Doc. 300.1.1/4

Date: Date.

External Evaluation Report

(Joint - E-learning programme of study)

- **Higher Education Institution:**

  Neapolis University Pafos
- **Collaborative Institution(s):**

  Democritus University of Thrace, Greece
- **Town: Pafos**

  - **SCHOOL OF ECONOMICS, BUSINESS AND COMPUTER SCIENCE (NEAPOLIS UNIVERSITY PAFOS) FACULTY OF SOCIAL, POLITICAL, AND ECONOMIC SCIENCES (DEMOCRITUS UNIVERSITY OF THRACE)**
  - **DEPARTMENT OF ECONOMICS AND BUSINESS (NEAPOLIS UNIVERSITY PAFOS) DEPARTMENT OF ECONOMICS (DEMOCRITUS UNIVERSITY OF THRACE)**
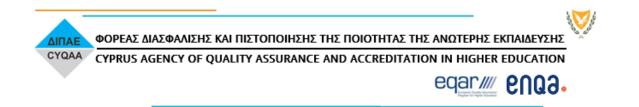- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Μεταπτυχιακό στη Διοίκηση Έργου (18 μήνες / 90 ECTS, Κοινό, Εξ Αποστάσεως)

  In English:

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

eqar/// enqa.

Project Management (1,5 years, 90 ECTS, MSc - Joint,

E-Learning)

● **Language(s) of instruction: Greek and 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
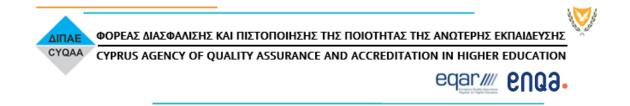
eqar/// enqa.

A. Introduction

The site visit took place on Monday, 3 February 2025, at Neapolis University Pafos & Democritus University of Thrace, Greece. The day was structured as follows:

- The visit began with a brief introduction of the members of the External Evaluation Committee (EEC), including Professor Tilo Wendler from Berlin University of Applied Sciences, Germany, Associate Professor Emmanouil Avgerinos from IE Business School, Spain, Associate Professor Dimitrios Vlachopoulos from Erasmus University, Netherlands, and Ms. Irenie Theodorou from the University of Cyprus.

- There was a meeting with the Rectors/Head of the Institutions and/or the Vice Rectors of Academic Affairs. This included a short presentation of the Institution and a discussion. Participants included Prof. Pantelis Sklias, Prof. Maria Grigoriou (online), Prof. Savvas Chatzichristofis, Prof. Dimitris Dimitriou, Assoc. Prof. Christos Christodoulou-Volos, and Mrs. Valentiva Argyrou.

- A meeting was held with the Head(s) of the relevant department(s) and the Coordinator(s) of the programmes for a short presentation of the Schools'/Departments' structure. Discussions covered the JOINT programme's collaborative functions, quality assurance, mission and strategic planning, and development processes.

- A meeting took place with the Head(s) of the relevant departments and the Coordination Committee of the programmes. The discussion included the legal framework, cooperation agreement, design and delivery of the joint programme, and various aspects of the study programme and its management.

- A meeting was held with the Head(s)/Coordinator(s) and members responsible for the E-Learning unit for a brief presentation and a Q&A Session. Topics covered included the E-Learning philosophy, methodology, materials, interaction plan, platform features, and team qualifications.

- A meeting was held with members of the teaching staff on each course for all the years of study. Discussions included academic qualifications, research interests, course design, learning outcomes, assessment criteria, and teaching material.

- A meeting took place with external Stakeholders. Discussions included their input on the institution's quality assurance policies, programme design and development, market needs alignment, public information accuracy, and employability of graduates.

- A meeting was held with five students and graduates. Discussions covered various aspects of the study programme, student-centred learning, teaching and assessment, student admission, progression, recognition, certification, learning resources, and student support.

Achievements:

- The employability rate for graduates is over 93% within the first three months after graduation. For specific fields like IT, Accounting and Finance, Civil Engineering, and Architecture, the employability rate is 100%.
- The universities offer other joint degrees, such as the MSc in Forensic Accounting with the University of Western Macedonia and the MSc in Data Analytics and Financial Technology with the Hellenic Mediterranean University. These programs enhance collaboration and provide students with diverse educational opportunities.
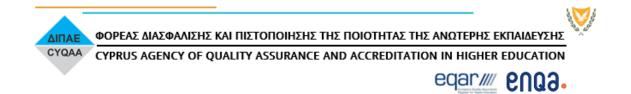
Innovative solutions:

- The Pedagogical Planning and Learning Process Unit at Neapolis University aims to strengthen the learning process by developing innovative training methodologies and using new technologies in the learning process.
- The universities have a strong focus on student placement, with 60 enterprises and private/state entities participating in the NUP placement program. This emphasis on practical experience helps students transition smoothly into the job market.

