

Doc. 300.1.1/2

Date: Date.

External Evaluation Report (E-learning programme of study)

- **Higher Education Institution:**
Frederick University
- **Town:** Nicosia/Limassol
- **School/Faculty (if applicable):** Education and Social Sciences
- **Department/ Sector:** Education
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Εκπαίδευση Ενηλίκων [3 ακαδημαϊκά εξάμηνα, 90 ECTS, Μάστερ (MEd), Εξ αποστάσεως]

In English:

Adult Education [3 academic semesters, 90 ECTS, Master (MEd), E-Learning]

- **Language(s) of instruction:** English and Greek
- **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. Introduction

The signatories to this document constituted a team of evaluators assembled by the Quality Assurance agency responsible for reviewing the M.Ed programme in Adult Education of Fredrick University in Nicosia, Cyprus. The team members gathered in Nicosia, Cyprus 20th-21st June 2024 to carry out this task. On 20th June they convened at the central university premises in Nicosia, met with the leading university dignitaries, including the University Rector who is responsible for the UNESCO Chair in Lifelong Learning and Adult Education and several stakeholders in connection with the programme. This enabled the evaluators to gain detailed knowledge of policy with regard to Higher Education in Cyprus, quality assurance and seek clarifications and more nuanced views, as well as further insights, regarding the terms of reference for this exercise. The relevant persons connected with this course made important presentations and cooperated fully throughout. What follows are the main conclusions resulting from this exercise and some recommendations for future action.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Peter Mayo	Professor	University of Malta
Albert Sangra Morer	Professor	Universitat Oberta de Catalunya
Roberta Piazza	Professor	University of Catania
Martin Dyke	Professor	University of Southampton
Maria Kramvi	Student	Open University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

Findings

This is the second time this exercise was carried out and the course is into its third cohort. This provided the course with a certain degree of stability. The overall evaluation is positive with the gentle criticisms made serving for tuning.

There were clear policies in place to ensure academic integrity and freedom and it is vigilant against academic fraud. Documentary evidence was provided to support this.

There were systems in place and representation of external stakeholders within the QA process. The panel could not find clear evidence of the impact or direct involvement of external stakeholders. The course team had concrete plans to improve stakeholders' involvement in the new programme.

The Policy for quality assurance had formal status and was made available during the visit. There were appropriate structures, regulations, and processes for quality assurance system support.

It was difficult for the panel to track how quality assurance data were used to develop plans of action.

More active involvement of staff, students and external stakeholders in quality assurance was expected by the panel.

There are explicit learning outcomes with a strong mix of theoretical, conceptual understanding, application, practice, and critical thinking. From discussions it was clear the programme aims aligned with the institutional strategy in terms of student-centred learning, a commitment to adult education, plans to develop distance learning and UN Sustainable Development Goals.

The panel would have preferred to have seen more evidence of students, stakeholders and external expertise in programme design.

The programme is targeting those who work as adult educators, this covers a broad range of employment settings and opportunities. The programme aims include a practice focus and incorporate teaching and learning with new technologies, an essential capability for a global educator in the 21st century. Students will be able to develop their own programmes and understand the principles of design, implementation, assessment and evaluation. By the end of the programme students will have personally developed their

criticality and have a sound foundation in research and evaluation. Analytical and critical thinking thread throughout the programme providing a foundation for active citizenship and democratic participation. The programme was designed to enable smooth student progression, the assessment was appropriate for the level and number of ECTS. The programme clearly defines the expected student workload in ECTS. The programme results in a qualification that is clearly specified and communicated and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The panel was satisfied that the programme is subject to regular periodic review informed by compelling research evidence.

With the exception of pass rates and graduate employment information there was clear, accurate and up to date information on standards publicly available.

The processes by which information was collected and KPIs were clearly stated. The panel would have preferred to have reviewed documentary evidence related to student profile, progression, outcomes, satisfaction prior the meetings. It was difficult to find concrete examples and threads from the QA process through to data analysis of metrics, decision making to action plans and outcomes. Students more readily provided examples than staff.

The QA policy was not accessible to the panel from the website, it was not publicly available despite requests through email and the chat facility. It was made available during the site visit.

Strengths

This is a well-designed course. There are explicit learning outcomes with a strong mix of theoretical conceptual understanding, opportunities for reflection on practice and critical thinking in general. These align well with the Council of Europe's four purposes of higher education. The programme targets those who work in adult education and covers a broad range of settings, including employment settings and those that allow for community engagement. The programme aims to employ a practice focus including engagement with digitally mediated approaches. This is also intended to enable students to design and implement their programmes and therefore require skills in design, project management, organizational development, assessment, and evaluation. Other attributes include those of being social actors in a participatory democracy, and here the efforts of engaging with social difference, presumably within the more expansive context of biodiversity, as manifest in some of the study unit contents, are laudable. Lifelong learning is a key policy concept engaged with, in all its critical dimensions and are underlying ideological interpretations. This is revealed by the course description of an important study unit in the programme.

