

Doc. 300.1.1/2

Date: 21-March-2023

External Evaluation Report (E-learning programme of study)

- **Higher Education Institution:**
Neapolis University Pafos
- **Town:** Pafos
- **School/Faculty (if applicable):** School of Health Sciences
- **Department/ Sector:** Psychology
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Πτυχίο στην Ψυχολογία

In English:

Bachelor in Psychology

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



In Greek: n/a

In English: n/a

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. Introduction

This part includes basic information regarding the onsite visit.

Professors Ute Gabriel (chair) and Martin Corley, Chloe Yiannakou Constantinides (Council of Registration of Psychologists) and Elina Paraskeva (student representative) visited Neapolis University on 20 March 2023. Professor Teresa Guasch Pascual attended the meeting online. The schedule was as follows:

10:00 – 10:10

- A brief introduction of the members of the External Evaluation Committee

10:10 – 10:50

- A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs– short presentation of the Institution
Short presentation of the Institution's structure
 - Mission and strategic planning (including SWOT analysis)
- Connecting with society
- Development processes
- A meeting with the members of the Internal Evaluation Committee (QA session)

11.00 – 11:30

- A meeting with the Head of the relevant Department and the programme's Coordinator.
Short presentation of the School's / Department's structure

11:30 – 13:00

Programme Psychology (4 years, 240 ECTS, Bachelor, E learning)

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development
- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)
- A meeting with the coordinator and members responsible for the distance learning unit (QA session)
- Distance learning philosophy and methodology
- Distance learning material at the appropriate level according to EQF
- Interaction plan and Interactive weekly activities
- Study guides

14.00- 15.00

- A meeting ONLY with members of the teaching staff on each course for all the duration of study
- Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
- Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
- Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.

- Discussion on assessment criteria, samples of final exams or other teaching material and resources.

15:00 – 15:45

- A meeting with students and graduates ONLY (5 – 15 participants).

16:00 – 16:20

- A meeting with members of the administrative staff. (QA session)

16:30 - 17:00

- A meeting ONLY between the members of the External Evaluation Committee, to sum up and discuss for any additional clarifications needed before the Exit Discussion.

17:00– 17:20

- A meeting with the Head of the relevant department and the programme's Coordinator - Exit Discussion (questions, clarifications).

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Ute Gabriel	academic member + chair	Norwegian University of Science and Technology, Trondheim
Martin Corley	academic member	University of Edinburgh
Teresa Guasch Pascual	academic member	Universitat Oberta de Catalunya, Barcelona
Chloe Yiannakou Constantinides	psychologist	Council of Registration of Psychologists
Elina Paraskeva	student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation*

for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)

- o is designed so that it enables smooth student progression*
- o is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o defines the expected student workload in ECTS*
- o includes well-structured placement opportunities where appropriate*
- o is subject to a formal institutional approval process*
- o results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - o selection criteria*
 - o intended learning outcomes*
 - o qualification awarded*
 - o teaching, learning and assessment procedures*
 - o pass rates*
 - o learning opportunities available to the students*
 - o graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - o key performance indicators*
 - o profile of the student population*

- o *student progression, success and drop-out rates*
 - o *students' satisfaction with their programmes*
 - o *learning resources and student support available*
 - o *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***

- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Bachelor programme in Psychology (e-learning) is a four-year long program (8 semesters) comprising a total of 240 ECTS. 140 ECTS are dedicated to mandatory courses, 60 ECTS to electives, 20 ECTS to Ethics and Practice and 20 ECTS to the undergraduate thesis. The elective courses may be chosen out of a list of eight different courses (10 ECTS each).

