

Doc. 300.1.2

Date: 05/04/22

Higher Education Institution's Response

- **Higher Education Institution:**
Neapolis University Pafos

- **Town:** Paphos

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

In Greek:

Μεταπτυχιακό στην Τραπεζική, Επενδυτική και Χρηματοοικονομική (Εξ αποστάσεως, 1 ½ έτη, 90 ECTS)

In English:

Master in Banking, Investment and Finance (DL, 1 ½ years, 90 ECTS)

- **Language(s) of instruction:** Greek, English
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development

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

1. **Assessment activities in an online environment need to be planned and developed prior to the launch of the program.**

Done. Study Guides have been revised and assessment activities have been incorporated. See attached *Annex 1_BIF Study Guides - Assessment activities*.

2. **The syllabi include appropriate key areas in the fields of study, but they also need to include several up-to-date research articles, in addition to a small number of key textbook sources, as appropriate for an MSc. Program.**

Done. See attached revised study guides whereby up to date research articles have been incorporated.

3. **The selection criteria for tutors need to be specified, to ensure that the promises made to the EEC will be kept. Since tutors are the ones primarily coming into contact with students, failure to do so can be detrimental to the quality of the program. With suitable choice of experienced and research-active tutors, this program can also have positive spillover effects on research collaborations and international connectivity of NUP faculty.**

Done. All tutors are PhD holders with recent and innovative research background, DL experienced. The EEC has already had the chance to meet them and has positively recommended (see page 18 of the EEC report under "Strengths"). NUP is committed to the same quality criteria for the DL tutors.

4. **Issues unique to DL programs, such as placements or library access across the potential origin countries, need to be planned and elaborated further, so that DL students are not disadvantaged relative to students in the conventional program. This includes improved induction seminars for DL students.**

Done. An enhanced and already fully functional network of interlibrary agreements, as well as well-structured induction seminars, are in place. See attached documentation (*Annex 2_Interlibrary Memorandums* and *Annex 3_Induction*).

5. **Developing student skills in using statistical software and databases related to the content of the program should be planned as part of the curriculum. This is especially relevant, given the current cross-listing of two courses with the less quantitatively demanding MBA program.**

Done. See attached study guide DMFIN500 Quantitative Methods in Finance and DMFIN690 Research Methods. In addition, tailored seminars on developing student skills in using statistical software and databases related to the content of the program have already been deployed at NUP. See attached *Annex 4_STATA seminars*.

2. Student – centred learning, teaching and assessment

(ESG 1.3)

- 1. The close interaction of courses coordinators and qualified tutors needs to be planned and monitored.**
Done. The close interaction of courses coordinators and qualified tutors is already part of the learning and support process.
- 2. Diverse instruments for student assessment need to be developed prior to launching the program.**
Done. See response 1.1.
- 3. Induction to the learning environment needs to be mandatory and improved.**
Done. See attached documentation (*Annex 3_Induction*).
- 4. The open-book examination system, if chosen, needs to be combined with an effective proctoring tool, information meetings with students and general training and support on importance of the code of ethics, and the signing of an academic integrity statement by students. TITOS**
Done. A proctoring method is already developed at NUP for open book exams, utilizing MS Teams capabilities. See attached screenshots (*Annex 5_Proctoring*). Additionally, we have come in contact with related service providers for more automated tools. See attached communication (*Annex 5_Proctoring*).
- 5. The planned joint supervision of dissertations with high-level external researchers, e.g., from the Bank of Greece research department, is to be encouraged, but it should also be guided through a formal MoU or similar agreement between the relevant partners (supervisors).**
Done. An agreement with supervisors is already in place. See attached *Annex 6_Dissertation Supervisor MOU Contract*.
- 6. Students should be encouraged to attend the research webinars, as preparation for their own dissertation research and as a way to benefit from the research culture in the institution.**
Done. Students are already encouraged to attend the research webinars. See attached documentation (*Annex 7_Research webinars*).
- 7. Practical training possibilities, especially through placements, need to be adapted to the geographical diversity of a DL program.**
Done. ERASMUS placement is already utilized by NUP students. In addition, NUP has applied to become a member of the ISEP Community (<https://www.isepstudyabroad.org/member-universities/>).

3. Teaching staff

(ESG 1.5)

1. **The institution needs to ensure that appointment of tutors with PhD and suitable teaching and research experience.**

Done. See response 1.3.

2. **The provision of cross-listed courses from other departments needs to be secured through interdepartmental agreements to handle possible cases of departures of teaching staff.**

No interdepartmental agreements are required to handle such cases. Proper replacements are ensured.

3. **There is a good case for weekly research webinars, especially given the possibilities for online presentations and attendance.**

Done. Research webinars are already realized. See attached *Annex 7_Research webinars*.

4. **The institution should, through its hiring of tutors and through its research funding, encourage research collaborations between regular faculty of the program and outside tutors.**

Done. This is already a practice. See examples of NUP funded research activities between regular faculty and outside tutors. Indicative research publications whereby NUP is funding joint research initiatives:

- https://econpapers.repec.org/article/gamjeners/v_3a15_3ay_3a2022_3ai_3a4_3ap_3a1498-3ad_3a751833.htm
- https://www.mdpi.com/journal/admsci/special_issues/PAPFSED



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

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5. Learning resources and student support

(ESG 1.6)

1. **Library access needs to be ensured for DL students located outside Cyprus, possibly through inter-library agreements or participation in international library consortia.**

Done. See our response 1.4 and attached *Annex 2_Interlibrary Memorandums*.

2. **The use of serious games and simulations provides great examples of employing learning technologies to support students in an online environment. We recommend that the university employ both serious games and computer-based simulations (it would be useful not to confound serious games and simulations, as they have different affordances) to cover other disciplinary areas in the program.**

Done. Serious games and simulations have already been deployed. See attached documentation on CESIM (*Annex 8_Simulation*).

3. **The EEC recommends that instruction on the use of statistical software and databases be planned.**

Done. See our response 1.5.

4. **The EEC also found a need for more comprehensive induction seminars with respect to the DL environment, which should be mandatory for students and preconditions for future support.**

Done. See our response 2.3.

5. **The EEC recommends that a system be set up to support DL students located abroad in their search for placements, so that they are not at a disadvantage to students located in Cyprus. This can have a positive impact on their eventual employability and on the international reputation of the program.**

Done. See our response 2.7.

6. **The students should be supported in their research article search through entries in the syllabi for the courses.**

Done. See our response in 1.1.



6. Additional for doctoral programmes (ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
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Pantelis Sklias

Rector

Date: 05/04/22

