Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: Neapolis University Pafos

Program of Study: DL MA in Modern and Contemporary History

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INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Pierre Vercauteren	Professor Faculty of Economic, Social, Political and Communication Sciences	Catholic University of Louvain, Belgium
Vasilis Gounaris	Professor of Modern History	Aristotle University of Thessaloniki
Evanthis Hatzivassiliou	Professor of Contemporary History	University of Athens
Angelique Dimitracopoulou	Professor, Design of Technology Based Learning	The University of the Aegean
Maria Xiari	Student	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The documents studied by the EEC included:
  - The Neapolis University Pafos Application for Evaluation – Accreditation of the DL MA in Modern and Contemporary History, and all the relevant documents included in.
  - The ppt presentation of the Neapolis University Pafos
  - The ppt Presentation of the MA in Modern and Contemporary History by Dr. Antonis Klapsis, Programme Coordinator.
  - The Study Guides of all courses.
  - Samples of Dissertations from the sister programme of the (conventional) MA in History of the Neapolis University Pafos.
  - Sample of the Diploma Supplement.
  - The list of international inter institutional Agreements of the Neapolis University Pafos.
  - The list of the criteria for the Performance Evaluation and Development for Teaching Staff.
  - The DL Student evaluation questionnaire.
  - The questionnaire on learning experience via Distance Learning Methodology for students.
  - Analysis of the students' replies to the above-mentioned questionnaire.

EEC on-site visit included meetings with:
- The head of the relevant Department and the Programme's Coordinator.
- Members of the academic personnel.
- The Institution's Internal Evaluation Committee.
- IT Technical and Student's Support Administration.

Additionally, we proceeded in a visit to the Library and to the Research Centre for Modern and Contemporary History of Cyprus. Also in an online visit to the MA Learning Management System and relevant facilities, given that the specific MA is a Distance Learning (DL) one.

II. The Internal Evaluation procedure
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The Neapolis University Pafos application for the DL MA in Modern and Contemporary History was sufficiently completed.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

The EEC has a generally positive view of the Neapolis University Pafos projected DL MA in Modern and Contemporary History.

- The MA Programme is an interesting, contextually-embedded, well structured and organized in terms of teaching work.

- Some members of the personnel are experienced colleagues, with proven expertise both in terms of research and teaching in the field in conventional courses. Other members, while experienced researchers, they have also significant experience and display better-than-average qualities in DL teaching.

- The academic staff is strongly motivated, dedicated and dynamic.

- The availability in human resources needs to be improved, if only to meet the criteria regarding permanent staff and special teaching staff.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The Neapolis University Pafos projected DL MA in Modern and Contemporary History Program is a well-advanced one in terms of purpose and objectives as well as the competence-based anticipated learning outcomes.

Learning outcomes are detailed, clear enough and reflect the focus on Modern and Contemporary Greek and European History. Still, learning outcomes should also include the development of competences such as writing, research, presentation etc. This will facilitate the preparation of the Diploma Supplement which must include generic and specialized outcomes.

The programme is trying to accommodate both students with a background in History and without. In doing so, three very broad courses (601, 602, 603) out of eight have been introduced which require, judging from the Study Guides, no more

than basic readings. Perhaps this will make this MA less appealing for those who wish to specialize as historians. Perhaps the introduction of more optional and specialized courses might contribute to the enhancement the integration of students from the field of History and strengthen the programme's identity.

The title "Modern and Contemporary History" suggests a broader subject than is actually the case. A more precise title, which the EEC proposes, would be "Modern and Contemporary Greek and European History". The actual focus of the Curriculum should be reflected in the MA title.

The internationalization of the Neapolis University Pafos in the field of History needs to be improved. Its international inter Institutional Agreements include only two ongoing agreements. Furthermore, internationalization should not be limited to attracting students from Greece. It should also aim at establishing thematic synergies with experienced professors and experts as well as research centres.

Taking into account that the projected programme also addresses the need to specialize teachers/professors of primary and secondary education in Greece and in Cyprus, the content and the structure of the projected MA programme is in line with the labour market needs.

The EEC strongly recommends the introduction of clearly defined admissions criteria.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

Academic staff's research work is tentative and efficient, while it is subsequently reflected into teaching. The programme's focus on research in primary sources is in line with the research profile of the teaching staff. Moreover, the teaching staff is fully competent to serve the programme's emphasis on sources of local history. The EEC is skeptical whether the principle of research in primary sources can be upheld in cases of dissertations on European history.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

The EEC has a positive view on the current quality of the administrative services of the existing programmes (4 DLMA programmes). In view of the projected expansion of the DL programmes, and in order to match the objectives, the EEC recommends the formal structuralization of these services:

- A clear definition of the applied mechanism and procedures regarding administrative support and process.

