Doc. 300.1.2

Date: 21.03.2023

Higher Education Institution's Response

- **Higher Education Institution: Neapolis University**

- **Town: Pafos**

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

  In Greek:

  Διεθνείς Σχέσεις και Ασφάλεια (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο, εξ αποστάσεως)

  In English:

  International Relations and Security (4 academic years, 240 ECTS, Bachelor, e- learning)

  Programme Name

- **Language(s) of instruction:** English

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

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 300.1.1/1 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. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
1.1. The Committee felt that some elements of the BA programme on International Relations and Security would benefit from further consideration with regard to the alignment of the teaching courses with more recent trends and direction of the discipline.	**Done**. ✓ See attached **Annex 1**: **Revised Study Guides** with updated and more diverse bibliographies to address more recent trends and direction of the discipline ✓ Additionally, recent trends and direction of the discipline are also addressed in Y3 and Y4 whereby more specific issues are addressed. See NUP link for the existing accredited undergraduate program in International Relations and Security : https://www.nup.ac.cy/bsc-in-international-relations-security/ , as well as the Application for Accreditation p.111-113 where the program of Study is stated. Namely the following issues are addressed: • IRS151: Economic Sustainability and Security • IRS153: Conflict Resolution • IRS162: Energy, Security and Foreign Policy • IRS163: Environmental Sustainability and Security • IRS166: Peacebuilding • IRS177: Human Security • IRS185: Migration, International Relations and Security Fully developed Study Guides for the courses above will be submitted in due course upon the CYQAA regulations whereby for DL Undergraduate programs what we submit is the first 2 years Study Guides https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/163-2018-06-26-glossa-odigon-meletis-gia-ex-apostaseos-programmata-spoudon . The courses and the issues addressed above are already part of the already accredited Undergraduate program in International Relations and Security.	Choose an item.

1.2. The Committee considered the University might wish to consider the use of survey based on Likert questions for student evaluations. The evaluation at the moment appears to be based more on qualitative statements which will be more complex to analyse and it was less clear to the Committee the procedures for analysis and how this formed part of a more holistic approach to enhancement that takes place on an annual basis.	Since the EEC report states "the University might wish to consider" we confirm that It will be discussed among the Internal Quality Assurance Committee to assess implications.	Choose an item.
1.3. The Committee did have some concerns with some of the learning outcomes, such as in relation to some language and the extent to which this demonstrated a sufficient level of criticality. For example, the BA programme on International Relations and Security learning outcome refers to a 'basic understanding' and the Committee considered that this could potentially be presented in a more advanced manner.	The PLOs are the following: PLO1. **Explain** the basic features of the contemporary international system. PLO2. **Identify** the major players (states, international organizations etc.) in the international environment. PLO3. **Define** the main theoretical approaches on international relations and security. PLO4**. Describe** the interdependence between international relations and security in the 21st century. PLO5. **Identify** the main sources of instability and insecurity in the international system. PLO6. **Analyze** international issues and formulate arguments in a clear, concise and effective manner, both orally and in writing.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

ΔΙΠΑΕ CYQAA

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

eqar//// enqa.

