Feedback report from EEC experts

- Higher education institution: Neapolis University
- Town: Pafos
- Programme of study (Name, ECTS, duration, cycle)
  - In Greek: Μεταπτυχιακό στις Διεθνείς Σχέσεις, τη Στρατηγική και την Ασφάλεια
  - In English: MSc in International Relations, Strategy and Security
  - ECTS: 90, 12/18 MONTHS-Distance Learning
- Language of instruction: Greek / English
- Programme’s status
  - New programme: ✔
  - Currently operating:
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 and 2019” [136 (I)/2015 and 35(I)/2019].

A. External Evaluation Committee (EEC)

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<tr>
<th>Name</th>
<th>Position</th>
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<td>Professor</td>
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B. Guidelines on content and structure of the report

- The EEC based on the external evaluation report (Doc.300.1.1) and the Higher Education Institution’s response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

- Below each assessment area the EEC must circle the degree of compliance.
1. Study programme and study programme’s design and development

(ECG 1.1, 1.2, 1.8, 1.9)

**EEC Comments (external evaluation report):**

**HEI’s response to the External Evaluation Report:**

As all courses are compulsory, it is apparent that students are only able to specialize in their dissertation. While the committee appreciates that the structured compulsory element of the programme provides a framework that may be of use for resourcing, we nonetheless considered that students could benefit from the provision of elective courses that would provide an opportunity for greater specialization.

Done. The program now has three (3) electives: a) Special Topics in the Eastern Mediterranean and Middle East Security, b) Peacebuilding and Post-Conflict Reconstruction (new), and c) Foreign Policy, Security and Defense of the European Union (new). See attached Annex 1: Revised Program Study Guide, Sections 6 and 14.

Dissertations are supposed to be 12,000-15,000 words long. Given the 30 ECTS credits allocated to the dissertation, it could be argued that the dissertation word count does not reflect the overall weighting of the dissertation within the degree programme. The committee considered that it would be helpful to have explicit criteria about the quality of writing expected in the dissertation and the comparative standing of the dissertation vis-à-vis other assessment components, especially those requiring extended pieces of writing that might progressively lead to the word-length and writing quality expected of the dissertation.

Done. The word limit has been increased to 15,000-18,000. See Annex 1: Revised Study Guide, Section 14.

The committee considered that further consideration should be given to the structure of the degree programme with greater attention attached to providing students with some of the core understandings of International Relations in the first semester. For example, the committee thought that Contemporary Issues in Global Politics might be better placed in Semester one and Information Security better placed in Semester two. The committee also thought that the taught content of Information Security needed a stronger resonance with the objectives of the degree programme.

Done. The structure of the program has been revised accordingly. The “Contemporary Issues in Global Politics” course has now been transferred to the 1st Semester and the “Information Security” course has been transferred to the 2nd semester. Additionally, the “Information Security” and the “Strategy and Decision Making” courses have been revised accordingly to have a stronger resonance with the objectives of the degree program. See Annex 1 Section 6.

There was insufficient information on the assessment components of the eight taught courses and their linkage to the overall programme objectives and the dissertation. The committee felt that the degree programme would benefit from greater clarity in this area, which may in turn have a positive impact on framing the bespoke nature of the degree programme to applicants. This could include providing a clearer linkage between the taught and assessment components in relation to the relevant skills that they provide for future employability.

Done. Additional information on the critical and analytical aspects of the assessment components has been incorporated into the Study Guide in order to enhance their linkage to the overall program and the dissertation. See Annex 1, Revised Study Guide, Section 10.
The committee considered that the language of the programme content did not reflect the standards that are to be expected at Masters level. For example, more emphasis needs to be attached to the learning outcomes of the programme and the courses with regard to critical reflection, independent analysis etc. Consequently, further consideration should be given to clarifying the expected advanced level of learning at Masters level.

Done. Critical and analytical aspects of the assessment components have been incorporated into the Study Guide in order to enhance their linkage to the overall program and the dissertation. See Annex 1, Revised Study Guide, Section 10. PLOs have been adjusted accordingly and a PLOs-CLOs mapping has now been incorporated. See Annex 1, Sections 3 and 6 respectively.

Although the programme has a focus on security studies, the course content does not reflect a holistic view of security. This includes the provision of courses on human security, peace building, sustainable development goals, and gender and security. While we appreciate that there are inevitable resource constraints in terms of the capacity to deliver the programme, there was no sense of a vision and future direction of the programme to take into consideration this wider content, or the extent to which such content could be taught within the established course offering, besides occasional references within existing course outlines.

Done. Two new courses have been added: a) Peacebuilding and Post-Conflict Reconstruction, and b) Foreign Policy, Security and Defense of the European Union. See attached Annex 1: Revised Program Study Guide, Sections 6 and 14.

The methodology course was primarily focused on research design as opposed to the techniques applied to research methods. The committee considered that some consideration could be given to practical research methods and the way that students can be equipped with the necessary research skills for their dissertation, including skills which allow students to collect primary data. No consideration was given to the ethical aspect of research. The committee considered that ethical considerations are an important aspect of a degree programme that focuses on IR and security studies.

Done. The Research Methodology course has been revised accordingly (Annex 1, Section 14).

It was evident from the study guide of the course on strategy and decision-making that it is in reality a business studies course and not a security studies course. As such, the course did not reflect the remit of the degree programme and was out of sync with the learning outcomes and the expected content that the programme seeks to deliver. The committee therefore considered that further consideration needs to be given to the course content and its application to the degree programme.

Done. The course content has been entirely revised to reflect an IR, Strategy and Security MSc. See Annex 1, Section 14 for Syllabus.

1.1-1.2 The quality assurance (QA) presentation indicates that students and staff are involved in QA activities. The presentation did, however, tend to refer to further procedures and policies such as disabilities and complaints handling as opposed to the committee having access to a full and detailed set of information. As such, it was not possible to have full confidence in all of the QA procedures.