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The Neapolis University Pafos has established quality assurance procedures and each program is reviewed periodically. Regular instructor evaluations and student satisfaction surveys will ensure the continuous development of the programme.
- In general, the design of the study programme follows a clear structure. In discussions with the staff, it became clear that some design choices, which are not immediately obvious (e.g. Biological bases in Semester 3 but “Educational and School Psychology” in Semester 2; “Psychometry “ in Semester 4 but “Research Methods in Psychology” in Semester 5 and “Statistics for Social Sciences” in Semester 6) are deliberate decisions based on feedback and experience from the Department’s conventional undergraduate program.
- Students of the conventional program very much appreciate the learning environment provided by knowledgeable, accessible and supportive teaching staff.
- The Ethics and Practice course is considered a big plus by the students.
- The Department plans to have each course evaluated by their students in each semester with the feedback being followed up by the Department’s quality assurance unit.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- With reference to the study design of the conventional Bachelor program (which is to a large degree in line with the planned study design for the distant learning program) students gave very different feedback to the committee: While some very much welcomed the fact that difficult content (e.g., statistics) was taught late, others felt that it would have helped them (in terms of, e.g., reading research papers critically) to have been introduced to the basics of methods earlier.
- Students, with distant learning experience, indicated that it would be desirable if critical thinking, practical strategies (e.g., source evaluation and scholarly writing), and research methods were addressed earlier and repeatedly addressed throughout the program.
- As the program is not yet in operation, information regarding the program of study is not yet publicly available.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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

Sub-areas

- 2.2 Process of teaching and learning and student-centred teaching methodology
- 2.3 Practical training
- 2.4 Student assessment
- 2.5 Study guides structure, content and interactive activities

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*

- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the e-learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*

- o *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
- o *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
- o ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
- o *Clear instructions for creating posts, discussion, and feedback*
- o *Self-assessment exercises and self-correction guide*
- o *Bibliographic references and suggestions for further study*
- o *Number of assignments/papers and their topics, along with instructions and additional study material*
- o *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*

- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The methodology presented in the study guides includes a large variety of formative activities along the courses, such as lectures, experiential workshops, individual and group work, case study analysis, student presentations, and videos. There is a balance between videoconferences for presentations and discussion sessions to promote student interaction.

The university has a *Student-centred learning, teaching and assessment* approach defined that aims to promote students' active learning. The university also has *The Distance Learning Unit of Neapolis University Pafos (DLU-NUP)* to support the distance programs, staff, and students.

In general, the pedagogical approach encourages students to take an active role, and the activities are designed for this purpose.

Students' evaluation in a course is distributed into 50% of activities during the course, and 50% final examination.

Students will need to do the assignments and the exam to pass the course. There are clear actions to prevent plagiarism.

Final exams are all online and will include case studies, analysis of information, and discussions, and some of them will be online oral exams. It is planned to provide feedback to the students at the end of the final exams.

The assessment criteria will be shared with the students in advance through rubrics.

The **study guides** include defined objectives and expected learning outcomes of modules and activities in an organised and coherent manner. Course material is also presented, and the activities and bibliographic references and suggestions for further study. However, study guides are too long (more than 100 pages) with repeated information between the different guides concerning the use of the platform, the same quote at the beginning of each guide, etc.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The process of teaching and learning supports students' individual and social development.
- The university has a specific unit (Distance Learning Unit of Neapolis University Pafos: DLU-NUP) to support academic staff and students to guarantee the success of the Distance learning programmes.
- Students' learning will be monitored during the whole course (e.g., through assignments, and synchronous videoconferences).

- The students' group size (30 students maximum per course) is adjusted to offer intensive support for learners, both at an individual and cohort level.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- We recommend implementing a problem-based approach to guarantee the interconnection between theory and practice, instead of numerous interactive activities.
- We recommend designing a general guide for the students that includes information about the platform, how to study and communicate with the instructor, between the students, etc. This general guide will allow reducing the length of the study guides of each course, and better provide the students with the information specific to the course.
- Students on the existing face-to-face degree informed us that they were left to make their own arrangements for transport etc., and to bear the costs. We note that the University has a Liaison Office, which administers (optional) placements for other degrees, for which students are reimbursed. There may be some advantage in making use of this expertise as the degrees grow; there is certainly a case for ensuring parity between degrees. Note however that there is an argument for removing the Practicum from the distance degree, which we cover in our concluding remarks below.
- We note also that there are resource implications for online practical training, covered in section 5 below.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially Compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	Compliant



3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- ~~3.2 Teaching staff number and status~~
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*



- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2-Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The department currently employs one professor (at Dean level); one associate professor (as Head of Department); two assistant professors, and seven lecturers. (Notably, the junior positions are all held by women.) Although not documented, at the meeting we were told that additional temporary lecturers are to be hired ad-hoc to cover teaching needs as the new programme comes online, with existing staff fulfilling the role of module organiser.