These strengths and practices highlight the universities' commitment to providing high-quality education and fostering international collaboration.

B. External Evaluation Committee (EEC)

Name	Position	University
Tilo Wendler	Chancellor and Professor	HTW Berlin, Germany
Dimitrios Vlachopoulos	Associate Professor	Erasmus University Rotterdam
Emmanouil Avgerinos	Associate Professor	IE Business School, IE University
Irene Theodorou	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

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

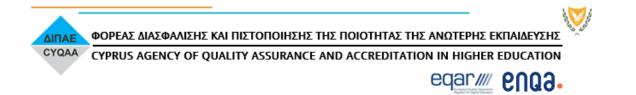**1.1 Policy for quality assurance**

Standards

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

1.2 **Design, approval, on-going monitoring and review**

Standards

- *The programme of study:*
    - o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
    - o *is designed by involving students and other stakeholders*
    - o *benefits from external expertise*
    - o *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*

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

eqar//// enqa.

- 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*

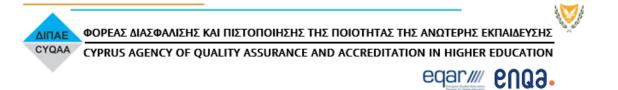## 1.3 Public information

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*
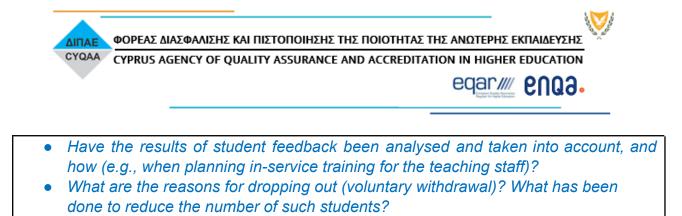 - o *students' satisfaction with their programmes*

- 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.

Based on the elements from the application for external evaluation and findings from the onsite visit, here is a description of the situation at Neapolis University Pafos and Democritus University of Thrace:

The universities have been collaborating for three years, primarily through the European Universities Alliance common project and over 70 Erasmus+ programs. This partnership has led to the development of joint programs, such as the MSc and Ph.D. in Project Management. The universities emphasize the international character of their campuses, with Neapolis University Pafos being located near an airport and in a UNESCO-accredited city.

The universities have established numerous international Memoranda of Understanding (MoUs) with an impressive number of institutions all over the world. They are also part of the European Margins Engaging for Regional and Global Empowerment Alliance (EMerge), which includes universities from Ireland, France, Germany, Norway, Slovakia, Spain, and Cyprus.

Neapolis University Pafos has a strong focus on distance learning, with a dedicated Distance Learning Unit (DLU) that supports both students and teaching staff. The university also has a School of Doctoral Studies that aims to attract and educate talented researchers.

The universities have implemented various quality assurance processes, including performance evaluations for teaching and administrative staff. They also have advisory boards that link academia with industry and provide feedback on programs and courses.

Overall, the both universities are committed to providing high-quality education and fostering international collaboration. They have a clear vision of developing a people-oriented educational organization with European standards, and they actively engage with the community through research and social action.

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

- The programme consists of three semesters, totaling 90 ECTS over 18 months. It includes eight courses (60 ECTS) and a dissertation (30 ECTS).
- It incorporates strong practical components and interactive activities, such as case studies, simulation games, and professionally written reports. Videos relevant to the content are also presented and critically discussed in class and forums.