1.3 The QA and standards document that was presented for the distance learning programmes in Annex 5 provided rather vague and generalized comments in relation to the QA procedures, with there being no sense that the annotated comments from the programme team had been tailored to the distance learning programme. This state of affairs was further highlighted by the fact that the annotated comments in Appendix 5 were basically the same for the MSc campus based and the BSc degree programmes. With regard to student representation, there appeared to be...
consideration as to the implication of how student representation would work in the context of distance learning delivery, whereas there was a sense as to how student representation on courses and programmes worked on campus-based programmes.

**Answer:** Annex 5 is related to the Self-Evaluation of the programme by the internal QAA structures of the University. In relation to the DL student representation Action has already been undertaken and the Senate in its 17/4/2019 has decided that DL students will elect their 5 members Representative body on an annual basis, until 15/11. A nominated representative will also be part of the Pedagogical Planning Unit of the NUP DL unit to express the views of the DL students (See Annex 3: Annex of the Minutes of Senate’s Decision). Additionally, DL students’ representatives form part of the QAs at the level of the School of Social Sciences, Arts and Humanities level.

1.4 It was apparent from the information presented and the supporting documentation that QA procedures are driven by academic considerations. However, more information would have been helpful to clarify the exact nature of some of the committees and structures that were referred to in the documentation and also the presentation, e.g. the pedagogic committee (terms of reference, membership, meeting times etc.). The committee did not have access to existing committee minutes, meetings, schedules which would have confirmed the operational aspects of such procedures.

**Done:** See Annex 4: The Pedagogic Committee.

1.5 The committee were not presented with specific information in relation to the academic calendar, the disclosure of information to students and web pages and is therefore unable to comment. The committee was of the opinion that students would be provided with training to complete assignments and examinations. However, there was a lack of detail in terms of the pedagogic underpinnings of these procedures. No information was provided regarding information for examinations. While information was provided with regard to the ability for students to provide feedback on their class experience, there was a lack of detail as to how this information would be analysed, reviewed and then acted upon to close the feedback loop to students.

**Done:** See Annex 5: Academic Calendar; Moodle screen shots with all information already provided to students including the academic calendar; Annex 6: Examinations policy and procedures.

In relation to the point related to “how this information is analyzed, reviewed and then acted upon to close the feedback loop to students” we hereby state that this is done both formally and informally, as follows:

- Regular meetings at the level of the University academic and administrative hierarchy with the Students’ Union;
- Ad hoc meetings of the University hierarchy with students’ representative groups of separate Schools;
- Regular Meetings of the Deans of the Schools with the students’ representative groups at the School level;
- Institutional presence of the Student Union’s representatives at the Senate of the University;
- Institutional representation of the students’ representative to the GA of the School;
- Institutional representation of the Students’ Union to the Internal Evaluation Committee of the University;
- Institutional participation of the Representative Body of the DL students to the Pedagogical Planning Committee;
- Ad hoc electronic communications to students’ community.
- Regular communication of students with the academic staff in predefined office hours publicly announced.
- The Individual Academic Tutor assigned to each separate student.
1.6 The committee felt that the learning outcomes of the programme needed to be adjusted to reflect the advanced nature of study at Masters level. The committee also considered that there could be a stronger linkage between the learning outcomes, the programme of study and the more applied and employability-focused nature of the University.

Done. The PLOs have been adjusted accordingly. A PLOs-CLOs mapping has now been incorporated into the Program Study Guide. See Annex 1, Sections 3 and 6.

1.7 The committee felt that for the most part the purpose and design of the programme was satisfactory. However, some elements of the courses could have had a stronger linkage to the programme’s objectives, including for example courses on Strategy and Decision Making.

Done. The Strategy and Decision Making course syllabus has entirely changed. See Annex 1, Section 14.

1.8 As the programme has a fixed structure, the committee felt that there was room for additional courses to provide greater student choice and specialization. There was an absence of information relating to the exact assessment diet of the programme of study, e.g. the composition of the 30% component, and the timeframe of the final exam.

Done. Two more elective courses have been added. See Annex 1, Sections 6 and 14.

2. The 30% component has altered from “Mid Term Exams” to “Mid Term Assessment” to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide. See Annex 1, Section 10 and Annex 27 on the Assessment Guidelines for Written Assignments.

1.9 While the expected learning outcomes are clear, we felt that the programme would benefit from a stronger alignment between the programme learning outcomes and the course learning outcomes.

Done. PLOs have been adjusted accordingly and have been mapped with CLOs. See Annex 1, Sections 3 and 6.

1.10 In broad terms the learning outcomes are met through the learning process. Some of the courses could be more tightly focused towards the overall programme.

1.11 There is evidence that learning outcomes are met.

1.12-1.14 The programme makes use of up-to-date materials.

1.16 The committee thought that there might be room for changes to the structure of the programme to provide students with some more introductory courses to international relations in the first semester. As noted, the committee considered that some courses were less aligned to the objectives of the programme.

Done. The structure of the program has been revised accordingly. The “Contemporary Issues in Global Politics” course has now been transferred to the 1st Semester and the “Information Security” course has been transferred to the 2nd semester. Additionally, the “Information Security” and the “Strategy and Decision Making” courses have been revised accordingly to have a stronger resonance with the objectives of the degree program. See Annex 1 Section 6.

1.17-1.19 The credit system was appropriate and in conjunction with national standards. There is scope to consider the extent to which all the learning outcomes of the programme reflect the programme alignment and course content.
Done] PLOs have been adjusted accordingly and a PLOs-CLOs mapping has been incorporated into the Program Study Guide to also reflect the changes in the content of the new elective courses as well as the revisions into the existing ones. Annex 1, Sections 3, 6, 14.

1.21-1.22 It would have been helpful to have had additional information relating to the operation of programme management, such as programme leader and the extent to which academics are provided with training and development as they progress into programme management duties.

Done] See Annex 7: Continuous NUP Staff Development and Training Policy and examples of already existing NUP staff development and training activities.

1.24 There is scope for greater clarity in terms of the way that the programme supports employability and relates to future career opportunities.