2. Student – centred learning, teaching and assessment
(ESG 1.3)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
2.1. The programme requires to broaden the content to include more contemporary and critical security studies, and be better linked to contemporary research on international relations and security studies. This includes updated and more diverse bibliographies.	**Done.** ✓ See attached **Annex 1**: Study Guides with updated and more diverse bibliographies ✓ See our response in 1.1.	Choose an item.
2.2. The programme requires greater clarity regarding the progression of knowledge expected between the courses. Here the Committee suggests that the programme makes better use of the Bloom's taxonomy and updates the understanding of knowledge progression and production with contemporary pedagogical approaches.	**Done.** See **Annex 2: Mapping CLOs - PLOs** attached whereby the progression of knowledge expected between the courses is apparent from "understanding" in the first years of study to "explaining" and "analyzing" in the 3rd and 4th year of study.	Choose an item.
2.3. The EEC considers that there is a need for a better connection between research and teaching to ensure that the teaching is research-based, in line with contemporary research within the fields of international relations and security studies.	**Done.** See some of the recent publications of NUP staff members involved in the program which address the issue the EEC has raised: *Cyber Security:* • The Future of Democracy in a Cyber-Security Framework, in Efthymiopoulos M.P. & Kyriakidis K., (2021), in Curran & Ijeh (Ed. 2021): "Crime Science and Digital Forensics: A Holistic View" London: CRC Press (Taylor and Francis Group). https://www.routledge.com/Crime-Science-and-Digital-Forensics-A-Holistic-View/Ijeh-Curran/p/book/9780367322557 • NATO's Current and Future Cyber-Defence Adaptability, in Efthymiopoulos M. P. (2021), , in Curran & Ijeh (Ed. 2021): book on Crime Science and Digital Forensics: A Holistic View, London: CRC Press (Taylor	Choose an item.

and Francis Group). https://www.routledge.com/Crime-Science-and-Digital-Forensics-A-Holistic-View/Ijeh-Curran/p/book/9780367322557
- Cyber-Security and Sustainable Development: The Case of Dubai In Handbook of Cyber-Democracy, Cyber-Development & Cyber-Defense, October 2018, http://www.springer.com/la/book/9783319090689, by Springer
- Efthymiopoulos M.P. (2019), A Cyber-security framework for development defense and innovation at NATO, Journal of Innovation and Entrepreneurship, Springer USA (2019) Vol 8:12 https://doi.org/10.1186/s13731-019-0105-z

Energy Security and Clean Energy, Climate Change
- Flouros, Floros. 2022. *Energy Security in the Eastern Mediterranean Region*. Palgrave Macmillan: Cham. https://doi.org/10.1007/978-3-031-09603-7. https://link.springer.com/book/10.1007/978-3-031-09603-7?sap-outbound-id=73915FE67A8B5F7757F96F9DBA4F5945DEF990B1
- Flouros, Floros, Pistikou, Victoria, and Vasilios Plakandaras. 2022. "Geopolitical Risk as a Determinant of Renewable Energy Investments." *Energies 15*, no. 4: 1498. https://doi.org/10.3390/en15041498.
- Maris, Georgios, Flouros, Floros and Ioannis Galariotis. 2022. "The Changing Security Landscape in South-Eastern Mediterranean: Assessing Turkey's Strategies as a Rising Power, *Journal of Balkan and Near Eastern Studies* 24, no. 5: 795-814, https://doi.org/10.1080/19448953.2022.2037962
- Flouros, Floros. 2022. "Green Energy in Europe and Socioeconomic Impact". *Journal of Management and Strategy 13*, no. 1: 31-38. https://doi:10.5430/jms.v13n1p31
- Maris, Georgios, and Floros Flouros. 2021. "The Green Deal, National Energy and Climate Plans in Europe: Member States' Compliance and Strategies" *Administrative Sciences* 11, no. 3: 75. https://doi.org/10.3390/admsci11030075

Economic Security and Power
Spyridon A. Roukanas (University of Piraeus, Greece) and Pantelis G. Sklias (Neapolis University Pafos, Cyprus), 2021. The Political Economy of UAE Branding From Marketing to Economics and Power, Handbook of Research on Future

	[Policies and Strategies for Nation Branding](#), DOI: 10.4018/978-1-7998-7533-8.ch001	
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

ΔΙΠΑΕ CYQAA

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

eqar//// enqa.

