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«Clean Technologies Management

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**Published policy and projects for the support and
development of the teaching staff with regard to
distance learning**

**(Δημοσιοποιημένη πολιτική και προγράμματα
υποστήριξης και ανάπτυξης του προσωπικού του ΠΜΣ
σε θέματα εξ αποστάσεως εκπαίδευσης)**

Table of Contents

PART A – Digital Strategy of the Joint Program	3
Article 1 – Scope	3
Article 2 – Unified Digital Educational Model	3
Article 3 – Digital Educational Technologies.....	4
Article 4 – Digital Learning Environment	4
PART B – Distance Learning	5
Article 5 – Unified Framework for Distance Learning.....	5
Article 6 – Asynchronous Learning	5
Article 7 – Synchronous Distance Learning.....	5
PART C – Online Courses and Digital Educational Materials.....	5
Article 8 – Development of Online Courses.....	5
Article 9 – Structure of Online Courses	6
Article 10 – Digital Educational Content.....	6
Article 11 – Assessment in Online Courses	7
PART D – Online Seminars and Training Activities	7
Article 12 – Framework for the Implementation of Online Seminars.....	7
Article 13 – Webinar Topics	8
Article 14 – Organization of Webinar Series.....	8
Article 15 – Participation of Faculty and Students	8
PART E – Guidance on the Responsible Use of Emerging Digital Tools	8
Article 16 – Scope of Guidance on Emerging Digital Tools	8
Article 17 – Instructor Responsibility and Human Oversight	9
Article 18 – Transparency and Equal Participation.....	9
Article 19 – Academic Integrity, Privacy, and Data Protection.....	9
PART F – Administrative and Technical Support for the Program.....	10
Article 20 – Administrative Support Structure.....	10
Article 21 – Secretarial Support.....	10
Article 22 – Technical Support for Digital Education	10
Article 23 – Digital Learning Environment Support.....	11
Article 24 – Support for Students and Faculty	11
PART G – Quality Assurance in Digital Education	11

Article 25 – Quality Assurance Framework.....	11
Article 26 – Evaluation of Digital Teaching.....	12
Article 27 – Evaluation of Digital Educational Materials	12
Article 28 – Quality Assurance of Online Courses.....	12
Article 29 – Continuous Improvement of Digital Education.....	12
PART H – Monitoring and Evaluation of the Implementation	13
Article 30 – Digital Education Monitoring Framework.....	13
Article 31 – Monitoring of Online Courses.....	13
Article 32 – Monitoring of Digital Tools	13
Article 33 – Monitoring of Training Activities	13
Article 34 – Annual Monitoring Report	14
PART I – Administration and Coordination of Digital Education.....	14
Article 35 – Framework for the Administration of Digital Education	14
Article 36 – Coordination by the Joint Coordinating Committee.....	14
Article 37 – Academic Coordination.....	15
Article 38 – Administrative Coordination	15
Article 39 – Technical Coordination	15
PART J – Final Provisions	15
Article 40 – Uniform Implementation	15
Article 41 – Amendment and Update	16
Article 42 – Cooperation Among Universities.....	16
Article 43 – Effective Date	16
Article 44 – Publicity.....	17

PART A – Digital Strategy of the Joint Program

Article 1 – Scope

This document establishes the unified framework for digital education, distance learning, and administrative support for the joint curriculum of partner universities. This framework outlines the procedures for implementing instruction through digital tools, developing online courses, training instructors, and providing administrative support for the educational process.

The educational process is supported by an integrated digital learning environment, which is based on modern e-learning platforms and digital collaboration tools, ensuring the seamless participation of students and instructors.

This document constitutes the operational implementation plan for the digital educational dimension of the joint program and incorporates practices related to the use of distance learning technologies, the creation of online courses, and the operation of digital educational services. This framework is uniformly applied by the participating universities and ensures the consistency of the educational process.

The implementation of the program is supported using educational platforms such as Moodle, as well as by modern communication and collaboration tools, which enable effective course management and interaction between students and instructors.

The implementation of this document contributes to the development of a modern digital learning environment that supports collaboration among universities and enables the implementation of joint educational activities.

The use of modern digital services, such as the Microsoft 365 suite of tools and teleconferencing platforms (e.g., Microsoft Teams), enhances collaboration, communication, and distance learning, ensuring the effective participation of all stakeholders.