The program does not foresee placement for students. However, it supports employability and relates to future career opportunities due to the fact that the content of the courses is irrevocably related and practically addresses high priority contemporary IR, Strategy and Security related issues as well as the specificities of IR, Strategy and Security affairs in Greece, Cyprus and the Eastern Mediterranean region, always considering that Greece and Cyprus are EU member states, as well. Thus, both existing professionals in the IR and Security sector (army officers, police, MFA employees, private sector and business representative bodies, etc.) may find the program attractive, as well as young scholars who want to pursue for a career in the field, and will may find the program attractive due to the specific - applied policy oriented nature of the structure of the program and its courses.

1.27 It is apparent that the programme would be of benefit in terms of providing a stronger level of knowledge and issues relating to contemporary global events and debates.

Response: Done] Critical analysis of contemporary events is part of the revised guidelines of assessment incorporated into the revised Study Guide. More precisely, the 30% component has been altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Program Study Guide. See Annex 1, Section 10 and Annex 27 on the Assessment Guidelines for Written Assignments.

Please circle one of the following for:

Study programme and study programme’s design and development

- Non-compliant
- Partially compliant
- Substantially compliant
- Fully compliant

Commented [AB18]: Fully compliant

Commented [AB19]: Fully compliant

Commented [AB20]: Fully compliant
2. Teaching, learning and student assessment (ESG 1.3)

**EEC Comments (external evaluation report):**

**HEI’s response to the External Evaluation Report:**

2. Teaching, learning and student assessment (ESG 1.3)

**Findings**

Neapolis University of Pafos is a relatively new University that has undertaken a rapid process of expansion in terms of its portfolio of programmes. The University has experience of delivering teaching at distance learning level and presently has in the region of 650 students studying on distance learning programmes.

We were provided with a range of information relating to the structure of the proposed MSc distance learning programme in International Relations, Strategy and Security which included the study guides for all of the courses with the exception of the Dissertation. The degree programme follows a structured pathway where all students take the same courses and as such there is no optionality.

The distance learning programme is structured in a way which makes use of educational technology to support the delivery and which enables students to interact via the Wiziq platform where 6 tele-meetings are scheduled for each course. Although this is in keeping with distance learning programmes in other Universities, there was an absence of information in the written documentation relating to the teaching methodology and approach in terms of the timing and organisation of these tele-meetings. While this became clearer in the discussion with the teaching team, such as the provision of orientation tele-meetings, a more structured methodological approach for supporting distance learning provision would have been helpful.

The orientation sessions are not identified in the study timetable and the study timetable is not supported with information on when the tele-meetings were to take place. It was not clear if the students have additional campus-based study sessions and also pastoral support sessions when they attend for the campus-based final assessment.

The degree programme follows a similar path in terms of student learning and assessment, with the assessment diet being split between a 30% midterm and a 70% final exam on all courses with the exception of the dissertation.

Academics have discretion for deciding on the exact nature of the 30% assessment component, with the pedagogic committee having responsibility for ensuring that there was no assessment duplication within the course. However, there was a lack of clarity and guidance as to the way in which the committee operated and the principles surrounding the nature of assessment and how duplication of the same assessment would be avoided. While this appears to be keeping with the custom and practice of the Cypriot educational system, it does mean that there is an absence of information with regard to how the nature of the assessment of the degree maps against the learning outcomes. In addition, there is a lack of clarity with regard to how the assessment on the courses prepare students for the dissertation both in terms of the preparedness to undertake an extended piece of writing as well as the capacity to undertake more advanced levels of research in keeping with a Masters level of study.

Done. The 30% component has altered from “Mid Term Exams” to “Mid Term Assessment” to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical
skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide.

The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs. See Annex 1, Section 10 and Annex 27 on the Assessment Guidelines for Written Assignments.

The process of marking is predominantly undertaken by one member of staff, with there not being an established practice of internal moderation of work and also the sharing of marking practices among staff members. Student marks are reviewed in advance of, and at, the assessment board and where marking distributions are out of line with the student profiles further investigation is undertaken. In addition, students have the right of appeal on individual marks at which point the work is reviewed by an additional staff member. While this process is in keeping with the Cypriot higher education system, consideration might be given to stronger processes to enable the sharing of good practice among the teaching staff given the developing nature of the provision and the policy of recruiting additional occasional staff to support the teaching provision.

Done. Sharing good practices have been incorporated into the ToR of the Assessment Board. See Annex 8: ToR of Assessment Board.

As far as student contribution and involvement in the research process is concerned, while the students benefit from a dedicated methodology course, the course is itself focused more on research writing techniques as opposed to the methodologies employed in undertaking research.

The students have a scheduled weekly set of study classes that provide direction and focus to their studies. The absence of information relating to the dissertation course means that it is not possible to comment on how the courses prepare students for the dissertation and how this links to research processes.

Done

1. The Research Methodology course has been modified accordingly.

2. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.

3. The Dissertation Syllabus has also been added.

See Annex 1, Sections 14 and 10.

Strengths

The distance learning programme is supported by an established provision within the university for the running and organization of distance learning programmes.

The University makes good use of the Moodle platform, the Wiziq e-learning platform and provides students with additional support in the form of help manuals.

The University has contracted out-of-hours support to ensure that students are able to access help outside of normal study hours.
Areas of improvement and recommendations

Further consideration could be given to how the process of student assessment provides sufficient variety to test students at Masters level and also to prepare them to undertake an extended piece of writing.

It is not clear how formative assessment is built into the degree programme.

Further consideration should be given to how assessments are coordinated across the academic provision, particularly with regard to the 30% component that is determined by individual members of staff teaching the course.

**Done** (Jointly for the above three improvements and recommendations). The 30% component has altered from “Mid Term Exams” to “Mid Term Assessment” to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide.

The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs. See Annex 1, Section 10 and Annex 27 on the Assessment Guidelines for Written Assignments.

No information was provided in the study guide with regard to the expected timings for the 6 tele-meetings that were to be organised for each course per semester.