- Increase of the administrative staff supporting students, teachers, and infrastructures.

- Regarding the DL infrastructure, the University needs to invest in order to develop a high quality studio for video productions and web teleconferencing.

Although the EEC was given some information regarding fellowships, it feels that it does not have enough data provided in order to evaluate the adequacy of financial recourses.

5. DISTANCE LEARNING PROGRAMS

With regard to the DL approach, the EEC acknowledges the adequacy and quality of the infrastructure.

There is a well-defined general model of distance education, and online technologies, which could be qualified as a blended model involving both physical presence, and a programme of well-scheduled teleconferences. The academic staff has already fully developed detailed Study Guides according to the criteria of DIPAE. A large part of the team of the teaching staff already has significant experience in DL, and display better-than-average qualities in DL teaching.

The EEC wishes to stress the importance of the need, mentioned above, for:

- A clear definition of the applied mechanism and procedures regarding administrative support and process.

- Increase of the administrative staff supporting students, teachers, and infrastructures.

- The improvement of the DL infrastructure, the University needs to invest in order to develop a high quality studio for video productions and web teleconferencing.

In addition, the Institution should develop a Pedagogical Planning Unit for DL Programmes in order to meet the requirements of DIPAE. The involved Academic Staff in the projected MA programme assessed would be much supported in its teaching tasks via the provision of an advanced Teacher Training and continuous support Programme on DL approaches and activities. This would contribute to:

(1) Design and develop a structured Pedagogical Training Approach, as well as corresponding material, that could include a rich variety of training methods (workshops, mentoring, peer tutoring, etc)

(2) Produce a rich variety of learning activities' examples, according to the DIPAE indicated best practices, increasing students' interactivity, as well as cooperative and collaborative learning.

(3) Produce a wide range of assessment types for: (i) self-assessment, (ii) formative assessment, (iii) summative assessment.

6. DOCTORAL PROGRAMS OF STUDY

The EEC submits a separate report on the Doctoral Programme.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The EEC would like to express its gratitude to the Neapolis University Pafos' Authorities for the warm welcome. Furthermore, the EEC has a sufficiently positive evaluation of the MA Programme assessed. Given its specialization-concentration in Modern and Contemporary History the assessed Programme is comparable to the other similar MA programmes in Greece and Cyprus.

However, the EEC would like to stress the following points, analytically presented in the present report:

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

1. The need to increase human academic and administrative resources.

2. The title "Modern and Contemporary History" suggests a broader subject than is actually the case. A more precise title, which the EEC proposes, would be "Modern and Contemporary Greek and European History".

3. The introduction of more optional and specialized courses might contribute to strengthening the programme's identity. Indeed, an increase of human academic resources would be consistent also with the need for more optional courses.

4. The internationalization of the Neapolis University Pafos in the field of History needs to be improved.

5. The introduction of clearly defined admissions criteria.

Specific remarks, comments and recommendations are provided within the different chapters and subsequent justifications of the partial assessment- grading.

With regard to the DL approach, the EEC acknowledges the adequacy and quality of:

(1) The Adopted Distance Learning Model that involves, among others, physical presence and a significant number of teleconferences

(2) The Study Guides of all courses that are already fully completed and functional on the Moodle on-line platform. These Study Guides fulfill the requirements and criteria of DIPAE.

(3) The teaching personnel. They are the authors of the course material and the Study Guides, and at least half of them have high quality extended previous experience in open universities (state Universities in Greece and Cyprus).

The EEC highly recommends to the Neapolis University authorities to invest more on Distance Learning Programs in the following dimensions:

(1) Improve Technical Infrastructure (create a teleconference studio)

(2) Empower the Distance Learning Unit: recruit additional administrative personnel for student support, technical support, audiovisual design etc.

(3) Establish a Pedagogical Planning Unit, according to the recent criteria of DIPAE

(4) Define all the related policies regarding Distance Learning (Quality Assurance mechanisms and tools, Guidelines for the Design of Distance Learning Activities and Assessment modes, Learning Analytics practices and Ethics Policy etc)

(5) Define the Teachers Training Procedures and Materials (both the technical and pedagogical ones).