We were not presented with evidence that the staff were specifically trained in e-learning methods. However the department already runs a successful online Masters programme, and the University provides access to the Distance Learning Unit of Neapolis University Pafos (DLU-NUP), who help with all aspects of course design from conception to implementation.

There is a will to improve research activity, and some facilities (eye-tracker, VR) are available or will be purchased, although these are not relevant to online programme delivery. Less thought has been given to how research will be integrated with the online degree, although there was some encouraging consideration of cross-cultural qualitative research.

Promotion appears to be based on teaching and research.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The chief strength of the department lies in its current staff, who appear well-suited to contribute to the program and to be enthusiastic and dedicated teachers. They have clearly demonstrated excellent support for their students, who fully appreciate their support.

The staff are engaged with the discipline of psychology, and have embraced changes in the ways that they assess modules following an earlier review. Teaching online will require further flexibility in course design and assessment and, although plans are at an early stage, the staff appear to be more than capable of rising to the occasion.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

There is little detail in the hiring plan beyond assurances the committee received that “needs would be met”. This raises the concern that staff time has not been specifically planned for. While we understand that, in a relatively small institution, flexibility is needed—and possible—as a new programme gets underway, we were not fully reassured that the staffing needs for the new programme had been properly considered.

Without information about staff time and hiring plans, the committee were concerned that the teaching workload for existing staff could become very high (for example, if preparing and leading 10-ECTS modules in Greek and English) in an already-busy department. This could have consequences for programme quality and, importantly, for promotion (and therefore ultimately staff retention); for example, it may well prove difficult for the staff to produce one Scopus-registered journal article per year, in line with the University’s research policy.

While we saw some good evidence of staff research being linked to their teaching, we felt that the full potential of their research capabilities is not currently being exploited.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Partially compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*

- o *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
- o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students 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.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

These standards are all met, and are documented in the submission (section 5, pp 9ff).

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The admission process and criteria are clearly documented.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*

- o *Interactive learning and formative assessment games*
- o *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
- o *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
- o *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The study guides present what students are expected to do each week, with a general introduction, compulsory readings and additional readings, a summary of the content for that week, and a group of self-assessment activities and interactive activities. However, as the EEC has pointed out in section 2.4, they include repeated information and are too long.



The Library of Neapolis University has a rich collection of electronic and printed books and allows access to a plethora of international scientific journals and databases that cover the needs of the students. There are collaborations with libraries worldwide in order to ensure that distance learning students can access the materials they need. We note however that the University may need to secure online access to discipline-specific journals (such as APA journals) in order to fully support distance-learning students.

Neapolis University Pafos established the Center for Special Educational Needs and Disabilities (CE.S.E.N.D.) in order to create and foster an accessible community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational environment. It assists students in meeting individual needs and interests on campus, and provides awareness of the needs of students with disabilities to the campus community. Students with special educational needs and disabilities can be entitled to facilities related to lecturing (e.g., usage of a tape recorder) and/or evaluation.