**Done**. See Annex 1 Section 9 on the expected timings for the 6 tele-conferences.

Further consideration should be given to the internal marking policy to ensure the dissemination of good practice regarding oversight.

**Done**. Sharing good practices and process have been incorporated into the ToR of the Assessment Board. See Annex 8: ToR of Assessment Board.

Further consideration should be given to developing the research level component of the programme of study through the critical engagement with or exposure to primary materials in the taught courses and/or case studies.

**Done**.

1. The Research Methodology course has been modified accordingly.

2. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.

See Annex 1, Sections 14 and 10 respectively.
2.1 The committee was impressed by the proposed number of students in the distance learning classes. However, the committee was not able to fully comment on the operation of distance learning classes as it did not have information relating to the operation of existing distance learning programmes by the University, such as reviews and student evaluation.

Alongside with grading, qualitative feedback is provided by tutors to students within ten days from the day of the submission of their written assignment. Comments made by tutors aim not only to show students what they need to improve, but also provide guidelines on how to improve. The overall outcome of the feedback is discussed between the tutors and the students in class, so that the strengths and weaknesses of the procedures are pinpointed.

Our goal is to implement multiple assessment methods that can provide a greater and more qualitative variety of information about students’ knowledge and skills, and also give students the opportunity to become themselves active shareholders of the evaluation process and its criteria. In this context, peer-reviewing is encouraged as the procedure by which students are involved in a process that the traditional evaluation is conducted solely by the tutor. After the submission of the tutor’s comments on the assignments, students are asked to participate in a peer review process by evaluating the work of other students using specific assessment criteria given to them. By evaluating their fellow students’ work students realize mistakes and omissions in their own work and on the one hand they learn on the other they cultivate assessment, justification and self-assessment skills.

See Annex 9: Documentation / Screenshots on staff-student engagement, reviews and student evaluation from two (2) student’s assignments currently run DL courses in the School of Social Sciences, Arts and Humanities.

2.3 The committee considered that students would be able to engage well with academic staff. However, there was no evidence of how existing distance learning practice operates within the University in terms of staff-student engagement in terms of feedback by students.

A series of practices operate within the University in terms of staff-student engagement originated from feedback by students. Indicatively such practices include:

- The Neapolis Research Notes has been introduced to enhance research opportunities for students, under the guidance and the support of the academic staff, engage students in primary research, enhance staff-student engagement: https://www.nup.ac.cy/gr/neapolis-research-notes-nrp/
- The NUP Web TV has been established to enhance DL students interactivity and engagement with NUP academic community. https://www.nup.ac.cy/video/
- The number of exams centers have been increased in Greece from 2 (Athens, Thessaloniki) to 4 (including Rhodes and Crete), reflecting the geographical spread of the students originating from Greece as a consequent demand as expressed by the students’ feedback.
- Special permission has been granted from Greek Collecting Society for Literary Works to NUP to free download up to 20% of every separate book content. Thus, part of the reading material used during the academic process is easily accessible to students which enhances the staff-student engagement. https://www.osdel.gr/en/
- The network of libraries that NUP works together in Greece and Cyprus has been expanded to cover the geographical spread of DL students. Thus, students are able to lend books independently from their living locations and independently from the book availability in a given library.
2.4 More information could have been provided with regard to the overall methodology and approach of the courses. Given the absence of information relating to assessment patterns and components it is hard to provide a full judgment in terms of the methodological approach of the courses.

Done. See Annex 1. Sections 9-10.

2.5 Insufficient information was provided in relation to how formative assessment operates. There was a general absence of information in relation to the operation of formative and summative assessment.

2.6 The only information on assessment is the 30% / 70% assessment component weightings. More information is required to provide a full appraisal of the assessment diet. No information was provided on the dissertation component of the degree programme.

2.5-2.6 responded jointly.

Done.

1. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.

2. The 30% component has altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide.

3. The Research Methodology course has been modified accordingly.

4. The Dissertation component has been further enhanced and the syllabus has been incorporated into the revised Program Study Guide.

See Annex 1, Sections 10 and 14.

2.7 While the design of the programme does enable student interaction in an online class setting, it was not clear how broader educational activities would be available to distance learning students.

Done.

1. A series of subject matter public discourse events have already been organized with key personalities (Cypriot MFA, Cypriot Minister of Defense, Chief of the National Guard, Greek Shadow Foreign Minister, etc.) to address high priority IR, Strategy and Security issues. We commit to institutionalize broader educational activities, including seminars, etc., also mobilizing the Program’s highly qualified Academic Board as well as experts and academic personalities. See Annex 10: Participation in Public Discourse.

2. Additional technical means are either already available or established to further facilitate broader educational activities, including:

2.1 The On Line Lecture Series are available. See Annex 11.

2.2 The NUP Web TV has been introduced. See Annex 12.

2.3 The Discussion Fora are available. See Annex 13.
2.8 The committee considered that the courses engaged with appropriate up-to-date approaches. However, more information might have been given with regard to the integration of the likes of podcasts and other online materials to support the student learning experience.

Done.

1. NUP lecturers already mobilize podcasts and other online materials to support students in their studies, being part of their teaching methodology, supporting students in their studies. See Annex 14: Moodle Screen shots on Online related material to support the student learning experience.

2. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.

3. Additional technical means are either already available or have been created to further facilitate broader educational activities, including:

   3.1. The Online Lecture Series are available. See Annex 11.
   3.2. The NUP Web TV has been introduced. See Annex 12.
   3.3. The Discussion Fora are available. See Annex 13.

2.9 The teaching materials could have shown evidence of greater engagement with primary materials to support the more advanced level of study that is relevant at Masters level.

2.10 The materials showed an awareness of up-to-date research publications.

2.11 It was unclear how distance learning students would engage in a research environment that is typical of masters level.

Response (2.9-2.10-2.11 are responded jointly):

Done.

