

Έκθεση Συμμόρφωσης στα σχόλια του Συμβουλίου στην Αναβολή Λήψης Απόφασης (ESG 2.3)

Αρ. Φακ.:	07.14.299.026	Αξιολόγηση/Πιστοποίηση
		Πρόγραμμα
Τμήμα		
Πρόγραμμα Σπουδών: Τίτλος Σπουδών (Διάρκεια, ECTS, Κύκλος Σπουδών)	Διοίκηση Επιχειρήσεων (MBA) (18 μήνες, 90 ECTS, MBA, Εξ Αποστάσεως)	
Ίδρυμα:	Ανοικτό Πανεπιστήμιο Κύπρου	

Το Συμβούλιο του Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης, κατά την 88η Σύνοδό του, η οποία πραγματοποιήθηκε στις 19/12/2022, αφού μελέτησε την αίτηση του Ιδρύματος, την έκθεση της Επιτροπής Εξωτερικής Αξιολόγησης (ΕΕΑ) και την Απάντηση του ιδρύματος στις παρατηρήσεις της ΕΕΑ αποφάσισε την αναβολή της λήψης οποιασδήποτε απόφασης για το εν λόγω πρόγραμμα λόγω του ότι το ίδρυμα δεν έχει συμμορφωθεί με τις εισηγήσεις της ΕΕΑ. **Το Συμβούλιο επισημαίνει εμφαντικά ότι θα πρέπει να δοθούν τεκμήρια συμμόρφωσης όχι να διατυπώνεται απλά η συμφωνία με τις εισηγήσεις της ΕΕΑ και η πρόθεση για συμμόρφωση στο μέλλον.**

[OUC RESPONSE]

We would like to thank you for the feedback provided concerning our responses to the suggestions of the EEC. First, we would like to note that the EEC has found the programme to be **fully compliant** in each area and sub-area of assessment and has particularly commended the **high-quality level** of the learning and teaching practices of the programme. Some suggestions for further improvement and recommendations have been provided by the EEC, but not as a condition to achieve compliance in any particular category. In responding to these recommendations, in our initial response, we came up with plans to adopt such suggestions. This was done after looking at existing practices on the CYQAA's website and at the institutional responses of many different programmes. In retrospect, some of our proposed actions could have been clearer. These suggestions are now addressed below:

Πιο κάτω παραθέτονται οι απαντήσεις/διευκρινήσεις ή/και ενέργειες του Ιδρύματος στις εισηγήσεις αυτές:

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1. Study programme and study programme's design and development			
1.	We would recommend that the coordinators of the programme seek to ensure that the course content is better aligned with the programme objectives.	A matrix with the programme's Intended Learning Outcomes is going to be made available to the students to enable them to clearly identify academic skills across the curriculum and the different programme modules. The matrix for the first three modules is provided as an example, i.e. MBA511 - Organisational Behaviour and Human Resource Management, MBA512 - Business Economics and MBA513 - Strategy and Leadership (See ANNEX 1).	ΣΥΜΜΟΡΦΩΣΗ
2.	<p>Furthermore, the programme ethos should encompass a focus on the holistic development of students. The programme descriptions should better explicate the contribution to the personal development of the students as practitioners in ways appropriate to an MBA.</p> <p>Το ίδρυμα περιγράφει μια διαδικασία αλλά δεν παρέχεται σχετική τεκμηρίωση που να καταδεικνύει πώς η διαδικασία αυτή θα ενταχθεί στις υφιστάμενες διαδικασίες για να αποτελέσει πάγια πρακτική.</p>	<p>The overall objective of an MBA is to build personal growth and leadership development alongside core knowledge, skills, and competences. The online educational methodology facilitates 'self-paced learning', thus students are provided with opportunities to learn and practice hard and soft skills through interactive educational activities, self-assessment exercises, group work, case studies, coursework and final examinations.</p> <p>The programme's module descriptions now better explicate the contribution of the personal development of the students in ways appropriate to an MBA. For example, as per ANNEX 2, the following has been added under the rubric "Purpose and</p>	ΣΥΜΜΟΡΦΩΣΗ

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		<p>objectives of MBA511”: “This module takes a holistic and pragmatic approach to organisational behaviour and human resource management, incorporating business applications, real-world examples, and practice-based features and exercises that enable students to further enhance their personal and professional development”. Similar sections have been added to other courses <u>such as</u> MBA513, MBA522, and MBA523.</p> <p>Furthermore, the following objective has been added to the programme description: “The programme modules are designed to work together to offer a holistic understanding of business administration and management while at the same time provide a more pragmatic perspective with business applications, real world examples, and practice-based challenges that facilitate personal and professional development and employability”.</p>	
3.	<p>In this context we welcome and encourage the plans of the coordinators of the programme to establish an advisory board, as well as developing the work with alumni (taking into account their career paths). Doing so will increase the ambassadorial roles of alumni and create opportunities for students pursuing their MBA projects.</p>	<p>As mentioned in our initial response, establishing a Faculty Advisory Board is in the University’s immediate plans for specific faculties, and the Faculty of Economics and Management has expressed its will to proceed with such a suggestion. This was discussed during the 23rd meeting of the Faculty on the 10th of October 2022.</p>	ΣΥΜΜΟΡΦΩΣΗ

