Doc. 300.1.1/2

Date: 18/1/2023

External Evaluation Report

(E-learning programme of study)

Higher Education Institution:

European University of Cyprus

Town: Nicosia

School/Faculty (if applicable): School/Faculty

Department/ Sector: Social and Behavioural Sciences

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

In Greek:

Δημόσια Διοίκηση

In English:

Public Administration

Language(s) of instruction: Greek

ΚΥΠΡΙΑΚΗ ΔΗΜΟ

REPUBLIC OF CYPRUS

Programme's status: Currently Operating

Concentrations (if any):

In Greek: Concentrations

In English: Concentrations

1. Introduction

This part includes basic information regarding the onsite visit.

Following the invitation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) has evaluated the "*Public Administration Master (hereafter MPA)*", an e-learning master program provided by the *European University Cyprus* (hereafter EUC), which is an existing Distance Learning (DL) program in Nicosia (Cyprus). The EEC reviewed and examined the accreditation report and materials for the "*Public Administration MPA*" e-learning master program provided by the EUC.

The EEC consisted of four academics: the Chair of the Committee, Professor Dimitrios Gounopoulos (University of Bath), and the members Professor Charilaos Mertzanis (Abu Dhabi University), the DL expert Professor Olaf Zawacki-Richter (University of Oldenburg), Professor Dionisis Philippas (ESSCA School of Management), and the student member Ms Ioanna Onisiforou (Open University of Cyprus).

The evaluation for the program took place at the EUC premises on the 16th of January 2023. Prior to the site visit, but also after the visit, the EEC was supplied with a comprehensive additional documents and other relevant documentation, as well as all the powerpoint slides that were presented during the day of the site visit. The EEC utilized digital communication tools in facilitating the preparation of the site visit and the evaluation.

The EEC met with the senior management team i.e. including the two vice Rectors of the Institution and the Dean and academic faculty responsible for delivering the DL MPA program, the administrative and other support staff from EUC, and several students (current and graduates) who joined the program. In particular, during the site visit, the EEC met: the EUC Vice Rector of Academic Affairs & Head of Internal Quality Assurance Committee Prof. Loizos Symeou, the Vice Rector of Research and External Affairs Prof. Marios Vryonides, the Dean of the School of Humanities Professor Stavros Karayanni, the Chairperson of Department of Social and Behavioural Sciences Assistant Professor Dr. Panagiotis Parpottas, the Program Coordinator Professor Christos Kassimatis, and the Faculty Representative of the Department Committee of Internal Quality Assurance Associate Professor Monica Shiakou. Moreover, the EEC met the members responsible for the distance learning unit (Q&A session), a number of permanent and adjunct faculty, the student representative of the *Department of Social and Behavioural Sciences* Ms Maria-Matthildi Asimiadou, seven current and graduate students and the administrative personnel: the *Head of Admissions* Stephanos Theodossiou, the *Head of IT Support, Information Systems & Operations* Miltiades Hadjioannou, the *International Student Advisor* Christina Kolatsi, the *Director of the Office of Student Affairs* Ms. Eleni Markantoni and the *Head Librarian* Theodoros Tzitzimbourounis.

Starting the sessions, the senior management team of EUC presented the University and the DL MPA program under review. Then, the EEC met the members of the DL Educational unit, the faculty members, the students and, finally, the administrative personnel. The discussions covered the program under review, its structure, academic issues related to the program, staff workload and organization, assessments, and resources. During the site visit, the EEC met with students who shared their experiences in EUC, and specifically for this program. In addition, the EEC has watched recordings of online lectures, explored the learning management system Blackboard and took a tour to the EUC's premises. The last session was the meeting with members of the senior management team for final questions and clarifications.

After the presentations in each session, the EEC had the opportunity to ask questions and collect further information (Q&A). More specifically, the EEC asked questions related to the program (e.g., learning objectives (LO), program's structure, delivery methods, assessments approaches, quality of learning (QoL), infrastructure and IT support, etc.),

faculty, and the institution more broadly. Additional evidence was also provided with regards to information on placements and how it works with distance learners, example/s of assessments, information about open access material, platforms and other learning technologies, the learning management system and the infrastructure for supporting e-learning. Lastly, the EEC asked questions about the major changes that have occurred during the last 6 years of the existing program, as well as about the management's strategic plan for this program in the future.