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
3.1. The Committee noted a gender imbalance in the profile of teaching staff. The number of female instructors is significantly lower than the equivalent number of male instructors (7 out of 47). The number of senior female instructors is also disproportionate, which may reveal structural or unconscious biases.	NUP is an equal opportunities employer. We strongly look for female candidates.	Choose an item.
3.2. The Committee strongly recommends that the Institution should seek to rectify the gender imbalance by actively facilitating and supporting the recruitment and career progression of female instructors. The Department should also prioritise the recruitment of teaching staff who can provide more critical voices and perspectives in international relations and security (e.g. post-colonial; feminist; constructivist; normative), as noted in section 2.4 above.	See point above	Choose an item.
3.3. Academic instructors are also advised to raise their research ambitions, by pursuing external research grants and publishing their work in international journals with a high-impact factor, which will further enhance both their	**Done.** Academic staff is already submitting proposals for external research grants. This is already pointed out in the EEC report. Staff is already publishing in international journals with high impact factor as well as in reputable publishing houses (e.g. Palgrave Macmillan). Indicatively see: https://www.mdpi.com/journal/admsci/special_issues/PAPFSED https://www.mdpi.com/2076-3387/11/3/75	Choose an item.

own career progression and research-led teaching.	https://www.amazon.ca/Energy-Security-Eastern-Mediterranean-Region/dp/3031096029 See also our response in p. 2.3.	
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
4.1. The Department should consider raising the English language requirements to a minimum of a level of B2.	**Done.** Actually, it is already stated in p. 14 of the application as per below: "5.2. English language requirements Satisfactory knowledge of English is essential. The minimum language **requirement is a B2 certificate** in the Common European Framework of Reference for Languages scale or any other equivalent degree. In the absence of such a certificate/degree, candidates will be asked to sit English language exams in order to prove their satisfactory knowledge."	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
5.1. An additional function of the distance learning unit would be to enable research into teaching that can improve quality provision across NUP, by supporting teaching staff to design and assess the quality of their teaching, students' interactions and engagement etc. This activity would result in e-learning related publications. Also, initiatives mentioned during the visit including identification and support of students at risk and ways of identifying use of ChatGPT are highly encouraged.	**Done.** ChatGPT. The I.T. Department is currently looking into different solutions for identifying machine-made writing. NUP's software vendor Turnitin is developing/testing an AI writing and ChatGPT detection capability plugin to be implemented in our Learning Platform. The University is planning to implement this feature as soon as they release this tool.	Choose an item.
5.2. NUP would be advised to explore ways to make the EU-wide Eduroam network available to students and staff.	**Done.** The I.T. Department has Eduroam, Edugain, and EduVPN Services running in NUP infrastructure and we are currently upgrading those services to the latest version with dedicated infrastructure. Those upgrades are performed with the help of the Cyprus Research and Education Network (CYNET), which provides these services for all Cypriot Universities and Research Centers.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

7. Eligibility (Joint programme)
(ALL ESG)

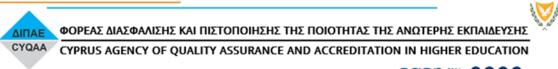| Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For official use Only
The present report highlights areas of strength and areas where we identify room for further improvement. The Committee was impressed with the overall achievements of Neapolis University in a short period of time and their commitment to further investment and plans for the development of provision in international relations and security. The Committee recognised the overall merits of the programme and were impressed with the support that was provided to staff with regards to the delivery of e-learning. At the same time, the Committee did think that there were some aspects that may benefit from further attention. Most importantly, the content of the BA programme in International Relations and Security needs to expand to include more critical and contemporary research in the field. The Committee hopes that the points outlined in this report will be of value to the University as they continue to grow. The Committee was grateful for the support provided by the University on the day and the materials that were distributed in advance. We are grateful to the contributions from staff and students and are particularly grateful for the excellent support from the CYQAA, in particular Emily Alexandridou.	Many thanks for the positive outcome and remarks of the EEC report, which is quite encouraging for the efforts and quality assurance upgrade of NUP. Finally, we want to **sincerely thank the CYQAA representative Mrs. Emily Alexandridou** for her patience and the great job she did throughout the day.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

C.

D. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Pantelis Sklias	Rector	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 21.03.2023