested to specialize in as many areas of special education as possible; for this reason, they prefer to take elective courses instead of the thesis.

In this programme we place particular emphasis on research. All students of the programme must take two courses from the research and evaluation cycle (while in similar programmes of other Universities they take only one course). In these courses, students carry out research following all stages (Literature review, design of methodology, data collection, data analysis, writing-up). In addition, all other courses include assignments in which students, among others, do micro-research and/or analyze research of other researchers.

10. '*Courses/seminars on how to manage materials in English would be very useful for students in accessing relevant course materials*'.
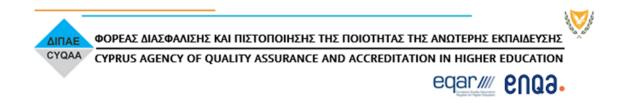
Response/Action

Some postgraduate programmes that are being taught in Greek, do not require students to meet the English Language Proficiency requirements. However, in order to improve their English Language skills, students can take an English Placement Test (NEPTON test https://www.unic.ac.cy/admission-requirements/english-placement-test/). The purpose of this test is to place students in the appropriate level of English in order to support their academic studies at the University. Based on the results of this test, students can register for free on a corresponding English course.

6. Additional for doctoral programmes
(ALL ESG)

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7. Eligibility (Joint programme)
(ALL ESG)

The EEC has confirmed that the '*joint programme conforms to the requirements of a study programme offered at postgraduate level. UNIC offers the infrastructure for the programme and Patras the disciplinary expertise and expertise in the Practicum aspect of the programme*'.

The EEC has further confirmed that '*a system is in place that assures quality of joint provision by bringing together a strong Quality Assurance input from the University of Patras and a robust infrastructure from UNIC that overviews quality comprising the distance learning unit, the e-PSU (pedagogical support unit) and the Faculty Training and Development Unit. A three-member Committee consisting of the programme coordinator and two faculty members at the rank of Professor one from each of the partner institutions provides an overview of quality assurance and enhancement issues. The quality assurance procedure of the joint degree conforms to the European Approach for Quality Assurance of Joint Programmes*'.

Areas of improvement and recommendations

1. '*Additional support, infrastructure and flexibility could be added to make sure that students benefit from the research culture of both institutions. For instance international mobility might not be applicable to distance learners because of professional, location etc. constraints*'.
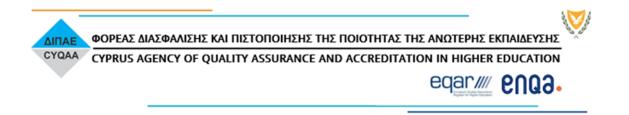
Response/Action

Students are enrolled and have access to the services of both institutions. International mobility through the Erasmus+ programme is also available for distance learning students and some of them have used this service to go to other European countries for training. Our goal is to increase the number of students of the programme who are moving within the Erasmus programme.
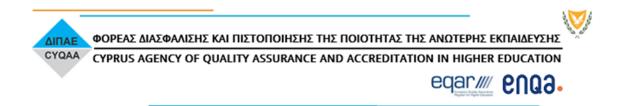
2. '*It appears that the course teaching is provided exclusively by the University of Nicosia teaching team while the University of Patras oversees the practicum element. It was not clear how much collaboration, if any, existed between the teaching teams from both universities. For example, it was not clear whether any learnings gained from the Practicum were shared with the teaching team in the University of Nicosia in order to address any gaps in provision or possible course improvements that could be made*'.

3. '*We would recommend that existing collaboration between both course teams is enhanced to ensure that the learnings from each element of the course can be incorporated into course evaluation and future planning*'.

Response/Action for points 2 & 3
The programme is managed by a three-member committee, the coordinator of the programme and two faculty members at the rank of Professor (one from the University of Nicosia and one from the University of Patras).