The site visit concluded with a meeting and general discussion with the senior management team (the Vice Rector, Head of the Department, and Program Coordinator) for clarification questions from earlier sessions during the site visit. The EEC members found the discussions to be fruitful and informative. The EEC would like to thank all parties involved for their cooperation and support during the site evaluation.

The committee would also like to express its gratitude to Mr. Lefkios Neophytou, the CYQAA coordinator, for his efficient way of managing the process.

As we detail below, we find that the existing DL MPA program under review (since it was first established in 2017) is overall compliant with the stated criteria and standards. However, the EEC identifies some specific areas of partial compliance that we recommend improving upon prior to continue offering the program.

2.   External Evaluation Committee (EEC)

Name	Position	University
Dimitrios Gounopoulos	Professor, Chairman	University of Bath
Charilaos Mertzanis	Professor, Member	Abu Dhabi University
Dionisis Philippas	Professor, Member	ESSCA School of Management
Olaf Zawacki-Richter	Professor, Member DL Expert	University of Oldenburg
Ioanna Onisiforou	Student	Open University of Cyprus
Name	Position	University

3.   Guidelines on content and structure of the report

1.   *The external evaluation report follows the structure of assessment areas.*

2.   *At the beginning of each assessment area there is a box presenting:*

1.   *sub-areas*

2.   *standards which are relevant to the European Standards and Guidelines (ESG)*

3.   *some questions that EEC may find useful.*

1.   *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

2.   *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1.   *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

2.   *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

1. *__The report may also address other issues which the EEC finds relevant.__*

Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1. **Policy for quality assurance**
2. **Design, approval, on-going monitoring and review**
3. **Public information**
4. **Information management**

1.1 Policy for quality assurance

Standards

1. *Policy for quality assurance of the programme of study:*

    1. *has a formal status and is publicly available*

    2. *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*

    3. *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*

    4. *ensures academic integrity and freedom and is vigilant against academic fraud*

    5. *guards against intolerance of any kind or discrimination against the students or staff*

    6. *supports the involvement of external stakeholders*

Design, approval, on-going monitoring and review

Standards

2. *The programme of study:*

ΔΙΠΑΕ
CYQAA

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

eqar/// enqa.

1. *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

2. *is designed by involving students and other stakeholders*

3. *benefits from external expertise*

4. *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

5. *is designed so that it enables smooth student progression*

6. *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

7. *defines the expected student workload in ECTS*

8. *includes well-structured placement opportunities where appropriate*

9. *is subject to a formal institutional approval process*

10. *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*

11. *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*

12. *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*

13. *is reviewed and revised regularly involving students and other stakeholders*

Public information

Standards

3. *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*

1.   selection criteria

2.   intended learning outcomes

3.   qualification awarded

4.   teaching, learning and assessment procedures

5.   pass rates

6.   learning opportunities available to the students

7.   graduate employment information

Information management

Standards

1.   Information for the effective management of the programme of study is collected, monitored and analysed:

1.   key performance indicators

2.   profile of the student population

3.   student progression, success and drop-out rates

4.   students' satisfaction with their programmes

5.   learning resources and student support available

6.   career paths of graduates

1.   Students and staff are involved in providing and analysing information and planning follow-up activities.

You may also consider the following questions:

1. *What is the procedure for quality assurance of the programme and who is involved?*

2. *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*

3. *How/to what extent are students themselves involved in the development of the content of their studies?*

4. *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*

5. *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*

6. *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*

7. *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*

8. *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*

9. *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

10. ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***

11. *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*

12. *Is information related to the programme of study publicly available?*

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

eqar/// enqa.

13. *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*

14. *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

15. *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EUC runs the reviewed DL MPA program since 2017, in line with the EUC's strategy. The main findings are the following:

The under-review DL MPA program is in principle a 1.5-year program, which can be completed in 3 semesters. The language of instruction is Greek. Award of the MPA requires successful completion of 90 ECTS points (each core course x 10 ECTS per course with a total of 6 core courses, which correspond to 60 ECTS) and of a Master's dissertation of 30 ECTS or, alternatively, a group of 3 elective courses (30 ECTS) out of 8 courses in total. The core courses are taught the first two semesters and the last semester is the Master's thesis dissertation or the 3 elective courses. The expected student workload in ECTS and years of completion (i.e., 1.5 years) are clearly defined in the application materials.

This program has no overlaps with any other existing conventional Master's and DL Master's program. The EEC finds that this is a good strategy.

The EEC examined all information regarding the admission criteria, course learning outcomes (LO), the instruction method of the courses, the assessment tools and procedures, as well as the main DL features of the online learning environment, as demonstrated by the members of the EUC's DL unit.