This approach is based on contemporary European pedagogical principles that emphasize student-centered learning, interactivity, and skill development through digital environments.

At the same time, continuous support is provided to instructors for the use of digital tools and the development of innovative teaching practices, thereby enhancing the quality of the educational process.

Article 2 – Unified Digital Educational Model

The joint Program is delivered fully online through a unified digital educational model based on the coordinated use of synchronous and asynchronous distance learning activities. This model allows instructors from the cooperating Institutions to participate remotely and supports shared learning experiences for students.

Teaching is supported by digital learning platforms and teleconferencing tools. These platforms enable synchronous and asynchronous teaching and support collaborative learning.

The digital teaching model enhances collaboration between universities and enables co-teaching of courses. Instructors can participate from different institutions and carry out joint educational activities.

Implementing this model ensures consistent educational experience for students and the seamless operation of the joint program.

The implementation of the digital educational model is directly linked to the program's staffing framework, as it requires the collaboration of faculty members from the partner universities and the allocation of teaching duties in accordance with the relevant provisions.

Article 3 – Digital Educational Technologies

The joint curriculum utilizes digital educational technologies to support teaching and learning. These technologies include course management platforms, collaboration tools, and applications for developing educational materials.

The use of digital technologies enables the development of dynamic educational content and the organization of online courses. Instructors can create learning activities and assess student progress.

The integration of digital technologies contributes to improving the quality of teaching and enhancing student engagement, subject to the applicable institutional policies, academic integrity requirements, and data protection rules.

Article 4 – Digital Learning Environment

The joint program operates within a unified digital learning environment that supports teaching, learning, and collaboration among participants. This environment enables access to educational materials and communication between students and instructors.

Students access the digital environment through personal accounts. This access allows them to participate in educational activities and use digital tools.

The digital environment supports course organization, the posting of educational materials, and student assessment. The operation of the environment ensures the uniform implementation of the educational process.

At the same time, continuous support is provided to instructors for the use of digital tools and the development of effective distance teaching practices, thereby enhancing the quality of the educational process. The relevant professional development activities are governed by this Policy.

PART B – Distance Learning

Article 5 – Unified Framework for Distance Learning

The joint curriculum implements a unified framework for distance education, which enables the delivery of courses through digital technologies. This framework ensures the participation of students and faculty from partner universities.

Distance education is organized in a way that allows for both synchronous and asynchronous instruction. Instructors can conduct online lectures and develop educational materials.

The unified framework for distance education strengthens cooperation among universities and enables joint teaching of courses.

Article 6 – Asynchronous Learning

Asynchronous education is a key component of the program's digital model. Students have access to educational materials at any time.

The educational material includes video lectures, notes, and learning activities. Instructors organize the material into thematic units.

Asynchronous learning complements synchronous instruction and supports the program's flexibility.

Article 7 – Synchronous Distance Learning

Synchronous distance learning is conducted via teleconferencing tools. Instructors can conduct online lectures and communicate with students.

Modern teaching methods allow instructors from different universities to participate and deliver joint courses.

Students participate in real time and interact with instructors.

PART C – Online Courses and Digital Educational Materials

Article 8 – Development of Online Courses

The joint Program provides for the development of online courses that support its fully online delivery. These courses are developed by instructors from the cooperating Institutions, as appropriate, and are made available through the Program's digital learning environment.

Course development is carried out in accordance with common pedagogical principles and a unified design. The educational content is organized into thematic units and includes lectures, educational

materials, and assessment activities. These courses are accessible to students in the program and support distance learning.

The creation of online courses strengthens collaboration between universities and allows for the participation of instructors from different institutions. The unified course development framework ensures consistency of educational content and the quality of instruction.

The development of online courses is based on contemporary pedagogical approaches in higher education, which include the clear definition of learning outcomes, the design of structured educational activities, and the integration of appropriate assessment methods. Emphasis is placed on interactivity, active student participation, and the use of digital tools that enhance the learning experience.

This approach reflects contemporary European practices in digital education, where technology serves as a means of supporting the pedagogical process rather than as an end.

Article 9 – Structure of Online Courses

Online courses are organized into thematic modules that correspond to the structure of the curriculum. Each module includes instructional materials, learning activities, and assessment tools. This organization allows for systematic monitoring of the learning process.