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	<p>Πέραν των πλάνων που περιγράφει το ίδρυμα θα πρέπει να υπάρξει τεκμηρίωση (π.χ. πρακτικά συνεδριάσεων, στρατηγικός σχεδιασμός, σχέδιο υλοποίησης).</p>	<p>On the 7th of December 2022, the issue was discussed at the Senate’s Marketing and Competition committee and the recommendation to the Senate is to flexibly implement this across the board for the three Faculties. An internal note was forwarded to the Senate for decision purposes (see ANNEX 3).</p> <p>Clearly, such decisions need to be approved by the University’s Senate and Council, especially if financial matters need to be considered. Thus, there is no final decision to this date. However, the establishment of an Advisory Board at the Faculty level is not a decision that affects the proper running of the “Open MBA” Programme, and it should not affect its accreditation.</p> <p>Building and strengthening relationships with alumni is central to the activities of the “Open MBA” and the Open University of Cyprus. To this end, the University’s Alumni Office is in the process of updating the alumni database and obtaining all necessary GDPR permissions. The Programme has designed an ‘Exit Survey’ for recent graduates, and this will be administered once such permissions are obtained. Such surveys will be conducted throughout the Programme’s operation, and the Programme has also plans to engage further with alumni by inviting them to ‘open days’ to discuss about the MBA and their experiences with newly</p>	

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		enrolled students, consider opportunities for internships in their organisations/companies, act as mentors/advisors and/or guest lecturers, etc.	
4.	<p>We would like to see an improvement of the articulation of the students' development of academic skills across the curriculum in the programme documentation.</p> <p>Γίνεται αναφορά σε ανάπτυξη «programme handbook» και «short videos». Αυτά θα πρέπει να προσκομιστούν στον Φορέα.</p>	<p>Retrospectively, reconsidering our initial response, we think this suggestion can be addressed <u>in a different</u> way.</p> <p>Firstly, as highlighted above, a matrix with the programme's Intended Learning Outcomes will be provided to the students to enable them to clearly identify academic skills across the curriculum and the different programme modules. The matrix for the first three modules, i.e., MBA511 - Organisational Behaviour and Human Resource Management, MBA512 - Business Economics and MBA513 - Strategy and Leadership, is hereby attached, by way of example, for your consideration (See ANNEX 1).</p> <p>Secondly, each module coordinator will have to prepare a short video providing an outline of their module, key skills and competencies associated with the module, and, if applicable, how this builds on core modules already covered in the programme. Such short introductory videos will be available by the start of the new academic year 2023-2024, as they will need to be developed by</p>	ΣΥΜΜΟΡΦΩΣΗ

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		<p>the Tutors who will assume teaching duties of the Modules during the summer of 2023.</p> <p>The Programme has already provided the External Evaluation Committee with a video example for the ‘Master Thesis’ Module, which the CyQAA Council can also view here: https://video.ouc.ac.cy/Panopto/Pages/Viewer.aspx?id=73fb6065-0f2e-4d9f-b7b2-af1e005d9528. An additional video with induction material and introductions from module leaders is provided here: https://video.ouc.ac.cy/Panopto/Pages/Viewer.aspx?id=707a878b-fac2-4ba3-8fef-af8d00f5ec52</p>	
2. Student – centred learning, teaching and assessment			
5.	<p>Interactive activities and productive learning opportunities should be better visible in the study guides and reports. The variety of innovative learning opportunities presented during the site visit could be made more visible in the documentation.</p> <p>Γίνεται αναφορά σε μελλοντική αναθεώρηση των «Οδηγών Μελέτης». Θα πρέπει να προσκομιστούν στον Φορέα ΠΡΙΝ την πιστοποίηση.</p>	<p>This is a case of improving presentation, not providing additional information in the mentioned Study Guides. The Programme has already submitted to CyQAA all module study guides which include interactive activities, so we do believe that these should be sufficient, unless CyQAA considers that they are missing important information that should be available to students. These will be broken down and presented in a clear way (e.g., different sections, using friendly graphical user interface) at the beginning of the new academic year in our eClass learning platform. Uploading the content of the Study Guides and the educational material on the</p>	ΣΥΜΜΟΡΦΩΣΗ

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		<p>eLearning Platform will be a task for the newly hired Adjunct Faculty, who will be teaching these modules. In this way, class materials will be available to students in broken-down weekly segments as opposed to being included in a Word document. A demonstration of the eClass learning platform took place during the EEC’s visit at the premises of the University, and the EEC was shown how such information appears in each module’s area on the platform.</p> <p>The EEC report notes that “The study programme is well suited for e-learning delivery and in the material and study guides the professional approach of the institution but also the individuals involved in the programme is visible”.</p>	
Conclusions and final remarks			
6.	<p>One suggestion is that where appropriate the curriculum could embed some aspects of Greek philosophy, for example to inform the theorisation of management practices.</p> <p>Γίνεται αναφορά σε αναθεώρηση δύο μαθημάτων προς αυτή την κατεύθυνση αλλά</p>	<p>This is a comment that relates to the modules MBA511 - Organisational Behaviour and Human Resource Management and MBA616 – Corporate Sustainability and Responsibility. The topics covered in these two modules allow inclusion of aspects of Greek philosophy (e.g., Socrates and the right to think independently, Aristotle on fairness, ethics, and self-determination theory, and Plutarch’s role-model concept in the context of leadership). For instance, a section on philosophical origins (including in ancient</p>	ΣΥΜΜΟΡΦΩΣΗ

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	<p>δεν δίνονται τα αναθεωρημένα διαγράμματα των μαθημάτων.</p>	<p>Greece) has been added in the introductory section of the module MBA511 - Organisational behaviour and human resource management (week 1 – origins and evolution). Similarly, MBA616 – Corporate Sustainability and Responsibility has been revised accordingly to feature philosophical origins and development of CSR (which includes the Aristotelian approach on fairness, ethics, and self-determination) (week 1 – the origins and evolution of the CSR concept) (See ANNEX 3).</p>	