1. Neapolis Research Notes, designed to turn student essays into articles has already been established and the 1st issue will be on air on 30/6/2019. https://www.nup.ac.cy/gr/neapolis-research-notes-nrp/

2. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs. The types of assignments to assess students’ capabilities and skills have been further enhanced. See revised Study guide (Sections 9, 10).

3. Additionally, the research methodology course has been adapted accordingly (see revised syllabus, Annex 1, Section 14)

   2.12 The methodology module was more focused in how to complete a dissertation as opposed to undertaking research and the methodologies and philosophies underpinning such approaches. The study packs for the courses demonstrate that students are to engage with up-to-date research materials. However, there is an absence of information relating to the methodological processes relating to the undertaking of research and a lack of detail with regard to students engaging with primary materials.

Done.
1. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.

2. The 30% component has altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide.

3. The Research Methodology course has been modified accordingly (Annex 1, Section 14).

4. The Dissertation component has been further enhanced and the syllabus has been incorporated into the revised Program Study Guide.

See Annex 1, Sections 10 and 14.

Please circle one of the following for:
Teaching, learning and student assessment

Non-compliant  Partially compliant  Substantially compliant  Fully compliant

3. Teaching Staff (ESG 1.5)

EEC Comments (external evaluation report):

HEI’s response to the External Evaluation Report:

Findings
The staff that the team met reported that they are aware of procedures relating to career development and staff evaluation. There was less certainty regarding the priority areas in recruitment, especially as relates to gender balance. A recent recruitment drive for occasional teaching staff has attracted 15 applications of which only 2 were from female candidates. Nine applications claim previous experience in distance learning, indicating a healthy pool of candidates for potential recruitment, which can be further explored for adding to the diversity of staff.

The qualifications of teaching staff are adequate. They all possess doctoral degrees and have variable numbers of publications, which on the whole conform to their rank. The output of teaching staff addresses both regional audiences (being written in the Greek language and published by national Greek presses) and international audiences (published in English in peer-reviewed journals and other presses). These publications on the whole address the teaching areas of each of the staff. They are not, however, used as teaching material, missing the opportunity to integrate research findings into teaching.

On the whole, full time teaching staff belong to a two-tier system, comprising two professors, one assistant professor, and a lecturer. Teaching time (7 weekly periods) is equally divided between tenured and untenured staff members. Of
The weekly teaching periods, the remaining 15 are taught by part-time staff. Of the part-time staff, there is one professor, two associate professors, two assistant professors, and one lecturer. Among all the above-mentioned staff, only a part-time lecturer is female.

The programme director collaborates extensively with two members of the part-time staff, as well as with other staff at the department not involved in this programme. Other members of staff collaborate in the co-authoring of work and in project collaboration within and outside the department to various degrees. Some of the part-time staff collaborate amongst each other. The staff that the team met showed awareness of each other’s areas of interest and exhibited a good degree of collegiality.

Of the collaborative teaching staff on the programme, four are based in Greece and two in the Emirates. They have a range of expertise among them, and their publications indicate nationally significant academic standing.

The teaching staff is engaged in professional and teaching-skills training that is especially designed for distance learning courses and offered on a needs basis whenever there is new staff.

Assessment of the teaching staff takes account chiefly of their research activity. Opportunities for mobility are provided, and there was some indication that teaching activity is appreciated.

**Strengths**

Members of the teaching staff are given initial training on the use of the technology involved in distance learning and have IT support throughout their teaching. They also benefit from an initial course carried out in collaboration with the Greek Open University on specific aspects of distance learning.

Teaching experience with distance learning is a criterion for selection among the occasional teaching applicants.

Members of staff largely teach on areas closely connected with their research.

Visiting teaching staff come from Greece and the Emirates.

There is a mix of staff across ranks and between FT and PT. Rank is on the whole consistent with qualifications.

Student evaluations are conducted and taken into account.

**Areas of improvement and recommendations**

There was no indication of teaching observation taking place among staff. Teaching results and teaching skills appear to be solely assessed through student evaluations. Teaching observation could be instituted.

**Response:** Done. Teaching observation has been instituted. See attached Policy on Staff Evaluation (Annex 15).

Staff promotion, and the ranking of incoming staff, and therefore remuneration, appears to be based chiefly on publications. Formal criteria on assessing teaching quality could be instituted and included in the parameters for staff evaluation.

**Response:** Promotion Policy attached. Staff promotion is not based chiefly upon publications since it integrates a series of quality criteria. See Annex 16: Academic Staff Promotion Policy

Staff could draw more on their research for teaching, by integrating their work into reading lists. While their teaching connects closely with their research interests, there is a downside to this close correlation, in the sense that major aspects of IR and security are not adequately addressed (critical IR, human security, peace building, gender and security), possibly because they lie outside the comfort zone of teaching staff. Future recruitment drives might focus on the provision of more substantial teaching on these areas.

Commented [AB35]: Fully compliant

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Future full time recruitment will take into consideration the said preoccupations. For the time being, the new elective course in “PeaceBuilding and Post Conflict Reconstruction” is proposed to be taught by Dr. Eugenia Vathakou whose CV is also attached. Dr. Vathakou has a sound theoretical as well as professional background in the topics concerned. See Annex 17.

Visiting teaching staff could be sourced from a wider variety of countries as well as from other HEIs in Cyprus.

The teaching load is 62.5% placed on PT staff, who presumably comprise a mix of visiting professors and special teaching staff.

3.1 The staff, as described above, have adequate expertise to teach the course. The fact that they are all male with one exception of a female part-time lecturer seems to also have repercussions on the focus of the programme on conventional approaches to security.

3.2 The staff have a range of expertise and teach courses suitable to their interests. In discussions with the team they exhibited collegiality and enthusiasm for the courses they teach and the institution they serve.

3.3-3.7 Visiting professors support the programme of study to an adequate degree. They share the larger part of the teaching load, yet it is assumed that the special teaching staff among them do not exceed the 30% standard. The programme addresses aspects of regional and national politics but seems to lack visions for long-term prospects, including in areas of social development.