Instructors develop educational materials in collaboration with the program teams. The materials include presentations, video lectures, and supplementary study materials. Students access the materials through the digital platform.

The course structure supports self-directed learning and student participation in digital activities. The development of the courses is carried out in a way that strengthens collaboration among the partner universities.

Article 10 – Digital Educational Content

The joint curriculum develops digital educational content that supports teaching and learning. This content includes video lectures, notes, presentations, and learning activities. The material is developed by the program's instructors.

The educational content is organized according to the course structure and is available through the digital platform. Students can access the material at any time. This access supports the flexibility of the learning process.

The development of digital educational content is carried out according to common specifications and a unified design. This process ensures the consistency of the educational material and the quality of instruction.

Article 11 – Assessment in Online Courses

Student assessment in online courses is conducted using digital tools. Assessment activities include assignments, exercises, and learning activities.

Instructors monitor student progress and provide feedback. Assessment is integrated into the learning process and supports the continuous improvement of student performance.

The implementation of uniform assessment procedures ensures the equitable treatment of students and the consistency of the program.

PART D – Online Seminars and Training Activities

Article 12 – Framework for the Implementation of Online Seminars

Within the framework of the joint Program, online seminars are conducted to support its fully online educational process and strengthen collaboration among the cooperating Institutions. The seminars form part of the Program's staff support and professional development activities.

The online seminars are organized into thematic cycles and are aimed at faculty, students, and administrative staff. The activities take place in a shared digital environment and support the exchange of knowledge among participants. The seminars contribute to the development of common educational practices and the strengthening of cooperation among institutions.

The organization of the online seminars is based on a unified design and is carried out with the participation of faculty members from the partner universities. The seminars support the implementation of innovative teaching methods and the use of digital tools.

Training activities focus on the pedagogically effective use of digital technologies in higher education. They support the development of instructors' digital and pedagogical skills and the integration of suitable distance teaching methods into their courses.

Before assuming teaching duties in the Program, each instructor receives an initial briefing and, where necessary, training on the Program's distance learning environment, procedures, digital platforms, pedagogical approach, online assessment, accessibility, academic integrity, and data protection requirements.

Completion of the prescribed training is mandatory before teaching begins for any instructor who lacks prior relevant experience in, or prior relevant training for, distance education. When prior relevant experience or training is documented and deemed sufficient by the Joint Coordinating Committee (JCC), no additional initial training is required. Completion of any required training is recorded by the Program and may be evidenced by a certificate of attendance, a certificate of successful completion, or equivalent documentation.

Article 13 – Webinar Topics

The seminars may cover the design of digital educational materials, synchronous and asynchronous distance teaching, use of learning management and teleconferencing platforms, online assessment and feedback, student engagement and accessibility, academic integrity, data protection, and the responsible use of emerging digital tools where relevant.

The seminars support the improvement of teaching practices and the strengthening of collaboration among educators. These initiatives contribute to the continuous professional development of staff and the development of shared educational approaches.

Participation in the online seminars takes place via a digital platform and allows all partner universities to follow the activities. The operation of the seminars reinforces the uniform implementation of the educational strategy.

Article 14 – Organization of Webinar Series

Webinar series are organized at regular intervals throughout the program’s duration. These series include presentations, educational activities, and discussions among participants.

The series of webinars is organized by the Joint Coordinating Committee (JCC) in collaboration with the instructors. This process ensures the coherence of the activities and their alignment with the program’s objectives.

The series of online seminars supports the exchange of experiences and the dissemination of best practices. The implementation of these activities strengthens cooperation among universities and improves the educational process.

Article 15 – Participation of Faculty and Students

Faculty and students participate in the activities of the online seminars as part of the educational process. This participation contributes to the development of digital skills and the improvement of teaching quality.

Instructors present teaching practices and develop collaborative teaching activities. Students participate in learning and knowledge-sharing activities.

Participation in online seminars strengthens collaboration among participants and supports the development of the joint program.

PART E – Guidance on the Responsible Use of Emerging Digital Tools

Article 16 – Scope of Guidance on Emerging Digital Tools

The Program does not require the use of artificial intelligence or any other emerging digital tool beyond the digital platforms approved for its delivery. Where such tools are considered for teaching,

their use must have a clear pedagogical purpose and comply with the rules of the cooperating Institutions.