There is excellent cooperation between the two Universities at all levels. There is constant communication between the coordinating body, the practicum coordinator and the course leaders, so any lessons learned from the practicum are immediately transferred to the course leaders in order to make the necessary improvements, where needed, in their courses.

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B. Conclusions and final remarks

We wish to thank the EEC for the professionalism they showed during the execution of their duties. The detailed discussion of all issues pertinent to the degree under evaluation, led to a fruitful discussion between the members of the EEC and the official representatives of the two Universities and faculty members of the programme. The discussion proved to be extremely helpful due to the expertise of the members of the EEC and their willingness to share their suggestions and recommendations for further improving the programme. The demanding set of questions allowed us to elaborate on the pedagogical foundations of the programme and expand upon the content of the application form.

We have assessed and reviewed carefully the EEC report. We are pleased to note that the report is positive, and we thank the EEC for their positive comments. We also thank the EEC for its clear positive evaluation.

We fully acknowledge that all programmes are always amenable to further improvement, and indeed we have been constantly working towards further improving our programme since it was initially accredited. Accordingly, the suggestions for further improvement offered by the EEC are taken very seriously into account. We have considered these suggestions and provided herein the actions taken in order to incorporate them.

We thank again the EEC for the positive evaluation of our programme and the suggestions/recommendations made.

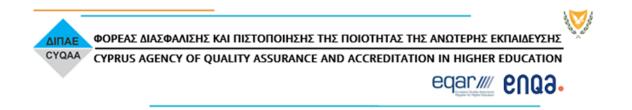## Areas of improvement and recommendations

Response/Action

1. *Curriculum design*
   a. *To attract and stimulate more research-oriented teachers into the field of inclusive and special education, the Masters' thesis might need greater staff promotion and further monitoring within the Quality Assurance procedure.*

Response/Action

We encourage our students to do Master's thesis through the quality assurance procedures. Most of them, however, are teachers who are interested in getting to know as many subjects as possible in special education rather than delving deeper into one subject.

   b. *Attention is required to accommodate the urgent and contemporary needs of students in finding a place to fulfil their practicum (next to the place they are actually working as a teacher).*

Response/Action

The practical training and the placement of students in schools is done in cooperation with the Ministry of Education of Greece and depends on the first degree of the students, i.e. the degree with which they can be appointed as teachers. In some cases of specializations that exist only in specific schools in big cities, students will have to move to these schools in order to do their practicum.

> c. *Existing collaboration between both course teams should be enhanced to ensure that the learnings from each element of the course could be incorporated into course evaluation and future planning.*

Response/Action

The programme is managed by a three-member committee, the coordinator of the programme and two faculty members at the rank of Professor (one from the University of Nicosia and one from the University of Patras).

There is excellent cooperation between the two Universities at all levels. There is constant communication between the coordinating body, the practicum coordinator and the course leaders, so any lessons learned from the practicum are immediately transferred to the course leaders in order to make the necessary improvements, where needed, in their courses.

> d. *Student research skills should be enhanced through incorporating a research element into core and elective modules.*
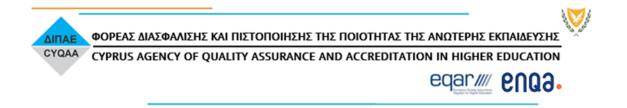
Response/Action

All courses, compulsory and electives, include research elements (e.g. literature review, use of specific methods i.e. collaborative action research, data collection and analysis, critical discussion of research papers and case studies)

> 2. *Enhancing Quality Assurance*
> *Enhance student involvement and involve an equitable representation of staff members of the University of Patras in the Quality Assurance process.*

Response/Action

The programme is managed by a three-member committee, the coordinator of the programme and two faculty members at the rank of Professor (one from the University of Nicosia and one from the University of Patras). This committee is responsible for the Quality assurance of the programme. For the internal evaluation of the programme (before the submission of our application to CYQAA for external evaluation) the Committee appointed one external examiner

(University of Athens), one internal (University of Nicosia), one Student (of the joint programme) and a Special Teacher to review the programme.