3.8 The student-staff ratio is commendable. Examples were provided of detailed feedback on students’ work, indicating also an in-depth engagement with students’ overall performance.

3.9 Staff are supported in dissemination and research activities. The teaching load allows time for research and staff engage in public activities.

3.10 The financial viability presentation indicated a strong direction of travel for the programme.

3.11 The programme coordinator has a great deal of experience. However, it was not quite clear what the local operation of the programme management was in terms of the role of the University Rector versus say the role of programme leader.

3.12 Teaching staff publish research in relevant journals and academic publishing houses.

3.13 Staff appear to be supported in terms of the level of training to undertake their role. However, the committee were not presented with a staff development and training policy in relation to the level of support provided. Basic training opportunities are provided, which could be bolstered.


3.14 Student feedback exists and is taken into account but there were no examples of how teaching has been modified in relation to this.

Response: Various cases can be reported in the case of the School of Social Sciences, Arts and Humanities, where the said Programme is situated and more particularly the MA in Modern and Contemporary History which is currently running. Indicatively:
Evaluation Exercise was modified as an outcome of students remarks to the tutor.

- Students requested to be further informed of broader academic initiatives that are undertaken by academic staff, e.g. participation in conferences, lectures, book presentations, which now is the case and available in Moodle.

Please circle one of the following for:

Teaching Staff

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4. Students (ESG 1.4, 1.6, 1.7)

**EEC Comments (external evaluation report):**

**HEI’s response to the External Evaluation Report:**

**Findings**

There are not yet students enrolled in the present programme.

There are pre-defined and published regulations regarding student admission, progression, recognition and certification.

The institution has indicated by its previous experience through the operation of other undergraduate courses that access policies, admission processes and criteria are implemented consistently and in a transparent manner.

Students will receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

A formal procedure for student appeals is in place.

Students are involved in evaluating the teaching staff through an online form, which the prospective students of the programme will have to complete and submit.

**Strengths**

There are mechanisms for supporting students mainly through the establishment of the Pedagogical Planning Committee.

Online resources are available to students, including educational material, web links etc.

Through the use of tele-meetings, it will be easier for students and teachers to communicate, to interact with different forms of learning material and to participate in the learning procedure.

The digital education platform (e-class) supports many services of synchronous and asynchronous communication, education, teaching and the learning process more generally.
Student learning within the standard period of study is supported by student counselling through the e-class (digital educational platform), the six tele-meetings, the self-evaluation exercises, the comments made on assignments by the teachers and the predefined specific office meetings of teaching staff with the students and via email.

Areas of improvement and recommendations

Consideration should be given to how distance learning students are engaged in the broader research and teaching community of the University.

Done.

1. Neapolis Research Notes, designed to turn student essays into articles has already been established and the 1st issue will be on air on 30/6/2019. https://www.nup.ac.cy/gr/neapolis-research-notes-nrp/

2. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs. The types of assignments to assess students' capabilities and skills have been further enhanced. See revised Study guide (Sections 9, 10).

3. Additionally, the research methodology course has been adapted accordingly (see revised syllabus, Annex 1, Section 14)

4. The Dissertation component has been further enhanced and the syllabus has been incorporated into the revised Program Study Guide.

5. Additional technical means are either already available or have been created to further facilitate broader educational activities, including:

   5.1. The On Line Lecture Series are available. See Annex 11.

   5.2. The NUP Web TV has been introduced. See Annex 12.

   5.3. The Discussion Fora are available. See Annex 13.

Further clarification should be given to how distance learning students are represented in terms of the formal structures for student representation within the University.

In relation to the DL student representation Action has already been undertaken and the Senate in its 17/4/2019 has decided that DL students will elect their 5 members Representative body on an annual basis, until 15/11. A nominated representative will also be part of the Pedagogical Planning Unit of the NUP DL unit to express the views of the DL students (See Annex 3: Annex of the Minutes of Senate’s Decision).

Further consideration should be given to the structure of the study guides so that clarification can be provided in terms of the pattern of learning in relation to the organization of the tele-meetings.

Done. See Annex 1, Section 9

4.1-4.2 The distance learning programme does not specifically state the level of student performance required at undergraduate level to progress to the MSc degree programme. The degree programme has a wide recruitment of students from a range of educational backgrounds. The committee considered that a challenge of the programme would be to ensure sufficient coherence in terms of advance learning at Masters level versus the potential for a more generalized level of entry cohort.
Done. The admissions criteria have been adapted accordingly. See Annex 1, Section 4.

4.3, 4.6-4.7 Although the institution has indicated by its previous experience through the operation of other undergraduate courses that the program's evaluation mechanism by the students, the statutory mechanisms for the support of students and the communication with the teaching staff are effective, further clarification could have been provided with regard to the operational procedures at distance learning level given that the University has experience of running distance learning programmes.

4.5 More information could have been provided in relation to the operation and provision of welfare and broader pastoral care to students. The supporting information refers to documentation and policies that were not provided in the submission. Greater levels of clarity could be provided with regard to how distance learning students are supported vis-à-vis campus-based students.

4.8 There was an absence of specific information regarding the support provided to students. The supporting documentation needs to be clearer with regard to the policies that underpin the support provided to students. The discussions with staff did not provide sufficient clarification in this area for the committee to have full confidence.

Joint response for 4.3-4.7, 4.5. Done. See Annexes 18, 19, 20.

Annex 18: Welfare and Pastoral Support to Students together with documentation
Annex 19: Individual Tutor for DL Students
Annex 20: Policy on Early Intervention for DL students

Please circle one of the following for:

Students

Non-compliant  Partially compliant  Substantially compliant  Fully compliant

5. Resources (ESG 1.6)

EEC Comments (external evaluation report):

HEI's response to the External Evaluation Report:

Findings

The University has invested in physical on-campus resources to support the student learning experience. This includes the provision of whiteboards within classrooms and dedicated IT classes.