The EEC found the admission criteria to be adequate and in line with those required by the Cypriot authority. The EEC also had the opportunity to meet with academic staff involved in the design and teaching of the program, as well as with students from the DL program at EUC from previous years.

The assessment system and criteria regarding student course performance are clear and adequate and are communicated to the students.

In general, the program under review is well designed with learning objectives in line with the EUC's strategy and international practice. The purpose, requirements, and learning objectives are aligned to the mission of the program. The structure and content include appropriate core courses and elective courses.

The EEC identified that there are internal policies and procedures in place to assure the quality of the program. Evidence of quality assurance procedures, as part of an ongoing review and development, was provided by the

University. The Quality Assurance mechanisms are put in place and are well-aligned with international standards. The DL unit practices are organized and established across the University's programs.

The program is run by the *Department of Social and Behavioral Sciences*. However, the program topics have an interdisciplinary character covering different areas of public administration and public policy, e.g., ethics, EU institutions, legal rules, and HR management. Thus, the DL MPA program covers many different educational areas in an interdisciplinary manner. However, the aim of the program is to offer knowledge and best practices of public administration policies with a political science background. Given that the program is located within the *Department of Social and Behavioral Sciences*, the content is well balanced with an emphasis on managerial decisions across different disciplines.

The DL MPA program also includes a Research Methodology course to equip students with knowledge in conducting qualitative/quantitative analysis. Additionally, the EUC provides access to the corresponding analysis software (i.e., SPSS) in distance mode.

The *ratio of permanent/adjunct staff that is teaching in the program is 8/7*. All academic staff we met are PhD holders and both academics and external instructors offering lectures interact regularly with the students. The assessment standards are in line with the EUC's assessment policy and the Quality Assurance to cover the corresponding learning outcomes. The total course grade results constitute of 50% from the final exam and 50% from all other assessment activities.

The Vice Rector and program coordinator reassured the EEC that instructors and departmental professors redesign and update the syllabi and the program regularly and, if necessary, revise it accordingly. The Vice Rector and senior management also demonstrated evidence of continuous academic training in teaching and research in the respective fields.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The EEC believes that the program is in good standing and could be revised in ways that result in better learning offering. The program has some important strengths, as follows:

The program builds on the established processes and the DL Unit of the University thereby offering continuity in learning processes. The learning and operational processes and the IT infrastructure meet learning expectations. The University is committed to developing distance learning education that is institutionally well-grounded.

Management, faculty, and administrative staff appear to be committed to the planning and execution of the program.

A discount on tuition fees has been introduced, in alignment with the EUC strategy, as a strategic move to attract more students in the DL program on a sustainable basis.

The program offers a range of learning modules that cover the key topics in public administration adequately. They provide the necessary background knowledge and requisite skills to students enabling them to cope with future work requirements in their respective fields and/or to realize career advancement in their current public sector work environment.

The student performance assessment process is in line with the expectations of a DL program, featuring both final exams and team assessment activities for each module.

A flexible choice between a *Master's thesis or 3 elective courses* is provided to enable student needs for alternative assessment options.

The faculty members that teach this program's modules are qualified PhD holders with relevant research expertise and sufficient years of teaching experience that meet the program's expectations.

An elaborate quality assurance system, regularly executed, is put in place.

There are strong ties of the program's content with the public sector's tasks and requirements.

There is no similar conventional program and thus there is no overlaps.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The EEC believes that the management team alongside with the program coordinator and teaching staff should consider certain improvements in the program's design, structure, and delivery. The suggestions made below could inform the improvement process, resulting in a clearer learning offering and hopefully a more sustainable program, given the growing competition in the provision of educational services. These suggestions include the following:

1. Although the programme has clear learning objectives and outcomes, it is not sufficiently clear how these learning outcomes are mapped to the modules offered and the assessment tools used. A more explicit and consistent mapping would considerably aid the comprehension and execution effectiveness of the program.

2. Following the EEC's exchange of views and relevant experiences, a more localised orientation of learning modules (with proper rebalancing between core vs elective courses), linked more closely to the Cypriot public administration procedures and regulatory structures as well as to the local operation and transaction practices and ethics, would benefit the program. The rebalancing could include the establishment of new and/or reoriented elective courses for students mindful of their different ethnic and cultural backgrounds (i.e., Cypriot vs Greek) and of the different regulatory policy practices in public administration.