- The full syllabus material of all courses is delivered to students through Moodle during the first week of their studies. The curriculum uses technology to facilitate the learning process through MS Teams and Moodle platforms.
- These elements ensure that the programme is well-rounded, interactive, and leverages modern technology to enhance the learning experience.
- Comprehensive Understanding: The programme provides students with a thorough understanding of project management principles, methodologies, and best practices, ensuring they are well-equipped with the necessary knowledge.
- Leadership and Communication: It cultivates leadership qualities and enhances communication skills, both within project teams and with stakeholders, ensuring effective information flow.
- Strategic Thinking: Students learn to align project objectives with organizational goals and develop critical thinking and decision-making skills essential for successful project outcomes.
- Global Perspective: The programme offers insights into managing projects in a global context, including cultural considerations, international regulations, and diverse team dynamics.
- Ethics and Social Responsibility: Graduates are instilled with a strong sense of ethical responsibility and integrity in project management practice, integrating social and environmental considerations into project planning and execution.
- Innovation and Technology: Students are exposed to innovative project management approaches, tools, and technologies, strengthening their skills in leveraging digital tools for efficient project execution.
- Research and Problem-Solving: The programme develops research capabilities and problem-solving skills, enabling students to address real-world challenges encountered in project management.
- Applied Knowledge: Through the dissertation in the final semester, students have the opportunity to apply their acquired knowledge and skills.
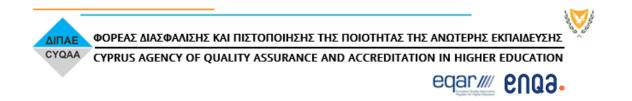
These strengths ensure that the programme maintains high standards of quality and prepares students effectively for the dynamic field of project management.

Furthermore, the universities apply joint internal quality assurance processes in accordance with part one of the European Standards and Guidelines (ESG).

- There are performance evaluations for both teaching and administrative staff. The evaluation process is agreed upon by both universities and includes self-assessment reports and supervisor evaluations.
- The quality management committee observes modules and evaluations. If a course needs improvement, it is redesigned over two semesters.
- All students are required to provide feedback before accessing their grades.
- Key Performance Indicators (KPIs) are systematically monitored, including exam grades, attendance analysis, and flagging bad outcomes of courses.

These strengths highlight the universities' commitment to maintaining high standards of quality assurance through continuous monitoring, evaluation, and improvement processes.
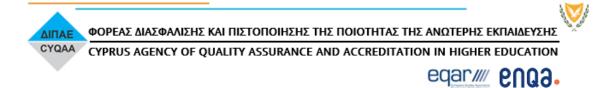
ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

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 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.
- 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 favourable for the students career. This type of profile is often valued by employers because it indicates both specialization and versatility.
- Additionally, the workload assigned to the master thesis should be reduced from 30 to 25 (or even 20) ECTS.

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

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

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)*

> **Sub-areas**
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**
> **2.4 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:*
  - o *among students*
  - o *between students and teaching staff*
  - o *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.*
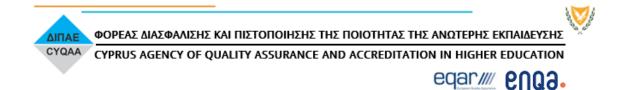
2.3 Student assessment

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:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *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)*
  - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
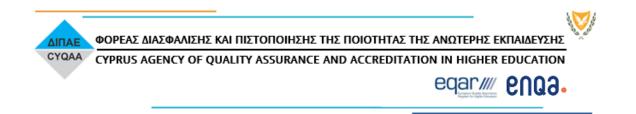 - *Clear instructions for creating posts, discussion, and feedback*

- 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)?*

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

eqar//// enqa.

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 teaching and learning process is designed to support students' individual and social development, despite the distance-learning nature of the program. The e-learning methodology, designed and developed by the Distance Learning Unit, in collaboration with the subject matter experts is appropriate for the program, incorporating expected teleconferences, structured interaction plans, and multiple pedagogical methods to enhance learning outcomes, including game-based learning, simulations, collaborative tasks, individual activities and self-evaluation activities. The student-centered approach is evident in the emphasis on active learning, autonomy, and flexibility in the learning paths. Feedback from existing students in other distance learning programs at the university confirmed the evaluation of the committee.

Practical training is integrated with theoretical studies, ensuring that students can apply their learning in real-world contexts. The organization of practical training aligns with the learning objectives and stakeholder needs. However, further efforts could be made to enhance student involvement in research and practical applications.

The student assessment framework is well-structured, incorporating clear criteria for assignments and examinations. The assessment methods are transparent, objective, and linked to learning outcomes. Students receive timely feedback, and a formal appeals procedure is in place. All the learning tasks are properly mapped with the Intended Learning Outcomes, ensuring that the students will acquire the desired knowledge and develop the identified skills and competencies.

Study guides are well-structured and align with e-learning principles, facilitating student interaction with course materials. Weekly schedules, interactive activities, and self-assessment exercises are embedded in the study materials.