In addition, at the end of each semester, an anonymous questionnaire is distributed to all students where they evaluate the various courses and the instructors. The results of this questionnaire are given to the instructors, the course leaders and the coordinating committee. Depending on the findings of the analysis of the questionnaires, the necessary adjustments are made to the courses.

We consider that all decisions are jointly made between the two Universities and that students are involved in the Quality assurance process. However, we will make every effort to enhance student involvement in all of our processes.

3. *Student support*

   a. *We would recommend that a set of reasonable accommodations are developed and made publicly available to all students on the course:*

   b. *Achieving consistency between the different components of the programme should apply to learning design and the use of learning technologies: employing benchmarks, enhancing interactivity, providing personalised feedback and strengthening assessment (see section 5).*

   c. *The induction in the online environment should become compulsory for all students as this will help to address learning support needs during the student journey.*

   d. *Supporting students' knowledge of English to secure access to essential literature.*
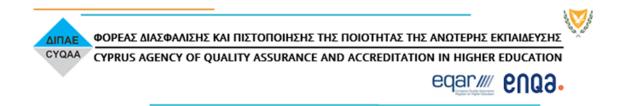
Response/Action

All modules of the DL courses in the programme conform to very specific minimum learning design guidelines and offer a uniform learning experience in all programme courses. Further, all courses are designed based on the same Moodle template.

In the following link you can find the "UNIC Pedagogical Model for E-Learning" which specifies all the minimum learning design requirements in Sections 2-5 (pages 2-19)

UNIC Pedagogical Model for E-Learning: https://www.unic.ac.cy/wp-content/uploads/2020/09/UNIC-Distance-Learning-Pedagogical-Model.pdf

https://www.unic.ac.cy/distance-learning/distance-learning-pedagogical-model/

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

eqar//// enqa.

Regarding point (c) we are finalizing the preparation of a comprehensive Induction Course for students that brings together all the information needed so that students can access it whenever they want regardless of their location. We aim at Launching the Induction Course in Summer 2022.

The course includes (a) general information about the university, (b) training videos for our platforms, (c) training materials and guides for student services, library access, plagiarism, coursework, final exams etc., (d) study skills sessions, (e) key contact details as well, (f) academic policies.

Regarding point (d) some postgraduate programmes that are being taught in Greek, do not require students to meet the English Language Proficiency requirements. However, in order to improve their English Language skills, students can take an English Placement Test (NEPTON test https://www.unic.ac.cy/admission-requirements/english-placement-test/). The purpose of this test is to place students in the appropriate level of English in order to support their academic studies at the University. Based on the results of this test, students can register for free on a corresponding English course.

4. Increased focus on research
Increase publication in highly ranking international journals to enhance use of own research in teaching and student activity

Response/Action

All faculty at both departments are active in research and publications. They also participate in local, regional and international conferences. We have a very good record of publications in highly ranking international journals and an impressive record of winning external research funded projects. We believe that there is room for improvement in this area and we will continue to strive to become better and try to incorporate the results of our own research into our courses.
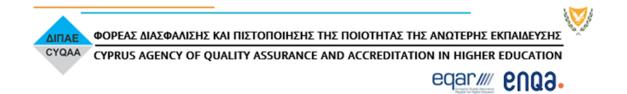
We will continue to strive for research and publications and at the same time try to incorporate the results of our own research into our courses.

5. Professional development
We recommend that staff professional development becomes part of an institutional professional accreditation programme also adopting a microcredentials approach to motivate and encourage staff to participate in professional development.

Response/Action

As mentioned during the visit the Faculty Training and Development Unit (FTDU) and other relevant units at the University are considering the adoption of microcredentials; and are in the process of reviewing relevant technologies to implement such an approach/programme.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Panayiotis Angelides	Vice Rector for Academic Affairs & Program Coordinator	
Kyriakos E. Georgiou	Senior Administration	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 28 January 2022