3. Certain revisions in the curriculum content could be envisaged for the future. Such revisions may include (but not limited to): (i) the conversion of the module on 'Ethics' from an elective to a core one, (ii) the motivation through proper incentives of more students to choose the writing of a Master's thesis as a graduation requirement, (iii) the invitation of guest speakers covering specific topics of highly ongoing interest (e.g., disaster management, ESG and sustainability compliance, digital transformation, energy management) in the local and the European market setting.

4. The DL unit should be further developed towards a centralized service unit to support instructional design, integrate latest educational technologies and to offer faculty professional development in online teaching and learning (more details are provided in section 5), but also to promote students' educational additional insights along with subjects of their interest such as how to write a master thesis, how to conduct further analysis, and so on.

5. The program should offer a wider range of options and incentives to students to choose between taking appropriate courses or writing a comprehensive Master's thesis as a graduation requirement. The course content should be regularly and effectively updated to include knowledge on the current administration trends and skill requirements of newcomers and incumbent employees in public administration. The EEC has felt it is not clear enough how these course design/content requirements compensate for the Master's thesis process and usefulness. The EEC recommends the evaluation and adjustment of the design/content of the three courses and their careful drawing out of synergies in supporting key learning of current trends in advanced topics of considerable public administration interest.

6. Online Library Services are of critical importance for distance learning programs. All required and recommended readings mentioned in the study guides must be made available on the learning platform. Where possible, Open Educational Resources and Open Textbooks should be used.

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

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

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

Sub-areas

1. **Process of teaching and learning and student-centred teaching methodology**
2. **Practical training**
3. **Student assessment**
4. **Study guides structure, content and interactive activities**

Process of teaching and learning and student-centred teaching methodology

Standards

1. *The e-learning methodology is appropriate for the particular programme of study.*

2. *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

1. *A specific plan is developed to safeguard and assess the interaction:*

1. *among students*

2. *between students and teaching staff*

3. *between students and study guides/material of study*

4. *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*

5. *The process of teaching and learning supports students' individual and social development.*

6. *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.*

7. *Students are encouraged to take an active role in creating the e-learning process.*

8. *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.*

9. *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*

10. *Mutual respect within the learner-teacher relationship is promoted.*

11. *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*

12. *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

Practical training

Standards

1. *Practical and theoretical studies are interconnected.*

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

Student assessment

Standards

1. *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*

2. *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

3. *Assessment is appropriate, transparent, objective and supports the development of the learner.*

4. *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*

5. *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.*

6. *Assessment, where possible, is carried out by more than one examiner.*

7. *A formal procedure for student appeals is in place.*

8. *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*

9. *The regulations for assessment take into account mitigating circumstances.*

2.4 Study guides structure, content and interactive activities

Standards

10. *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:*

1. *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*

2. *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)*

3. *Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)*

4. *Clear instructions for creating posts, discussion, and feedback*

5. *Self-assessment exercises and self-correction guide*

6. *Bibliographic references and suggestions for further study*

7. *Number of assignments/papers and their topics, along with instructions and additional study material*

8. *Synopsis*

9. *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

10. *Is the nature of the programme compatible with e-learning delivery?*

11. *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*

1. *How many students upload their work and discuss it in the platform during the semester?*

2. *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*

3. *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*

4. *How is the development of students' general competencies (including digital skills) supported in educational activities?*

5. *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*

6. *Is the teaching staff using new technology in order to make the teaching process more effective?*

7. *How is it ensured that theory and practice are interconnected in teaching and learning?*

8. *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*

9. *Are students actively involved in research? How is student involvement in research set up?*

10. *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*

11. *Do students' assessments correspond to the European Qualifications Framework (EQF)?*

12. *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*

13. *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The nature of the program is compatible with distance-learning mode delivery and there is institutional support for DL methods. The technological infrastructure comprises the learning management system, Blackboard Learn Ultra platform for synchronous and asynchronous activities and the video conferencing platform Blackboard Collaborate for interaction in online tutorials.

Interaction with and collaboration among students are key elements of the pedagogical model. The Learning Management System (LMS) Blackboard supports synchronous and asynchronous interaction. Focus is placed on

ΔΙΠΑΕ
CYQAA

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

asynchronous interaction and collaboration, but weekly synchronous conferences are offered, which are not mandatory. The size of the classes limited to 30 students per section allows the instructors to work in close contact with the students providing the guidance and encouragement needed especially in distance learning settings.