This Policy does not establish automated analysis of learning data, personalized learning pathways, automated student monitoring, or automated academic decision-making.

Instructors remain responsible for selecting appropriate tools and must obtain any approval required under the applicable institutional procedures before introducing them into a course.

Relevant staff development activities may address the capabilities, limitations, risks, and appropriate pedagogical use of emerging digital tools.

Any Program-level guidance issued in this area is reviewed by the JCC and updated in light of institutional policies and applicable requirements.

Article 17 – Instructor Responsibility and Human Oversight

The use of an emerging digital tool does not replace the instructor’s responsibility for course design, teaching, feedback, assessment, or the accuracy and suitability of educational materials.

Outputs generated by such tools must be critically reviewed by the instructor before they are incorporated into teaching or assessment activities.

Academic decisions and grades remain the responsibility of the authorized academic staff and are made in accordance with the approved assessment procedures.

Article 18 – Transparency and Equal Participation

When an emerging digital tool is used in a learning activity, students are informed in advance of its purpose and the conditions governing its use.

The use of such a tool must not create an unjustified barrier to participation. Appropriate arrangements are made, where necessary, within the applicable institutional framework.

Students do not receive automated academic advice or feedback in place of the guidance and feedback provided by the responsible instructor.

Article 19 – Academic Integrity, Privacy, and Data Protection

Any use of emerging digital tools must respect academic integrity, intellectual property, accessibility, privacy, and personal data protection requirements.

Personal, confidential, assessment, or student learning data may not be entered into a service that has not been approved for that purpose by the responsible Institution.

The applicable policies and guidance of the cooperating Institutions govern any such use.

PART F – Administrative and Technical Support for the Program

Article 20 – Administrative Support Structure

The operation of the joint program is supported by an administrative structure that ensures the smooth implementation of the educational process and the effective management of academic activities. Administrative support is provided by the partner universities and organized within a unified operational framework.

The program's administrative structure includes the program secretariat, technical support, and administrative oversight of the educational process. These services collaborate to support students and faculty.

The administrative support function ensures the uniform application of procedures and the coherent operation of the program. Cooperation among universities enhances the effectiveness of administrative services.

Article 21 – Secretarial Support

The program's administrative support office is responsible for managing the administrative procedures related to the operation of the joint program. These services include enrollment management, course management, and communication with students.

The secretariat collaborates with the instructors and the Joint Coordinating Committee (JCC) to organize the educational process. This collaboration ensures the smooth implementation of courses and the effective operation of the program.

Administrative support is provided by administrative staff from the partner universities, who contribute to the organization and operation of the program.

Article 22 – Technical Support for Digital Education

The joint curriculum is supported by a technical team that ensures the operation of the digital infrastructure and educational platforms. Technical support assists instructors and students in using digital tools.

The technical team manages the educational platforms and supports the operation of online courses. This support includes user management and the resolution of technical issues.

The technical support function ensures the seamless implementation of distance learning and the use of digital tools.

Article 23 – Digital Learning Environment Support

The joint curriculum features a unified digital learning environment supported by administrative and technical services. This environment enables access to educational materials and participation in educational activities.

Administrative services ensure user management and course organization. Technical support ensures the operation of digital tools.

The operation of the digital environment contributes to the uniform implementation of the educational process and to cooperation among universities.

Article 24 – Support for Students and Faculty

The joint study program provides administrative and technical support to students and faculty. This support includes guidance on the use of digital tools and access to educational materials.

Support services contribute to students' smooth participation in the learning process and the effective delivery of instruction. Support is provided throughout the program's duration.

Cooperation between administrative and technical services ensures the quality of the services provided and the effective operation of the joint program.

PART G – Quality Assurance in Digital Education

Article 25 – Quality Assurance Framework

The joint study program implements a unified quality assurance framework for digital education and distance learning. This framework aims to maintain a high level of educational services and to continuously improve the learning process.

Quality assurance covers the development of digital educational materials, the organization of online courses, and the implementation of educational activities. These procedures are applied uniformly by the partner universities and support the program's coherence.

The quality assurance framework incorporates mechanisms for evaluating teaching and the learning experience. These mechanisms allow for monitoring the effectiveness of digital education and adapting educational practices.

The quality assurance framework covers the Program's digital educational activities, including online courses, digital educational materials, staff development activities, and technical and pedagogical support. The systematic evaluation of these activities contributes to the continuous improvement of the educational process and the effectiveness of the digital model.