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

- Well-designed e-learning methodology with structured teleconferencing and interaction plans.
- Already established Distance Learning Unit supporting already accredited programs.
- Clear student-centered approach promoting autonomy and flexibility.
- Effective integration of theoretical and practical studies, confirmed by current students from other programs of study.
- Transparent and structured assessment framework with fair and consistent application.
- Comprehensive study guides aligned with e-learning principles, providing clear objectives, activities, and self-assessment tools.
- Support mechanisms for students and teaching staff.
- Hybrid library with the necessary resources for postgraduate study, in a network with other public and private higher education institutions. Connection with Democritus University of Thrace library is an added value.

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

eqar/// enqa.

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 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.
- 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.
- Diversify assessment methods to ensure inclusivity and accommodate different learning needs.
- Create more detailed guides for students and staff on the use of AI in their learning journey.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
2	Process of teaching and learning and student-centred teaching methodology	*Compliant*
2.2	Practical training	*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

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

eqar//// enqa.

- *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)?*
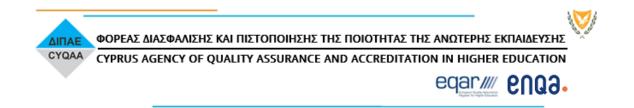
Findings

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 programme coordinator is Dimitriou Dimitrios, a Professor and President of the Department of Economics at Democritus University of Thrace. The assistant coordinator is Marios Psychalis, a Lecturer in the Department of Economics and Business at Neapolis University Pafos.

The teaching staff for the programme includes a mix of professors and lecturers from both Neapolis University Pafos and Democritus University of Thrace. The detailed qualifications and total teaching periods for each member of the teaching staff are provided in the programme documentation.

Moreover, the recruitment process for teaching staff includes performance evaluations. The contract for an Associate Professor is initially for two years.

For online programs, external lecturers are required to be PhD holders. Committees for performance evaluation consist of members from both universities, and both have agreed on the evaluation process. The performance evaluation of teaching staff involves the completion of a self-assessment report and a supervisor's evaluation using the same performance criteria. The faculty staff number is indicated as sufficient in general. The same applies for the number of administrative staff.

The programme emphasizes the integration of research activities with teaching. The teaching staff involved in the programme are actively engaged in research, and there are synergies between their research activities and the courses they teach. This ensures that students benefit from the latest research findings and methodologies in the field of project management.

The universities emphasize the development of innovative training methodologies and the use of new technologies in the learning process.

The School of Doctoral Studies at Neapolis University Pafos aims to attract and educate talented researchers, fostering excellence in research and collaboration with other universities and research centers.

The universities have advisory boards that link academia with industry and provide feedback on programs and courses, contributing to the overall development and advancement of the School and the University.

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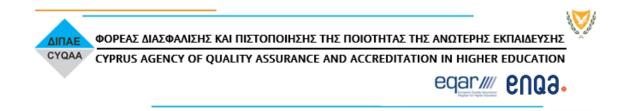*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- All teaching staff members interviewed have a sufficient academic career and are qualified for the programmes to be established.
- Lecturers choose approx. four activities to be in interaction with the students during the pace of a module; students need to deliver the solutions.
- A platform for communication with lecturers exists.
- Each lecturer needs to participate in a 5 hours seminar to become familiar with e-Learning fundamentals.
- Certificates are given after 20 to 25 hours participation, which provides micro credentials implementation also for teachers.

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 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
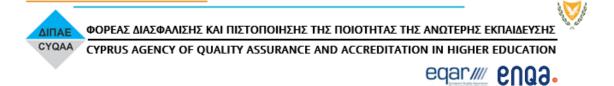
have the form of a simple infographic which explains the process and the stakeholders involved.

● 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.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
3	**Teaching staff recruitment and development**	*Compliant*
3.2	**Teaching s**taff number and status	*Compliant*
3.3	**Synergies of teaching and research**	*Compliant*

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

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*

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

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.

The admission process involves several steps to ensure that students meet the necessary requirements and are well-prepared for the programme. Applicants must submit their applications, which include their academic qualifications, work experience, and any other relevant documentation. The applications are reviewed by the admissions committee, which evaluates the candidates based on their academic background, professional experience, and potential for success in the programme. A standard process is followed, which is being used in other accredited programs.

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

- The admission process involves a thorough review of applicants' academic qualifications, work experience, and other relevant documentation. This ensures that only qualified and motivated students are admitted to the programme.
- Applicants are required to demonstrate proficiency in the English language, ensuring that all students can effectively participate in the programme, which is taught in both English and Greek.

ΔΙΠΑΕ CYQAA

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

eqar//// enqa.