Various digital tools and social media are used to facilitate online interaction, collaboration, and content presentation such as blogs, wikis, forums, or computer-conferences.

The course modules have a weekly study guide that includes relevant information: a summary and synopsis, goals, and objectives, intended learning outcomes, a bibliography, supplemental resources, self-assessment exercises and activities, and self-evaluation exercises.

We asked for the students' views on their program experience. Positive student feedback was mostly linked to favourable program promotion and employability prospects. However, student feedback also pointed to issues relating to lack of consistent instructor support that need to be addressed (while present, instructor support typically varies and often is deemed inadequate according to some students). The student support concerns mostly identified inadequate instructor contact throughout their studies and varying active instructor involvement in providing consistent student support.

Student feedback also raised the issue of the program's value in relation to the level of tuition fees. An implication arises for the EUC to promote the offering of this and other programs by better emphasizing their characteristics and contribution to knowledge.

The general program documentation and the student guides demonstrate constructive alignment between the course learning outcomes which the students' needs for effective knowledge assessment tools in the program.

Student feedback further pointed to the importance of efficient collaborative activities, stressing the often problematic nature of project group formation and work as well as peer-to-peer engagement. Given their professional and family engagements, students have trouble in developing effective group interactions within the distance learning environment and in attending group work meetings.

The quality of the course descriptors is adequate. The inclusion of detailed explanations in the study guides, reviewed by the EEC, clearly benefits staff and students. The study guides were of good quality, detailed and demonstrated the considerable effort the program team has put into designing and developing this program.

The description of activities in the study guides indicates an awareness of the need to explicitly link the teaching and assessment approaches with the overall program objectives and learning outcomes. The EEC has not seen adequate evidence on how these guides translate into the online environment and the structure of the courses on the online delivery.

Discussions with the program team suggest that they consider research as an additional activity that may have an impact on teaching, so that students can benefit. While overall research output has improved, the connection between research and teaching could be stronger.

In terms of synchronous meetings, the students are required to have 5 to 6 meetings with each instructor per semester, where progress and plans are also discussed.

Technical support to staff is offered from the distance learning unit.

Strengths

ΔΙΠΑΕ CYQAA

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

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The program has some strong points:

1. The program benefits from the experience of the ongoing DL MPA program in the EUC, in terms of staff engagement and good practice.
2. A suitable distance learning infrastructure and an adequate instructional methodology are put in place.
3. The weekly study guides used in the courses can be considered good practice in the context of distance learning.
4. Learning activities, exercises and projects are designed to promote collaboration among students in which they apply their knowledge to solve complex problems. A variety of digital communication tools are used to support collaborative online learning.

5. There is considerable administrative support and academic commitment to the program.
6. The program documentation points to a well-structured curriculum with adequate detail and planning in place.
7. The students are aware for the outcome of the program in advance.
8. The availability of synchronous and asynchronous activities enhances student engagement with the program and supports working DL students.
9. The program employs a range of approaches to enhance interaction between students (via groupwork and peer review), students and teaching staff (via interactive online sessions), students and the material (exploiting the affordances of the VLE).

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The EEC believes that some improvements are warranted and its suggestions for improvement are made below:

1. The programme should benefit by considering the continuous transformation in public administration policies and the subsequent digitalisation of public administration and its effect on service provision. Thus, the teaching modules that are orientated towards business, sustainability and ethics and the associated practical implementation toolboxes, should be updated to properly enhance the students' knowledge of these transformations and skill acquisition that are necessary to enable them to seek employment.

2. In improve student project group formation and interaction, the EEC recommends developing student meetings more frequently and instructor support in group team building. Interaction between course coordinators, instructors and students needs to be planned in advance with the necessary follow-up mechanisms.

3. The EEC recommends enhancing the assistance and communication channels available to students to interact with the instructors when seeking to have academic support in assignment execution and team work, and to feel stronger in positioning themselves in the respective public issue through the program.

4. Furthermore, it could be considered to use more open educational resources and textbooks.

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

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

1.   Teaching staff *(ESG 1.5)*

Sub-areas

1.   Teaching staff recruitment and development

2.   Teaching staff number and status

3.   Synergies of teaching and research

Teaching staff recruitment and development

Standards

1. *Institutions ensure the competence of their teaching staff.*

2. *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*

3. *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.*

4. *The teaching staff is regularly engaged in professional and teaching-skills training and development.*

5. *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*

6. *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.*

7. *Innovation in teaching methods and the use of new technologies is encouraged.*

8. *Conditions of employment that recognise the importance of teaching are followed.*

9. *Recognised visiting teaching staff participates in teaching the study programme.*

Teaching staff number and status

Standards

1. *The number of the teaching staff is adequate to support the programme of study.*

2. *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*

3. *Visiting staff number does not exceed the number of the permanent staff.*

Synergies of teaching and research

Standards

1. 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).