The EEC strongly believes that the implementation of its recommendations and comments can provide a real opportunity for the teaching and research in this field.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Neapolis University Pafos

Program of Study: DL MA in Modern and Contemporary History

Duration of the Program of Study: Three Semesters

Evaluation Date: 5 July 2017

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

ΔΙ.Π.Α.Ε.
DI.P.A.E.

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

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Pierre Vercauteren	Professor Faculty of Economic, Social, Political and Communication Sciences	Catholic University of Louvain, Belgium
Vasilis Gounaris	Professor of Modern History	Aristotle University of Thessaloniki
Evanthis Hatzivassiliou	Professor of Contemporary History	University of Athens
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Maria Xiari	Student	University of Cyprus

Date and Time of the On-Site Visit: 5 July 2017

Duration of the On-Site Visit: One day

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		**1**	**2**	**3**	**4**	**5**
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.			X			
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.				X	
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
	1.1.3.3	The course web-pages, updated with the relevant supplementary material	N/A				
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X	
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment			X		
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities				X	
	1.1.4.2	library				X	
	1.1.4.3	infrastructure			X		

	1.1.4.4	student welfare			X	
	1.1.4.5	academic mentoring			X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X	
1.1.8	Control mechanisms for student performance are effective.				X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.			X		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.			X		
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The teaching work is efficiently organized, adequate resources are available, good practices are in place (such as in the cases of combating plagiarism, provision of timely and effective feedback to the students

1.1.1: The EEC strongly recommends the introduction of clearly defined admissions criteria.

1.1.3.3: As this is a projected programme the EEC can not presume about future updated material.

1.1.7: As this is a projected programme the EEC can not presume of the effective application in practice of the mechanism already in place.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study. **25 students**

β) the countries of origin of the majority of students. **Cyprus and Greece**

γ) the maximum planned number of students per class-section. **30 students**

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.				X	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			X		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				X	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.	N/A				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

There is a well-defined general model of distance education, online Learning Management Systems (Moodle) an administrative structure and a Distance Learning Unit with the needed infrastructure. However, the Neapolis University Pafos should effectively develop a Pedagogical Planning Unit for DL Programmes, in order to meet the requirements of DIPAE. The involved Academic Staff in NUP DL MA Programme, assessed, would be much supported in its teaching tasks, via the provision of an advanced Teacher Training Programme on DL activities and assessment types.

1.2.3: Regular conferences are projected as well as conference meetings and forum discussions, which will allow informal assessment and feedback. However, they should arrange more assignments of different type.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.			X		
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:				X	
	1.3.2.1 Subject specialization, preferably with a doctorate, in the discipline.				X	
	1.3.2.2 Publications within the discipline.				X	
1.3.3	The specializations of Visiting Professors adequately support the program of study.	N/A				
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.		X			
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			X		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X	

1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.		X		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The current academic personnel consists of experienced, remarkably qualified, colleagues, with proven expertise (both in terms of research and teaching) in the field and significant experience in MA programmes. The full-time academic personnel meets all the requirements of a highly standardized MA Programme and subsequently adequately support the program of study. However, regarding questions nos. 1.3.1, 1.3.5, 1.3.7 and 1.3.10, the EEC offers the following explanations:

⇨The availability in human resources needs to be improved, if only to meet the criteria regarding permanent staff and special teaching staff.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	**1**	**2**	**3**	**4**	**5**
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	Thehighereducationqualificationandtheprogramofstudy,conform tothe provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				X	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The Neapolis University Pafos in Modern and Contemporary History is an advanced one, in terms of purpose and objectives as well as the competence-based anticipated learning outcomes. Learning outcomes are detailed, clear enough and reflect the focus on Modern and Contemporary History. Regarding question no. 2.1.5, the EEC notes that learning outcomes should also include the development of competences such as writing, research, presentation etc. This will facilitate the preparation of the Diploma Supplement which must include generic and specialized outcomes.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.				X	
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				X	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