Article 26 – Evaluation of Digital Teaching

The evaluation of digital teaching is conducted at regular intervals and includes monitoring the educational process and assessing the quality of courses. The evaluation process is based on data collection and the analysis of the learning experience.

Students participate in the evaluation process through questionnaires and feedback tools. This participation contributes to improving the educational process and developing effective teaching practices.

Instructors evaluate the implementation of digital tools and the effectiveness of distance education. This process contributes to the continuous improvement of teaching quality.

Article 27 – Evaluation of Digital Educational Materials

Digital educational materials are evaluated for their quality, structure, and effectiveness. The evaluation is conducted by the Joint Coordinating Committee (JCC) and the program's instructors.

The evaluation process includes assessing the suitability of the educational materials and adapting them to students' needs. This evaluation ensures the consistency of the educational content.

The continuous improvement of digital educational materials contributes to maintaining a high standard of teaching and enhancing the learning experience.

Article 28 – Quality Assurance of Online Courses

The program's online courses are evaluated in terms of their structure, content, and effectiveness. The evaluation is conducted in collaboration among the partner universities.

The quality assurance process includes monitoring the implementation of the courses and evaluating student participation. The results of the evaluation are used to improve teaching.

The implementation of uniform quality assurance procedures ensures the consistency of the program and the effective operation of digital education.

Article 29 – Continuous Improvement of Digital Education

The common curriculum implements procedures for the continuous improvement of digital education. These procedures are based on evaluation results and participant feedback.

Continuous improvement includes upgrading digital tools, developing new educational materials, and adapting courses. These actions help maintain a high standard of educational services.

The implementation of continuous improvement processes strengthens the operation of the joint program and cooperation among universities.

PART H – Monitoring and Evaluation of the Implementation

Article 30 – Digital Education Monitoring Framework

The joint study program implements a unified framework for monitoring digital education with the aim of effectively implementing educational activities and ensuring the quality of instruction. This framework includes systematic monitoring of online courses, digital tools, and training activities.

Monitoring is carried out in collaboration among the partner universities and is supported by the Joint Coordinating Committee (JCC). These procedures allow for the evaluation of the digital model's operation and the adaptation of educational practices.

The implementation of the monitoring framework contributes to the continuous improvement of the educational process and to maintaining the program's coherence.

Article 31 – Monitoring of Online Courses

Monitoring online courses takes place throughout the duration of the program. The process includes the evaluation of student participation and the implementation of instruction.

Instructors monitor student participation and the progress of the learning process. This monitoring helps adapt instruction and improve educational experience.

The results of this monitoring are used to improve the structure of courses and develop new educational activities.

Article 32 – Monitoring of Digital Tools

The joint curriculum monitors the use of digital tools that support the educational process. This monitoring includes evaluating the functioning of the platforms and user engagement.

The monitoring process allows for the identification of potential issues and the improvement of the digital infrastructure's operation. Technical support services collaborate with instructors to resolve issues.

Monitoring digital tools helps ensure the smooth operation of the program and improves the learning process.

Article 33 – Monitoring of Training Activities

The program's training activities are monitored for their effectiveness and the participation of instructors and students. This monitoring allows for the evaluation and improvement of the activities.

The training activities are adapted to the program's needs and the requirements of digital education. This process contributes to the continuous development of educational practices.

Monitoring training activities strengthens cooperation among partner universities.

Article 34 – Annual Monitoring Report

At the end of each academic year, an annual monitoring report on the implementation of the digital educational model is prepared. The report includes an evaluation of the courses and digital tools.

The annual report is reviewed by the Joint Coordinating Committee (JCC) and used to improve the program. This process contributes to the continuous development of digital education.

The monitoring report is a key quality assurance tool and supports the seamless operation of the joint program.

PART I – Administration and Coordination of Digital Education

Article 35 – Framework for the Administration of Digital Education

The implementation of digital education within the framework of the joint curriculum is carried out through a unified management and coordination framework. This framework ensures cooperation among the partner universities and the effective implementation of digital educational activities.

The administration of digital education is based on the collaboration of the academic and administrative bodies of the universities. These bodies are responsible for the planning, implementation, and monitoring of the program's digital activities.

The unified governance framework ensures the coherence of educational activities and the seamless operation of the program. The implementation of this framework strengthens cooperation among universities.