2. Scholarly activity to strengthen the link between education and research is encouraged.

3. The teaching staff publications are within the discipline.

4. Teaching staff studies and publications are closely related to the programme's courses.

5. The allocation of teaching hours compared to the time for research activity is appropriate.

You may also consider the following questions:

1. Is the teaching staff qualified to teach in the e-learning programme of study?

2. How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?

3. How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?

4. Is teaching connected with research?

5. Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?

6. What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?

7. Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC met the program coordinators and the faculty members involved in the program. The University ensured the EEC that the program is supported by qualified faculty members, all of whom are experienced academics. The Department's Full-/Part-time faculty ratio present in the site visit is 8 over 7.

Based on the available evidence, the faculty is involved in research activities and is keen on further developing their research portfolios.

The teaching staff members of the Department have been active in preparing the program's material and syllabi. The program is also supported by the DL Unit of the University and administrative services.

The EEC also observed that members of staff have experience in their field.

The teaching staff being interviewed were very motivated and knowledgeable of the processes pertaining to the program's planning and its operation.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The EEC finds the following strengths related to the faculty members Q&A session:

1.   All the faculty members are holders of a PhD qualification and are experienced academics.

2.   The faculty is familiar with the promotion scheme, the workload weighting criteria and research incentives.

3.   The University understands the importance of research for the teaching staff and provides support for research activities and conference participation.

4.   There is a balanced tradeoff between administrative teaching and research workload for the faculty

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Some suggestions provided by the EEC are the following:

1.   The EEC suggests that the EUC should provide further support of the research agenda for the teaching staff and encourage all faculty in a more active involvement in research activities. This could involve the establishment of proper incentives, data availability, and the encouragement of research cooperation domestically and abroad.

2.   The link between research and education could be made stronger by using faculty research results to improve teaching effectiveness (i.e., case studies, published results).

3.   More active faculty engagement with the private/public sector would further improve program attractiveness and teaching effectiveness. Engaging in public policy and other regulatory development consultations could also help faculty to engage in applied, policy-relevant research and contribution.

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

Non-compliant/

Partially Compliant/Compliant

Sub-area

3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

Student admission, progression, recognition and certification *(ESG 1.4)*

Sub-areas

1. Student admission, processes and criteria

2. Student progression

3. Student recognition

4. Student certification

1. Student admission, processes and criteria

Standards

4. *Pre-defined and published regulations regarding student admission are in place.*

5. *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

1. Student progression

Standards

6. *Pre-defined and published regulations regarding student progression are in place.*

7. *Processes and tools to collect, monitor and act on information on student progression, are in place.*

1. Student recognition

Standards

8. *Pre-defined and published regulations regarding student recognition are in place.*

9. *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.

10. *Appropriate recognition procedures are in place that rely on:*

1. *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

2. *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

1. Student certification

Standards

3. *Pre-defined and published regulations regarding student certification are in place.*

4. *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.*

You may also consider the following questions:

1. *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*

2. *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

3. *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC met 7 students, coming from DL MPA program. The EEC asked them about their experiences, why they chose EUC and this program, and what they like (or don't like), as well as how the courses are/were delivered in a DL mode. In general, the EEC noted that students are mostly positive about their studies, the program they follow(ed) and the support received.

The student admission requirements as well as the program's outcome seem to be clear to all students and in line with the criteria set by the HE framework. These are clearly communicated by the University to prospective students.

As the students mentioned, the course tutors as well as the administrative personnel are helpful and supportive of their needs. However, they mentioned a main drawback which is the group assignments unbalances within the groups. This is lack of communication between the students since there are no meetings or a team-building agenda to get to know better, in advance.

The students appear to be supported by the University in terms of teaching materials, IT support, and library access in existing programs.

The student selection has an open approach allowing applications from different fields in public sector (particularly from Cypriots). This increases the interdisciplinary focus of the program; however, it can de-emphasize core public policy-related topics and limit the topics discussed, such as the ESG agendas, the new digitalized services, the specific issues related with different legislations, the new trends in public administration in different fields, and so on.