Assessment approaches are varied and involve an amalgam of weekly activities, assignments and a final exam, the last mentioned involving different approaches such as 'open book' and we would also assume 'take home' exercises.

The course design and documentation were exemplary and a core strength of the programme.

Areas of improvement and recommendations

These are made for fine tuning.

The QAA processes were not publicly available and transparent. There were reviewers who searched the web and engaged with chat *a priori* and their concerns remained unanswered. It is not clear what data can

be accessed, some important ones being barred from viewing outside its immediate close quarters. In this regard, and for future reference, it is recommended that:

1. QAA reviewers be provided with access to QAA policy and procedures and institutional strategy in this regard.
2. Information on the external stakeholder involvement is provided in advance of the site visit.
3. Reviewers get the chance to listen to and interview stakeholders not only within the university itself but also from a selection of those likely to benefit long term from the programme such as industry, social movements, NGOs, community agencies.
4. Provision of data regarding 1.4 be supplied to reviewers in advance of the site visit. These can include: key performance indicators; student population profile; student progress and degree of attrition; student programme satisfaction; learning resources and student support; career paths of graduates and involvement in adult education activities at community, municipal, regional, social action, national and international levels.
5. Evidence of being a courant with most recent critical literature in various fields tackled by study units, especially the key policy concept of Lifelong Learning. This literature ought to be internationalized and extend beyond the equally valuable Anglo-North American framework.
6. Evidence of this programme reflecting the immediate and larger contextual location of its provider: Hellenic, small island state, Mediterranean and European. There is an emerging literature and body of research in these areas which can inform part of the course focuses which renders this programme distinct from that of others provided in other countries.
7. Evidence as to how course participants are initiated into the important skill of developing and 'packaging' out of the ordinary project proposals at the national, regional and especially international (e.g. EU) levels to secure much needed funding for projects that, as adult educators, they intend to carry out.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.4 Study guides structure, content and interactive activities

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance, and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*

- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the e-learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
 - *Clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*

- *Number of assignments/papers and their topics, along with instructions and additional study material*
- *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

Findings

The focus is on student centred approaches throughout in keeping with the more progressive adult education tradition.

The documentary evidence produced by the teaching team was exemplary. The meetings with colleagues confirmed the commitment by the institution and the teaching team to student centred learning. Students confirmed satisfaction with the assessment. Formal processes for assessment were open, transparent and understood by the students.

The e-learning methodology provided a balance of knowledge foundations, interaction, active learning and critical thinking.

The commitment to student centred learning, teaching and assessment was strongly supported in the documentary evidence and threaded through all our discussions throughout the organisation. It was clear to the panel how theory and policy translated into imaginative and creative learning opportunities for students.

Students reflected high levels of satisfaction with the assessment processes and overall quality of the programme design and teaching. Students reported involvement in programme review appeared to be standard evaluation questionnaires rather than the range of other methods of engagement evident in the QA process.

Strengths

The e-learning methodology reflects the student-centred ethos of the programme and institution. It is appropriate for this Master Level programme of study in Adult Education. There is a good mix of learning activities including teleconferences, webinars, tasks, individual and group activities with structured opportunities for discussion.

The specific plans for each course exemplify how student interaction will be enabled. A core strength across the courses is the creative and imaginative activities that are designed to foster engagement and enjoyment. The diversity of assessment tasks is a credit to the programme team. Teaching and learning are designed to enable progression and differentiation with the assessment challenges building towards the final summative assessment. Learning theory has provided the foundations for the course design and the programme team clearly models the expectations and methods that they are teaching.

Course documentation is comprehensive and produced to a high standard. Unusually in programme documentation the reader can get a real sense of what the student will experience on each course, the ethos, values, and pedagogical approach shine through. Students are clearly encouraged and supported to take an active role, and this is acknowledged in the weighting of summative assessment.

A wide range of proprietary education tools are utilised on the course and students are given an opportunity to evaluate their affordances.

The learning design enables flexibility, differentiation which is responsive to diverse student needs. In addition to demonstrating inclusion the students on the programme are provided with teaching for vulnerable groups.

The assessment framework is designed to reflect the student-centred pedagogy and e-learning methodology. The assignments and assessment processes are clear, published and explicitly linked to learning outcomes.

Each course has a good balance of theoretical and policy knowledge which is combined with practical application and evaluation to the realities of Adult Education.

Study guides for each course are exemplary and meet all the criteria in 2.4. There was some variation in quality but overall, the panel were very impressed with the quality and comprehensiveness of study guides, structure, content, and interactive activities.

Areas of improvement and recommendations

More evidence can be provided as to how the students attain co-ownership of the programme and how their specific cultures, social locations and views of the world are engaged. In short, without undermining the course lecturer's authority, not to be confused with authoritarianism, how are the course participants educators and educatees at the same time? This would be in keeping with the best critical traditions in adult education.