As already mentioned, learning outcomes are detailed, clear enough and reflect the focus on Modern and Contemporary History. On question 2.2.7, the EEC notes that
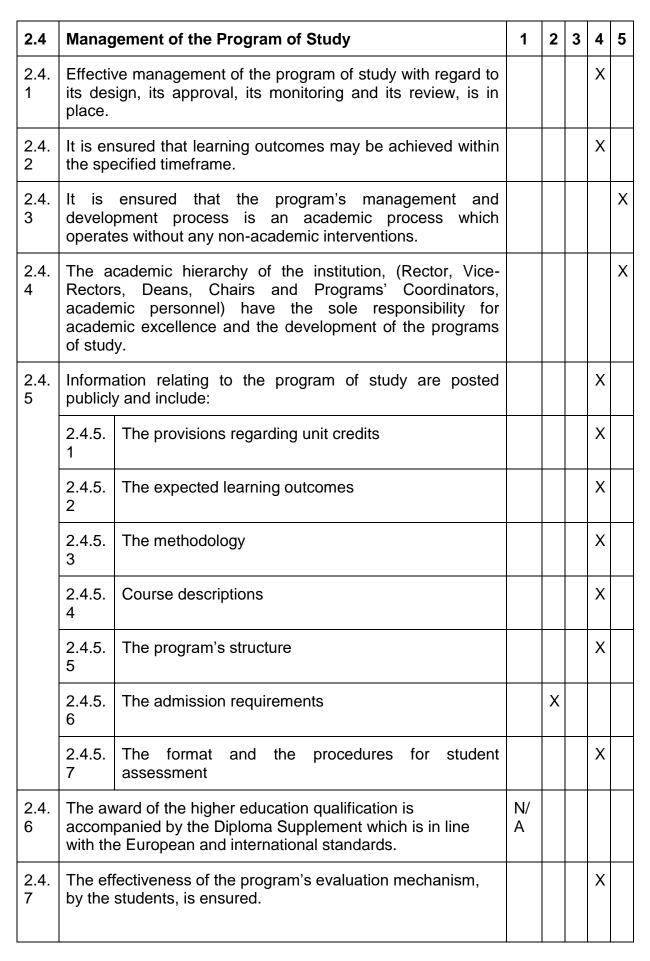
the introduction of more optional and specialized courses might contribute to enhance the integration of students from the field of History and strengthen the programme's identity.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution. **NOT APPLICABLE**

2.3	Quality Assurance of the Program of Study		1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.				X		
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					X	
	2.3.2.1	the members of the academic personnel				X	
	2.3.2.2	the members of the administrative personnel				X	
	2.3.2.3	the students.				X	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				X		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.1 and 2.3.3: The quality assurance mechanism is under review. In the text of the application, as well as during the presentations, the Institution have presented some good ideas about the new quality assurance mechanism, however this is not yet fully developed.

2.4	**Management of the Program of Study**		1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.						X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:					X	
	2.4.5.1	The provisions regarding unit credits				X	
	2.4.5.2	The expected learning outcomes				X	
	2.4.5.3	The methodology				X	
	2.4.5.4	Course descriptions				X	
	2.4.5.5	The program's structure				X	
	2.4.5.6	The admission requirements		X			
	2.4.5.7	The format and the procedures for student assessment				X	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.	N/A				
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X	

| 2.4.8 | The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification. | N/A | | | | |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The management of the Program of Study is effective and efficient, meeting all the relevant requirements. The key actor, namely the MA Programme Coordinator, is aware of the relevant flow chart and the cooperation with the other internal stakeholders seems effective enough.

On 2.4.5.6: The EEC strongly recommends the introduction of clearly defined admissions criteria.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

NOT APPLICABLE

2.5	**International Dimension of the Program of Study**	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.		X			
2.5.2	The program attracts Visiting professors of recognized academic standing.		X			
2.5.3	Students participate in exchange programs.	N/A				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X

Justify the answer you have provided and note the additional comments you may

have on each standard / indicator.

2.5.1. The internationalization of the Neapolis University Pafos in the field of History needs to be improved. Its international inter-Institutional Agreements include only two ongoing agreements.

2.5.2. The programme does not include Visiting Professors.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

It compares very positively with corresponding DL programmes in Cyprus and abroad.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The content and the structure of the projected MA Programme is in line with the labour market needs, especially taking into account that the projected programme also addresses the need to specialize teachers/professors of primary and secondary education in Greece and in Cyprus

3. RESEARCH WORK AND SYNERGIES WITH TEACHING							
3.1	**Research - Teaching Synergies**	**1**	**2**	**3**	**4**	**5**
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.				X	
3.1.2	New research results are embodied in the content of the program of study.				X	
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			X		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	N/A				
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	N/A				
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.	N/A				
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X	
3.1.9	Student training in the research process is sufficient.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Academic Staff's research work is tentative and efficient, and subsequently reflects into teaching.