Among the primary motivations of students in studying at the DL MPA was the affordability (i.e., fees) the distance learning (flexibility) and the EUC brand.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Based on existing programs and general EUC strategy, there are adequate processes for admission, monitoring, and certification of student progress and achievements.

There are processes to foster internationalization of the student body.

The students pointed out the flexibility of the DL programs and this is a feature that gives advantage to the new program under review.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Some of the students mentioned that there was a lack of communication with the teachers who, sometimes, did not provide expected support with regards to the students' assessments or team assignments. A higher level of communication between the instructors and students should be ensured.

Some of the students mentioned that one main motivation to join the DL program was the reduced cost (a discount to fees). This should be carefully reviewed by the senior management because it concerns the sustainability of the program.

ΔΙΠΑΕ CYQAA

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

eqar//// enqa.

A course more oriented to law, or textbooks/material/case studies with regards to law should be considered.

A main drawback is the number of synchronous online meetings which are less than expected and the students must put much more personal effort and workload than can manage. This generates lack of achieving the learning outcomes. Only 6 out of 13 sessions are synchronous and the students mentioned that this number should be increased.

Communication among students is difficult and teamwork is limited.

Instructors should be clearer with the reference book(s) and material related to the course.

A more consistent feedback is needed (e.g., the HRM tutor of previous years, however, the students said that this tutor was no longer in the course, so it is a good EUC's response to this drawback).

To achieve the suggestions above, a standardization of the process in the MPA is needed in advance.

Topics and case studies oriented to local (Cypriot) public sector should be enforced since most of the students are Cypriots and they do not want to follow the Greek practice.

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

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

Learning resources and student support *(ESG 1.6)*

Sub-areas

1.　Teaching and Learning resources

2.　Physical resources

3.　Human support resources

4.   Student support

5.1 Teaching and Learning resources

Standards

4.   *Weekly interactive activities per each course are set.*

5.   *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*

1.   *Simulations in virtual environments*

2.   *Problem solving scenarios*

3.   *Interactive learning and formative assessment games*

4.   *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*

5.   *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*

6.   *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*

7.   *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.*

1.   *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

2.   *All resources are fit for purpose.*

3. *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

1. *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*

2. *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

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

5.3 Human support resources

Standards

1. *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*

2. *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

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

5.4 Student support

Standards

4.   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.

5.   Students are informed about the services available to them.

6.   Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.

7.   Students' mobility within and across higher education systems is encouraged and supported.

You may also consider the following questions:

8.   *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*

9.   *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*

10.   *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*

11.   *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

12.   *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*

13.   *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*

14.   *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*

~~15.~~   *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC has visited the EUC premises and discussed with the admin personnel.

Overall, the EEC believes that EUC offers satisfactory resources and a wide range of services to both students and teaching staff (e.g., access to library material, IT infrastructure and administrative support) including a wide range of sources (e.g., books, e-books, interface open-source platform, and so on). Most of these are online resources so that access by distance learners is not a problem.

The Distance Learning Unit (DLU) and the Team of Pedagogical Planning (TPP) are responsible for the professional development, guidance, and support of faculty members in all matters related to distance learning. The DLU is a decentralized unit with limited central staff (including the Director, one instructional designer, plus secretaries and student advisors). The staff is professionally qualified to carry out these activities.

Members of the Pedagogical Planning of Distance Learning Programs (i.e., Study Standing Committee) come from the School of Humanities, Social and Education Sciences to bring in their academic background and to act as "educational consultants" for their colleagues to develop and facilitate online courses.

The University makes an effort to train and develop its faculty in several ways. Every year the teaching staff has the opportunity to attend a ten-hour online training on various matters to improve their skills, both in online teaching and educational technologies. The training is mandatory for new faculty members. Most of the teaching is done by full-time faculty while in some modules the program uses adjunct faculty or scientific collaborators.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. Overall, physical and online resources appear to be adequate.
2. There are provisions for staff training in the DL methods of instruction and support from an established service department (DL unit).
3. Faculty members state that they enjoy teaching in the program and are quite enthusiastic about the quality of the services provided for online teaching.
4. There is access to electronic journals and books via the library. There are provisions for inter-library loans and access with libraries in Cyprus, but the EUC needs to ensure that these will be sufficient to support DL students in the corresponding courses, in advance.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Although the current staff of the DLU/TPP are providing good services, it is recommended to establish a central unit to offer professional distance/digital education services for students and faculty members. Given the increasing significance of distance learning programs, particularly in the School of Humanities where 70% of students are enrolled in such programs, it is essential to address the latest trends in educational technology and online learning in a professional manner. This includes utilizing and developing open educational resources, utilizing learning analytics, and incorporating artificial intelligence applications such as chatbots for academic guidance and student counseling.