For the distance learning provision, the focus of the resource environment is primarily concerned with the electronic learning platforms, the access to study materials and the support provided by academic and professional service staff. The University uses Moodle as an e-learning platform and provided a demonstration on the effectiveness of this resource to enable student learning. For the most part, the approach to the use of Moodle is to upload presentation information that supports lectures.
Within the context of the distance learning provision, there is the additional Wiziq platform that enables a more interactive student experience, whereby students can engage through the use of a chatbox. Students are also able to pose questions to academic staff.

Students benefit from a library provision that includes access to major electronic databases, e-books and e-journals. While this resource supports the student learning experience, it was not clear as to the extent to which students were to be fully prepared in the pedagogic shift in being able to undertake a distance learning programme and to be fully able to access materials. It was also noticeable that there was not an established practice for engaging with distance learning students in terms of their role as student representatives in the same manner as existed for campus-based students.

**Strengths**

A strong library provision with an extensive range of e-books, e-journals and resources that support students learning at a distance.

Dedicated out-of-hours support services for the library and information technology.

The existence of a distance learning unit to support the delivery of provision.

Detailed study packs with information relating to the course delivery and the student activities to be undertaken on a weekly basis.

Experience of delivering distance learning provision on other programmes of study.

**Areas of improvement and recommendations**

Further clarification on the exact operating arrangements for distance learning students in terms of the wider provision of campus-based University services. There was a lack of specific detail as to how existing student support services have been adjusted for distance learning provision.

Consideration may be given as to how the distance learning unit integrates with other University support services, such as welfare and pastoral support.

Specific provision for DL students have been undertaken for a series of NUP policies and procedures including:

- Students complaints
- Students Personal Advisor
- Students with Disabilities
- Students Exams

See related Annexes attached.

DL Students are aware of a series of services provided by the University including:

- Guide on how to use the Moodle services
- Guide for the development of written assignments
- Manual WiziQ
- Compatible Software
- School Administrators Contact Details
- Library Guide
- Applications / requests for a series of services including: complaints; appeals; Extenuating Circumstances; issuing a certificate; suspension-withdrawal form, etc.
Orientation tele-meeting
See Annex 21: DL Students Awareness Services – print screens

Similar awareness and training sessions are offered to DL Tutors. See Annex 22: DL Tutors training and Awareness Services – print screens

Additionally, Library offers training sessions for DL students on the use and the opportunities offered, besides the usual every day support: See Annex 23: Library Training to DL students - print screen

Consideration may be given as to how distance learning students can engage in a supportive learning environment that goes beyond the formal classroom experience. In other words, how can distance learning students replicate the informal conversations and learning that takes place outside of the classroom?

A series of services and tools are established to enhance the academic community environment within NUP overall, as well as among the DL students themselves and the DL students with the rest of the student population in NUP. Such services and tools include the On Line Lectures, the Discussion Fora, as well as the NUP Web TV. Related Annexes have already been attached. Characteristically, we attach print screens on the functioning of the Discussion Fora, whereby tutors are initiating critical discussions among students on a series of topics, including topics related to current state of affairs. Annex 24: Discussion Fora print screens

5.1.1-5.1.3 Students have access to a good range of resources, including electronic databases.

5.1.4 More detail could have been provided with regard to the provision of welfare support services, including the availability of services to support the likes of dyslexia. It was unclear as to how support services would operate for distance learning students.

Further information could be provided with regard to how policies have been adapted to support existing distance learning provision and the lessons that the University has learned through this exercise.

Annex 18: Welfare and Pastoral Support to DL Students together with documentation

5.1.5 The University appears to have an informal policy of academic mentoring. However, more clarity could have been provided with regard to the procedures in place for sharing good practice.

Done. See Annex 25: Policy on DL Academic Mentoring

5.2 Student monitoring appears to take place in the context of attendance and academic performance at assessment boards. There does not appear to be a policy of early intervention, for example, to tackle under-performance by students.

Annex 20: Policy on DL Early Intervention

5.3-5.7 The library and the general resource provision was strong. Indication provided that the resources required to deliver the programme had input from the academic staff involved in design and delivery, such as the provision of library resources, teaching materials and the recruitment of additional staff.

Please circle one of the following for:
Resources

- Non-compliant
- Partially compliant
- Substantially compliant
- Fully compliant

Commented [AB38]: Fully compliant
6. Additional for distance learning programmes *(ALL ESG)*

**EEC’s recommendations**  
**HEI’s response**

**Findings**
Neapolis University of Pafos is a newly established university in the western part of Cyprus outside the main centres of Nicosia and Limassol. Although it is a very young university it has already experience of providing distance learning education, it has the necessary infrastructure and experienced teaching staff.

**Strengths**
The new distance learning Master’s course on International Relations, Strategy and Security can take advantage of the university’s previous experience on distance learning. Since there are distance learning courses given, all the necessary technical infrastructure is already there.

The level of technical functionality, for example the capacity and the speed of Internet traffic, is satisfactory.

Library resources are accessible electronically through the Internet, and there is a special unit to support teachers and students.

Teachers have to participate in a specially-designed course for distance learning education so they can acquire the special pedagogical skills, but it would be good if versions of this course could be given to the distance learning teachers, new and old ones, regularly.

**Areas of improvement and recommendations**
The proposed course is structured as a copy of conventional education. By following this strategy things that are working well in conventional education are supposed to work well in distance learning as well. For example, classroom lectures are replaced by teleconferencing. However, possible advantages with distance learning, like direct cooperation between students through peer-revising of individual projects or dissertations, have not been considered.

Done. Assessment methods have been enriched to incorporate, among others, peer-revising of individual projects or dissertations. See Annex 1, Section 10. A special on line Moodle tool has been established to facilitate the process. See Annex 26: Peer Review Moodle Tool Screen Shot.

The final thesis is mandatory, which is excellent, but the student does not have to be physically present for the oral presentation. This may cause a problem regarding the validation of the student’s identity and the risk of being secretly supported during the presentation.