The Counseling Center for Research and Psychological Services (SKEPSI) provides free, confidential counselling services to all university students as well as to the wider community of Pafos and Cyprus. Students who are enrolled in a distance learning program have the same access to SKEPSI as any other student.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Student support, which was also highlighted by the students during the onsite visit.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- The committee recommends reorganising the study guides, as it is proposed in section 2. This reorganisation would also demand to include more problem based activities that connect students' work through the weeks, instead of promoting separated activities.
- The online Bachelor has a strong practical component, and students are expected to complete a (research) dissertation. The committee felt that the resource implications had not been fully considered; for example, there was no mention of online testing suites such as Gorilla or Testable. Some additional thought will be needed about how to properly resource the new degree.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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5	Teaching and Learning resources	Partially Compliant
5.2	Physical resources	not applicable
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The committee enjoyed their visit to Neapolis University Pafos and were grateful for the collaborative and helpful way in which they were received. Among the most obvious strengths of the department and the University are the staff: In particular, the department has successfully hired a number of impressive teachers and academics, who are well supported by a centralised administration, library, and, importantly, distance learning unit. We were generally impressed during the meeting by everyone's commitment to the new programme. However, the documentation provided was quite general, and seemed originally to have been created by "porting" the face-to-face Bachelor documentation, and several of our comments above are informed by discussions on the day rather than by the department's submitted documents.¹ Because the degree has not commenced yet, we have tended to use "Partially Compliant" to indicate that more thought is needed in a given category. There is a risk that some of these categories will resolve to "Non Compliant" as the programme gets underway, unless pre-emptive action is taken.

We make the comments above because we were left with the impression that some of the plans for the degree were not very concrete; although we accept that flexibility is necessary when starting a new programme, we outline below the key areas where we think that more detailed planning is necessary.

One aspect of planning that we have commented on above concerns human resources. We did not gain the impression that staff time for the new programme had been properly costed (for example with an explicit hiring plan based on projected student numbers as the course rolls out) and we were concerned that an already-busy academic staff might find themselves overwhelmed when asked to design and oversee programmes (in Greek and English) for the new programme. In the meeting it became clear that there was a plan to hire fixed-term lecturers to help with the programme rollout, but there was no detail to this plan (and it was not clear whether the ratio of fixed-term to permanent staff would remain within the Cypriot regulations). This lack of clarity is of particular concern because NUP's research policy *requires* staff to publish at least one paper a year; we believe that this may prove difficult, affecting the prospects for promotion (and ultimately, for staff retention).

A second, and critical, aspect of planning concerns the question of who the online course is aimed at (target group of students). At the meeting, we were told (quite fairly) that who would be on the course would depend on "who applied", but if this course is to be fully international, then there are a number of unanswered questions. For example, international recruitment may be affected by the jurisdiction(s) of accreditation(s); time zones may become an issue for the live online sessions planned (we were told that someone could be "paid extra" to accommodate different time zones but there was little thought as to how this would affect cohort-building, etc.); and most importantly,

¹ The application documents were updated on 21 March 2023 and our comments reflect the changes where relevant.




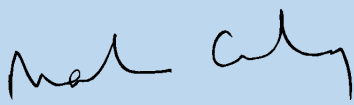


the Practicum may be difficult to arrange in different countries, for a variety of obvious reasons. How these issues are resolved depends on who the intended students will be. If the students are Cypriot and Greek, then it may be feasible to run a Practicum, given the University's connections in these countries. If the students are to be internationally recruited, we would strongly advise that the department consider whether a Practicum is required at all in the distance version of the programme.

Related to this last point is the question of why the face-to-face programme runs on a 6-ECTS model and the distance programme is planned for 10-ECTS. Rationalising this (so that both programmes run on the same model) would ensure that students could move between programmes; that would make it possible to remove the Practicum from the distance version, but still open it as an option to Cyprus-based students. It would, of course, also substantially reduce the amount of work involved in running two related programmes.

During our discussions, we addressed the structure of the programme, and in particular, the way in which specific courses build upon each other. Although the committee has no specific recommendations to make, we hope that the department will carefully consider structure, and our conversations, as the programme evolves.

Finally, one specific recommendation is to reduce the number of "activities" associated with each module from eight. This would increase the space for high-quality feedback, improving the student experience. This is particularly relevant to students who study remotely and may have a greater reliance on the written feedback they receive.

E. Signatures of the EEC

Name	Signature
Ute Gabriel	
Martin Corley	
Teresa Guasch Pascual	
Chloe Yiannakou Constantinides	
Elina Paraskeva	

Date: 21-03-2023