The panel would recommend that a programme of adult education provides greater opportunities for students to engage with the future review, evaluation and design of the programme and courses. The student cohort the panel met are very capable, willing but did not appear to have such opportunity.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

There seem to be high standards in the recruitment and continuing professional development of staff. There is a mix between staff with a strong practical bent and others who are research oriented. The online nature of the course allows for the involvement of teaching staff from other universities in Cyprus and Greece.

The teaching staff are qualified to teach the e-learning programme. There is a strong team and a variety of well qualified and experienced colleagues. The panel has full confidence that teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning. Course documentation reflects a high level of capability in the teaching team evident in the wealth of creative and innovative use of teaching methodologies in course design. The publications and scholarship activities of the teaching staff are closely related to the programme's courses.

Colleagues have opportunities for continuing professional development and induction into the excellent distance learning methodology of the institution.

Strengths

There is a good balance between teaching and research. Research is taken seriously, and this augurs well for the way teaching and supervision are informed by institutionally generated cutting-edge research. There are incentives in place for academics to publish internationally. Also, the University takes great care to reward academics in the community engagement.

The qualifications, experience, professionalism and enthusiasm of the teaching team are a core strength of the programme. The institution has invested in and built an impressive team and provided templates and structures for distance learning that enable the team to articulate their subject knowledge and translate their expertise to imaginative and creative learning scenarios.

Areas of improvement and recommendations

Funding and opportunities be provided for graduates and even promising students from the programme to be mentored to publish any pieces deemed outstanding, with something new to say, internationally. As an example, this was done by students in and graduates from the Erasmus Mundus International Master in Adult Education for Social Change. Tutors and lecturing staff served as mentors in this project.

The panel would recommend the teaching team use the QA processes to drive investment and consider what additional resources would improve the programme and student experience. The panel would like to have seen more evidence of evaluation translating into action and outcomes.

Training of new teachers starting to teach a few days before the course starts should be reimagined to have a better performance in online teaching.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

Students mainly hail from Cyprus and Greece. The attempt is to internationalise the catchment even more.

The panel can confirm that the published regulations regarding student admissions are in place and implemented in a transparent manner. Predefined and published regulations regarding student progression are in place.

Students were aware of processes and criteria for admissions, progression, and certification.

Strengths

The course is in both English and Greek. It broadens the catchment which renders it more sustainable in the long run given the small size of the local pool. The use of a language of global international currency makes it easier for students to show their work and achievements to international institutes and agencies for further study and employment.

Evidence related to student admissions, progression, recognition and certification were open, transparent and acted upon.

Students highlighted the ever presence online of staff to respond, even withing short and urgent time frames, to their needs. The group of students and programme graduates interviewed spoke effusively of the lecturing and support staff's willingness to tend to their needs. The support services representatives gave us the impression that procedures were never cast in stone as adult student issues necessitated ways of acting in compassionate ways.

Professional support from both tutors and welfare services was available to students.

Areas of improvement and recommendations

The panel would recommend making a deeper reflection on the reasons why students could dropout to look for the appropriate actions to fix it, beyond the ones regarding the final Dissertation. Maybe a more flexible structure to avoid dropout could be coming from the difficulty to manage their time and dedication.

Data on student progression and attrition needs to be made available.

Also, there is the need for more involvement of the students to committees and focus groups.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

Students spoke of easy access to library resources and administrators also spoke of being part of a larger Nicosia library consortium which enables pooling of resources.

The course documentation presented detailed evidence of weekly activities. The learning resources takes advantage of the affordances of technology. The programme team have created a wide variety of imaginative and creative learning activities that promote knowledge and understanding, practical application, critical engagement and enjoyment of learning. The programme design is rich and utilises a diverse range of teaching and learning strategies.

Systems, processes for student support were very well articulated and examples of how policy translates into practice readily provided.

The student-centred ethos permeates all aspects of teaching, learning, assessment resources and extends to the provision of wider student support services.

Strengths

This is in keeping with the idea of integrated resource management in a small nation state.

The Student Welfare Services demonstrated high level of capability to meet complex needs of adult learners. Students were aware of services available to them.

Areas of improvement and recommendations

Latest resources in adult education such as book series must be accessed to ensure that the Consortium has the latest e-book digital versions.

The panel would recommend that the teaching team more carefully considers evaluation data to ensure resources for changing circumstances, future risks and trends.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

All told, this is a positive evaluation. The bulk of recommendations made throughout but especially in the first section are there to fine tune the programme. It is a very worthwhile programme which can have a distinctive flavour reflecting the particular situation of Cyprus as a European, Hellenic, near Middle Eastern, Mediterranean and small island state. Therein lies its strength. This of course not to the exclusion of other larger contextual factors that render this programme full of potential for being a truly international one in the field of adult continuing education.

E. Signatures of the EEC

Name	Signature
Peter Mayo	
Albert Sangra Morer	
Roberta Piazza	
Martin Dyke	
Maria Kramvi	
Click to enter Name	

Date: 21 June 2024