3.1.5, 3.1.6, 3.1.7, N/A due to lack of data.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.		X			
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The EEC notices good practices, but is uncertain whether they have been incorporated into the formal regulations.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.				X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			X		
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	N/A				
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured			X		

learning framework.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The existing infrastructure provides a potential support for the projected teaching/learning process. However, the EEC would like to further stress two aspects:

4.2.4. Regarding the DL infrastructure, the University needs to invest in order to develop a high quality studio for video productions and web teleconferencing.

4.2.7. The Institution should develop a Pedagogical Planning Unit for DL Programmes in order to meet the requirements of DIPAE. The involved Academic Staff in the projected MA programme assessed would be much supported in its teaching tasks via the provision of an advanced Teacher Training and Continuous Support Programme on DL approaches and activities.

4.3	**Financial Resources**	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.	N/A				
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.	N/A				
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.	N/A				
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Although the EEC was given some information regarding fellowships, it feels that it does not have enough data provided in order to evaluate the adequacy of financial recourses.

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.				X	
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					X
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.			X		
5.4	Student performance monitoring mechanisms are satisfactory.				X	
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.				X	
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					X
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.				X	
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.				X	
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.				X	
5.10	The supporting infrastructures are easily accessible.					X
5.11	Students are informed and trained with regards to the available educational infrastructure.					X
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.			X		
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and				X	

	internationally.				
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.				X
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.				X
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

5.3. They have to establish the informally applied procedures related to teacher training regarding:

   (a) Technical aspects [How to use all Learning Management Systems functionalities (Moodle functionalities), How to produce high quality videos on teleconferences etc]

   (b) Pedagogical aspects [Distance Learning via on-line technologies teaching approaches, categories of learning activities, categories of assessment modes]

5.6. The program starts via physical presence of all students and teachers, and they have organized a sufficient number of synchronous teleconferences for every courses, as well as asynchronous discussions via appropriate tools (forum, etc).

5.11. The students are trained on educational infrastructure in a specific two days training seminar, via physical presence.

5.12. The Quality Assurance Committee has not yet fully determined the related processes.

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	V
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	V
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	V

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral					

students of the program.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

SEE SEPARATE REPORT

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The EEC would like to express its gratitude to the Neapolis University Pafos Authorities for the warm welcome. Furthermore, the EEC has a sufficiently positive evaluation of the MA Programme assessed. Given its specialization-concentration in Modern and Contemporary History the assessed Programme is comparable to the other similar MA programmes in Greece and Cyprus.

However, the EEC would like to stress the following points, analytically presented in the present report:

1. The need to increase human academic and administrative resources.

2. The title "Modern and Contemporary History" suggests a broader subject than is actually the case. A more precise title, which the EEC proposes, would be "Modern and Contemporary Greek and European History".

3. The introduction of more optional and specialized courses might contribute to strengthening the programme's identity. Indeed, an increase of human academic resources would be consistent also with the need for more optional courses.

4. The internationalization of the Neapolis University Pafos in the field of History needs to be improved.

   5. The introduction of clearly defined admissions criteria.

Specific remarks, comments and recommendations are provided within the different chapters and subsequent justifications of the partial assessment- grading.

With regard to the DL approach, the EEC acknowledges the adequacy and quality of:

(1) The Adopted Distance Learning Model that involves, among others, physical presence and a significant number of teleconferences

(2) The Study Guides of all courses that are already fully completed and functional on the Moodle on-line platform. These Study Guides fulfill the requirements and criteria of DIPAE.

(3) The teaching personnel. They are the authors of the course material and the Study Guides, and at least half of them have high quality extended previous experience in open universities (state Universities in Greece and Cyprus).

The EEC highly recommends to the Neapolis University Pafos authorities to invest more on Distance Learning Programs in the following dimensions:

  (1) Improve the Technical Infrastructure (create a teleconference studio)

  (2) Empower the Distance Learning Unit: recruit additional administrative personnel for student support, technical support, audiovisual design etc.

  (3) Establish a Pedagogical Planning Unit, according to the recent criteria of DIPAE

  (4) Define all the related policies regarding Distance Learning (Quality Assurance mechanisms and tools, Guidelines for the Design of Distance Learning Activities and Assessment modes, Learning Analytics practices and Ethics Policy etc)

  (5) Define the Teachers Training Procedures and Materials (both technical and pedagogical ones)

The EEC strongly believes that the implementation of its recommendations and comments can provide a real opportunity for the teaching and research in this field.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Pierre Vercauteren	
Vassilis Gounaris	
Evanthis Hatzivassiliou	
Angelique Dimitracopoulou	
Maria Xiari	

Date: 6 July 2017

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