To achieve this, the School needs to hire more central staff, such as instructional designers and media developers, to improve the development and implementation of distance learning programs, as well as provide professional development and training for faculty members on the latest educational technologies.

In terms of human capital support, there is room for improvement as the EUC expands its DL programs. During the discussion with the admin members, there might be issues of excessive workload over time. To avoid any surprises, the senior management can potentially increase the DL Unit (and not only) human capital but also to allow the DL to act as a separate unit to enhance the running DL programs.

Library needs to continuously update its material as well as to upgrade in a better level the communication between the library and the instructors which is essential in order to avoid any imbalances when students cannot find material needed during their studies. This material needs should be communicated from the instructors in advance (in the beginning of the MPA) but also the Librarian should keep update information with regards to the instructors' and students' needs. An annually updated bibliography of books and journals' papers should be provided for every cohort due to rapidly growing literature on the field. We strongly recommend that all content and interactive activities are fully developed, well ahead of the launch of the program.

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

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

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

eqar//// enqa.

5. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The DL Master program in Public Administration is an ongoing one with a 18-months content, design and structure, delivered by the EUC.

The EEC appreciates that significant progress has been made on the specific DL MPA program on EUC, since 2017, including drawing upon external expertise, quality assessments and program structure consistent with comparable programs. The program coordinator can draw upon experience and expertise in designing and running the revised DL MPA program along with the current academic staff involved with considerable experience in DL platforms and teaching.

The program is prepared and implemented by the *Department of Social and Behavioral Sciences*. The academic staff members of the Department have been active in delivering. The program is also supported by the Distance Learning Unit of the University and administrative services.

As the program running over the years, and taking into account the recent developments, there is always area for improvement. Indeed, we have identified some areas where we see that further development is recommended. We have elaborated on those in each section above.

Key Recommendations

We recommend that communication and support between students and staff should be ongoing and consistent throughout the program. Clear guidelines for engagement with teaching staff and expectations for interaction with instructors should be established. This could include in-person or online team-building meetings. The course responsible or program coordinator should also arrange opportunities for students to build personal relationships with each other, as this can help foster a sense of teamwork and community within the program.

We suggest that EUC explore ways to strengthen the partnership between the library administration and faculty to better meet the academic needs of students through the provision of academic and instructional materials.

The program could have a stronger emphasis on domestic issues that are relevant to the local population (localization), such as tasks and topics related to the policies and procedures of the Cypriot government.

Enhance the number of synchronous meetings.

Invited speakers should be encouraged to participate in webinars that cover both local and global topics related to Public Administration.
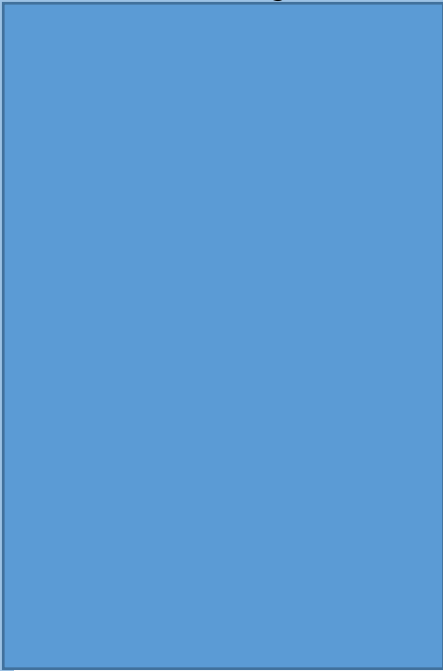
The program currently offers students the option to select three courses from a pool of eight, as well as the option to complete a master thesis. It is suggested that the program should expand the thesis options, and also provide guidelines for completing a master dissertation.

The EEC would like to thank all involved in the EUC for the high engagement throughout the evaluation process - and for providing a rich set of supporting documents and interactive video, before, during and after the site visit.

We also thank Mr. Lefkios Neophytou for the smooth organization of the evaluation process.

6. Signatures of the EEC

Name	Signature
Dimitrios Gounopoulos	
Olaf Zawacki-Richter	
Charilaos Mertzanis	
Dionisis Philippas	
Ioanna Onisiforou	
Click to enter Name	

Date: 18/1/2023