Doc. 300.1.2

Date: 13.02.2025

Higher Education Institution's Response

- **Higher Education Institution: Neapolis University**

- **Town: Pafos**

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

  In Greek:

  ΚΟΙΝΟ ΜΕΤΑΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΣΠΟΥΔΩΝ

  (MSc) ΣΤΗ «ΔΙΟΙΚΗΣΗ ΕΡΓΟΥ» (Εξ Αποστάσεως) (1,5

  έτος, 90 ECTS)

  In English:

  JOINT MSC IN "PROJECT MANAGEMENT" (DISTANCE)

  (1.5 year,90 ECTS

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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
The number of active students in the DUTH seems to be 50% of the students in total. This can be challenging for the administration as well as quality assurance - especially in terms of interpretation of KPIs. Both universities should consider actions to avoid similar developments in the study programme evaluated here.	Done. This is an issue that has been resolved by the Greek State by Law. DUTH is a public University.	Choose level of compliance:
The curriculum meets the formal requirements overall. However, the universities should take into consideration incorporating elective modules to allow students to deepen their knowledge in specific areas. A T-shaped competencies profile is favorable for the students' career. This type of profile is often valued by employers because it indicates both specialization and versatility.	Done. An elective, the IT Project Management has already been added in the second semester***, see ANNEX 7_ DIS503_IT Project Management Study Guide*** Now, students can choose either **Project Management Intelligence or IT Project Management** Study Programmes.	Choose level of compliance:
Additionally, the workload assigned to the master thesis should be reduced from 30 to 25 (or even 20) ECTS.	We follow CYQAA Regulations for offering Dissertation in the 3rd semester.	Choose level of compliance:
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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
The master thesis accounts for 30 ECTS in total. In general, one ECTS credit corresponds to an average workload of 25 to 30 hours of student work. This includes all planned learning activities such as attending lectures, seminars, independent and private study, preparation of projects, and thesis writing. Considering a 13 weeks semester duration the workload should be reduced. Evaluators suggest reducing the ECTS for the master thesis and instead incorporate elective modules at the end of the study programme.	Done. We have incorporated an elective module, see above 1.2	Choose level of compliance:
Enhance mechanisms to monitor and ensure that all students engage actively on the learning platform, having a clear timeline for conducting "wellness calls", 1-1 sessions and providing resources to students who are not meeting attendance and participation requirements.	Done. NUP and the DLU apply, implement and process a broad spectrum of monitoring tools for KPIs concerning the LMS platform and the use of MS-Teams via Microsoft's monitoring tools (for the on-line tutoring sessions), see Annex *15__KPIs* Tutors and Coordinators get plentiful data about students' progress and engagement via notifications and related flags (emails, insights, etc), and they are immediately aware of students staying behind schedule or participation, see *Annex 10_ Student at Risk* In assistance, a very well-organized Mentoring Unit is also an important part of the NUP. Mentors are responsible for 1-1 meetings with each one student of NUP and special sessions can occur if a student need further guidance and support. This process is implemented via MS-Teams [screenshots attached*, see Annex 11_ NUP_mentoring* See attached specific Learning Analytics Intelligence *Annex 12_Components Analysis/ Annex13_Student Performance* already in place related to the metrics that are used to measure the effectiveness of the academic programs. By tracking these KPIs, Neapolis University Pafos is able to identify areas for improvement and take corrective action to ensure that its academic services are of the highest quality. .	Choose level of compliance:

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Diversify assessment methods to ensure inclusivity and accommodate different learning needs.	Done. See Attached File on Diversified Assessment Methods, see *Annex 14_DIVERSIFIED ASSESSMENT METHODS*	Choose level of compliance:
Create more detailed guides for students and staff on the use of AI in their learning journey	Done. *See Annex 19_ Guides for Students and Staff on the Use of AI in their Learning Journey*	Choose level of compliance:
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3. Teaching staff
(ESG 1.5)

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The evaluators got the impression that providing the online content may be very challenging despite considering the efforts of the universities to support the teaching staff. Establishing an even more concrete implementation plan for the online implementation of the programme, the production and the material could help to increase the number of interactive elements in the modules, as well as the quality of the online-modules. This could have the form of a simple infographic, which explains the process and the stakeholders involved.	Done. Such a plan is already in place, see attached infographic, see ***Annex 17_INTERACTIVE COMPONENTS***	Choose level of compliance:
Establishing separate resources (recording room, online recording platforms, text to speech software etc.) and additional dedicated support staff during the preparation phase of the programme may be helpful.	Done. Such equipment and infrastructure already exist, ***see Annex 16_NUP_AUDIO_VIDEO_EQUIPMENT LIST***	Choose level of compliance:
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4. Student admission, progression, recognition and certification
(ESG 1.4)

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Following the strategy of the university supporting students to get familiar with business reality, it is highly recommended to support students in obtaining certification in project management. The programme establishes a comprehensive curriculum designed to equip students with the necessary skills and knowledge for effective project management. By encouraging students to pursue certification, the universities can enhance their employability and ensure they are well-prepared to meet the demands of the modern workforce. Certification in project management not only validates their expertise but also demonstrates their commitment to professional development, making them valuable assets to any organization. Supporting students in this endeavor will ultimately contribute to their personal growth and the overall success of the programme. The programme management and the professors already emphasized on this additional benefit during the on-site visit. Evaluators support this and recommend implementing the preparation for external certifications in different modules of the study programme.	Done. This is already embedded into the programme. More precisely, the course ***MPM511 Project Management Fundamentals,*** is already designed in accordance with the **working according to material promoted by PMI and prepare the students to participate into the certified exams in Project Management (CAPM)**	Choose level of compliance:
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5. Learning resources and student support
(ESG 1.6)