Article 36 – Coordination by the Joint Coordinating Committee

The Joint Coordinating Committee (JCC) coordinates the Program's digital education and staff development activities within the scope of its governance and quality assurance responsibilities.

Where specific technical or pedagogical work is required, the JCC may establish a time-limited working group composed of academic, administrative, or technical staff from the cooperating Institutions. Any such working group operates under the supervision of the JCC, has an advisory or implementation-support role, and does not constitute a separate governance body.

The JCC collaborates with the responsible academic, administrative, and technical services of the cooperating Institutions to support the effective operation of the Program's approved digital infrastructure and distance learning activities.

Article 37 – Academic Coordination

The academic coordination of digital education is carried out by the responsible instructors of the participating universities. The instructors collaborate on the development of digital educational materials and the implementation of joint courses.

Coordination includes organizing instruction and developing online activities. Instructors participate in the process of evaluating and improving the educational process.

Cooperation among instructors ensures the coherence of the program and the effective implementation of digital education.

Article 38 – Administrative Coordination

The administrative coordination of the program is carried out by the administrative services of the partner universities. These services support the operation of digital initiatives and the management of educational activities.

The administrative support team collaborates with the Joint Coordinating Committee (JCC) and the instructors to organize the educational process. This collaboration contributes to the effective operation of the program.

Administrative coordination ensures the implementation of procedures and support for participants.

Article 39 – Technical Coordination

Technical coordination of digital education is carried out by the technical support teams of the partner universities. These teams ensure the operation of digital infrastructure and educational platforms.

Technical coordination includes the management of digital tools and user support. This function contributes to the seamless implementation of distance learning.

The collaboration of technical teams ensures the unified operation of digital services and the coherence of the program.

PART J – Final Provisions

Article 40 – Uniform Implementation

This document is uniformly implemented by the participating universities within the framework of the joint curriculum. Its provisions define the framework for digital education, distance learning, the development of online courses, and administrative support for the educational process.

The partner universities implement the provisions of this document in accordance with their institutional framework and internal operating procedures. The implementation of these provisions ensures the uniform execution of the program's digital education strategy.

The uniform implementation of this document contributes to the coherence of the educational process and to cooperation among the participating universities. This framework supports the operation of the joint program and the development of joint educational activities.

Article 41 – Amendment and Update

This document may be amended and updated in accordance with the needs of the joint curriculum. The amendment process is carried out upon the recommendation of the Joint Coordinating Committee (JCC) and is approved by the competent bodies of the partner universities.

Amendments may concern the development of new digital activities, the upgrading of educational tools, or the adaptation of support procedures. Updating the document ensures that the program is adapted to new educational needs.

The amendment procedure is carried out in a manner that ensures the program's coherence and the uniform application of its provisions.

Article 42 – Cooperation Among Universities

Partner universities shall cooperate in the implementation of digital education initiatives and the development of joint educational services. This cooperation is based on the principles of reciprocity and equal participation.

The collaboration includes the development of joint online courses, the implementation of training initiatives, and the use of shared digital infrastructure. These activities reinforce the international character of the program.

Cooperation among universities contributes to improving the quality of digital education and to the continuous development of the program.

Article 43 – Effective Date

This document shall enter into force upon its approval by the competent bodies of the participating universities and shall be implemented from the start of the joint curriculum.

Its implementation ensures the seamless operation of digital education and the effective delivery of educational activities, supporting collaboration among universities and the coherence of the program.

The unified digital educational model combines synchronous and asynchronous distance learning, online courses, staff development activities, and appropriate digital support. This approach

strengthens collaboration among the cooperating Institutions and supports the continuous improvement of the educational process.

The document establishes a comprehensive and functional digital educational framework that supports the implementation of the joint curriculum in terms of quality, transparency, and effectiveness, thereby strengthening international collaboration and innovation in the educational process.

Article 44 – Publicity

The Program's Staff Development Policy is posted on the Program's website

([https://cleantech.uop.gr/home/faculty %26 staff/staff_development_policy](https://cleantech.uop.gr/home/faculty_%26_staff/staff_development_policy))

and communicated to all interested parties. It is reviewed annually and updated, where necessary, to remain consistent with the Program's objectives, the quality frameworks of the cooperating Institutions, and the evolving requirements of distance learning postgraduate education.