Done. The physical presence for the oral presentation is mandatory. See Annex 1, Section 14 (part of the Dissertation Syllabus)

6.1 Neapolis University Pafos provides teachers with necessary support and training. The distance learning pedagogical course should be given repeatedly and not only when new teaching staff is hired.

Commented [AB39]: Fully compliant
6.1 The distance learning pedagogical course has been incorporated into the DL Pedagogical Planning Unit minutes to be given 3 times per year to incorporate the academic dynamics, the technological developments and the lessons learnt. See Annex 28.

6.2 The interaction between students is possible but not promoted through the introduction of special tasks, for example peer-reviewing.

6.3 Assessment methods have been enriched to incorporate, among others, peer-reviewing of individual projects or dissertations. See Annex 1, Section 10. A special on-line mechanism has been established to facilitate the process. See Annex 26: Peer Review Moodle Tool Screen Shot.

Additional tools have been established and mobilized to further enhance interaction between students. See Annexes: 11,12,13,24.

6.4 The training course given by the Greek Open University should be offered repeatedly and not only for newly hired teachers.

6.5 The distance learning pedagogical course has been incorporated into the DL Pedagogical Planning Unit minutes to be given 3 times per year to incorporate the academic dynamics, the technological developments and the lessons learnt.

6.6 More detail could have been provided to highlight the complexities of providing mentoring in a distance learning environment. See Annex 25.

6.7 No clear guidelines about assessment criteria for consistent assessment are provided. However, there are procedures established to handle and resolve complaints. See attached Annex 27: Assessment Guidelines for Written Assignments.

6.8 While the programme of study is supported by appropriate resources to ensure the meeting of necessary outcomes, further consideration might be given to the way that additional resources and best practice from other Universities could be integrated into the distance learning provision. NUP DLU has already come in contact with other Universities to contemplate the way additional resources and best practice could be integrated into the distance learning provision. In the framework of the Bucharest ASEF conference, extensive discussions have taken place with the Catalan On Line University, while additional bilateral communications and meetings will take place in the coming months, after a series of accreditation procedures are accomplished, in order to avoid potential conflicts with EEA members coming from well-established DL institutions.

6.11 Further detail could be provided with regard to the operationalization of distance learning provision in terms of support services. The information that is provided at present primarily relates to the distance learning unit as opposed to a more holistic view of the way in which campus-based policies and procedures have been adjusted to take into consideration the distance learning provision.

6.12 A series of services and tools are established to enhance the academic community environment within NUP overall, as well as among the DL students themselves and the DL students with the rest of the student population in NUP. Such services and tools include the On Line Lectures, the Discussion Fora, as well as the NUP Web TV. Related Annexes have already been attached. Characteristically, we attach print screens on the functioning of the Discussion...
Fora, whereby tutors are initiating critical discussions among students on a series of topics, including topics related to current state of affairs. Annex 24: Discussion Fora print screens.

Specific provision for DL students have been undertaken for a series of NUP policies and procedures including:

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DL Students are aware of a series of services provided by the University including:

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- Compatible Software
- School Administrators Contact Details
- Library Guide
- Applications / requests for a series of services including: complaints; appeals; Extenuating Circumstances; issuing a certificate; suspension-withdrawal form, etc.
- Orientation tele-meeting

See Annex 21: DL Students Awareness Services – print screens

Similar awareness and training sessions are offered to DL Tutors. See Annex 22: DL Tutors training and Awareness Services – print screens

Additionally, Library offers training sessions for DL students on the use and the opportunities offered, besides the usual every day support: See Annex 23: Library Training to DL students - print screen

6.12 Students are informed and supported but not trained in special courses on how to use the educational infrastructure.

Done. The students training course on how to use the educational infrastructure has been incorporated into the Pedagogical Planning Unit minutes to be given 3 times per year. See Annex 29.

6.13 Although there are special units and procedures for systematic control and improvement, they are mainly focused on technical aspects.

6.14 Further detail could be provided as to the way in which distance learning provision fully engages with the University support services and that distance learning students are given the same level of access and support as campus-based students, such career and welfare support.

Done. See point 6.11.
Please circle one of the following for:
Additional for distance learning programmes

| Non-compliant | Partially compliant | Substantially compliant | Fully compliant |

7. Additional for doctoral programmes (ALL ESG)

EEC’s recommendations
HEI’s response

Please circle one of the following for:
Additional for doctoral programmes

| Non-compliant | Partially compliant | Substantially compliant | Fully compliant |

8. Additional for joint programmes (ALL ESG)

EEC’s recommendations
HEI’s response

Please circle one of the following for:
Additional for joint programmes

| Non-compliant | Partially compliant | Substantially compliant | Fully compliant |
C. Conclusions and final remarks

The EEC must provide constructive conclusions and final remarks.

The view of the committee is that the staff at Neapolis University Pafos have taken a great deal of care to provide a substantial amount of information which demonstrates their commitment to the student learning experience. The supporting information and the response of the colleagues at Neapolis University Pafos has been most helpful in providing further clarification on the areas where the committee requested additional information. The committee believe that Neapolis University Pafos have taken on board the comments that the committee provided and used them in a productive and constructive manner to improve the programmes that were under consideration.

The committee recognises the challenges relating to the development of a distance learning programme. The committee considers that Neapolis University Pafos has given due consideration to these challenges and has put in place a number of policies and procedures that will support staff and students in making these programmes a success.

The committee is therefore of the view that the programmes at Neapolis University Pafos are now FULLY COMPLIANT and have taken on board the views and considerations of the committee. As is always the case, there will be an opportunity for further reflection by the staff at Neapolis University Pafos once the process of teaching begins. The committee appreciates that changes such as the introduction of new modules and adjustments to the alignment of the degree programme have involved a good deal of work and effort by colleagues at Neapolis University Pafos and as such are grateful for the contributions that they have made. The committee wishes Neapolis University Pafos best wishes for the new programmes that have been developed and are confident that they will be successful for both the University, the staff that teach them and most importantly the students.
### Signatures of the EEC

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<td>Olga Demetriou</td>
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Date: 9 July 2019