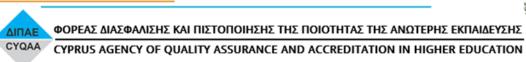| Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Based on the interviews it is recommended to focus on the number of interactive components in the online-courses especially. It will be appreciated if interaction and peer-to-peer feedback gains an even more important role in the teaching and learning process.	Done. See attached file on Interactive Components with specific examples and cases from the Study Guides and the courses, *see Annex 17_INTERACTIVE COMPONENTS*	Choose level of compliance:
While in the presentation of the distance learning unit several formats of assessments were mentioned, in the interviews with the students only quizzes, essays, case studies and discussions were mentioned (no other interactive elements, no simulations, no gamification). Of course, the participating students were from different programs, but it is important to be able to demonstrate examples of all the assessments presented by the distance learning unit in the courses of this MSc	Done. See attached file on Several Formats of Assessments with specific examples and cases from the Study Guides and the courses see Annex **18_SEVERAL FORMATS OF ASSESSMENT**	Choose level of compliance:
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6. Additional for doctoral programmes
(ALL ESG)

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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
While the programme fosters internationalization, expanding student mobility options (e.g., exchange programmes or summer schools) could further enrich students' global exposure.	Done. Both Institutions involved are members of the European University Alliance EMERGE (euemerge.eu) Thus, students global exposure is embedded into both institutions mandate and practice. We are already in contact with our EMERGE partners with similar programs to exchange students and processes.	Choose level of compliance:
Establishing stronger ties with industry partners through guest lectures, mentorship programmes, and project-based learning can bridge the gap between academic knowledge and real-world applications.	Done. High profile External stakeholders have been already been involved in the accreditation process expressing their determination to actively get involved into the learning process with lectures and project-based learning, which is further enhanced with the Cap Stone Projects embedded into the Dissertation theses.	Choose level of compliance:
Creating more research opportunities, such as research assistantships or collaborative student research projects with faculty, can deepen students' academic engagement	Done. The **Management, Governance, Business Intelligence, Strategy and Corporate Ethics in Infrastructure Operators, Networks and Supply Chain Laboratotry (MAGBISE)** https://magbise.econ.duth.gr/en/home/ is an officially established Lab that already has been creating research and collaborative opportunities for research projects between the faculty and the students. The dissertation theses which will also have the element of the Capstone projects and the connection with the industry are a sound background towards this direction. MAGBISE already is running numerous research projects involving students including the ones of the MSc in Project Management.	Choose level of compliance:
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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
One of the key areas for improvement is addressing the issue of inactive students. Implementing strategies to increase student engagement and participation in online learning activities can help mitigate this challenge.	Done. Has been addressed above.	Choose level of compliance:
Ensuring that all relevant policies are accessible to both students and staff is crucial for maintaining transparency and consistency in the quality assurance processes. The universities should review and update its policy access mechanisms to ensure that everyone has the necessary information.	Done. Information and Orientation as well as numerous training sessions addressed to academic staff involved in every separate program as well as to students are always realized before and during the program implementation. This is an element already incorporated into the learning process addressing policies as well as skills. Those policies and skills development are transparently known to students and staff through public announcements, Moodle and LMS platform uploading, as well as well-known during the Orientation seminars.	Choose level of compliance:
While the requirement for students to provide feedback before accessing their grades is a good practice, it is essential to ensure that the feedback collected is effectively used to make meaningful improvements.	Done. Peer review and meetings with staff and students as well as Program Coordinators with staff and students are already embedded into the learning process. Additional feedback is also assessed as par to the Pedagogical Planning and Learning Process Committee of the Distance Learning Unit throughout their regular meetings, in which among others, they assess such feedback.	Choose level of compliance:
Incorporating elective courses into the study programme is essential for providing students with the flexibility to tailor their education to their specific interests and career goals. Elective courses allow students to explore diverse topics and gain specialized knowledge that complements the core curriculum, thereby enhancing their overall learning experience. It is understandable and excepted that the programme should start with a well-designed learning path. However, after, e.g., two years the ongoing study programme improvement can lead to more elective modules.	Done. Has been addressed above	Choose level of compliance:
Reducing the workload for the master thesis from 30 to 25 ECTS would alleviate some of the pressure on students, allowing them to focus more on their elective courses and other practical components of the	Done. The issue has been addressed above.	

programme. This adjustment would not only make the programme more manageable but also ensure that students can maintain a balanced workload while still achieving the intended learning outcomes. By offering a well-rounded and adaptable curriculum, the programme can better prepare students for the dynamic and multifaceted field of project management.		
The quality management committee plays a vital role in observing modules and evaluations. To further strengthen this process, the committee should establish clear and concrete guidelines for redesigning courses that need improvement and ensure that these guidelines are consistently followed.	CYQAA regulations are followed in the case we need to change courses, redesign or improve. This can be the outcome of the feedback mechanism that already exists in the University.	

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Pantelis Sklias	NUP 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	
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