- The detailed curriculum, including the structure of the programme, courses per semester, and the content of each course, is provided to students at the beginning of their studies. This transparency helps students understand what to expect and how to prepare.
- The programme uses technology to facilitate the learning process through platforms like MS Teams and Moodle. This ensures that students have access to all necessary resources and can engage with the material effectively.

These strengths ensure that the admission process is rigorous, transparent, and supportive, helping to maintain high standards of education and preparing students effectively for their future careers in project management.

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.

- 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.

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

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

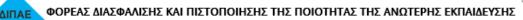## 5. Learning resources and student support *(ESG 1.6)*

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*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *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.*

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

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?*

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

- *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 universities' offer a range of facilities to support students throughout their studies. These include access to classrooms, laboratories, a library, and various equipment. The infrastructure is designed to provide a conducive learning environment and ensure that students have all the necessary resources to succeed in their studies. The quality of facilities is good.

The study programme itself provides a comprehensive set of learning resources to support students throughout their studies in general. These resources include access to the full syllabus material of all courses, which is delivered to students through Moodle during the first week of their studies. The curriculum also leverages technology to facilitate the learning process through platforms like MS Teams and Moodle.

Additionally, the programme incorporates strong practical components and some interactive activities in class. Students are required to examine case studies and simulation games in groups and deliver professionally written reports. Relevant videos are presented and critically discussed in class and forums.

From the evaluators perspective the Interactive components in the online courses are crucial for several reasons:

- Interactive elements such as case studies, simulation games, and group discussions keep students actively engaged in the learning process. This helps to maintain their interest and motivation throughout the course.
- These components allow students to apply theoretical knowledge to real-world scenarios, enhancing their understanding and retention of the material. For example, working on case

studies and delivering professionally written reports helps students develop practical skills that are directly applicable to their future careers.

- Interactive activities encourage students to think critically and solve problems collaboratively. This not only improves their analytical skills but also prepares them for the challenges they may face in their professional lives.
- Interactive components often provide immediate feedback, allowing students to understand their mistakes and learn from them in real-time. This helps to reinforce learning and improve performance.
- Group activities and discussions foster collaboration and communication among students. This is particularly important in online courses, where students may feel isolated. Collaborative activities help build a sense of community and improve interpersonal skills.
- Interactive components can be adapted to suit different learning styles and paces. This ensures that all students, regardless of their individual preferences and abilities, can benefit from the course.
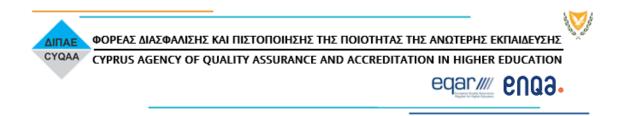
Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The university provides a wide range of material available both online and physically. This includes an appropriate number of copies of textbooks and access to online materials, including journal articles. The university allocates an exceptional budget of 300,000 EUR per year to ensure that these resources are up-to-date and readily available to students.
- To help students find and use these materials, the university offers online seminars. These seminars cover various topics, such as how to navigate the library's online resources, effective research strategies, and tips for using specific databases. The seminars are recorded and made available later via the Moodle online platform, allowing students to access them at their convenience.
- Examples of databases available to students include Springer, ProQuest, Ebsco, JSTORE, and many more. These databases provide access to a vast collection of articles and books, ensuring that students have the resources they need for their studies. Many articles and books are available for both study programmes, supporting the diverse academic needs of the students.
- Overall, the material provided is sufficient and appropriate.
- The interactive components make online courses more dynamic, engaging, and effective, leading to a richer and more rewarding learning experience in general. These resources ensure that students have access to all necessary materials and can engage with the content effectively, enhancing their learning experience.

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.
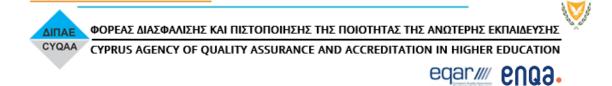
- Based on the interviews it is recommended to focus on the number of interactive components in the online-courses especially. It will be appreciated if interaction and peer-to-peer feedback gains an even more important role in the teaching and learning process.
- While in the presentation of the distance 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.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
5	**Teaching and Learning resources**	*Compliant*
5.2	**Physical resources**	*Compliant*
5.3	**Human support resources**	*Compliant*
5.4	**Student support**	*Compliant*

6. Eligibility *(ALL ESG)*

Sub-areas

6.1 **Legal framework and cooperation agreement**
6.2 **The joint programme**
6.3 **Added value of the joint programme**

6.1 **Legal framework and cooperation agreement**

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
    - *Denomination of the degree(s) awarded in the programme*
    - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
    - *Admission and selection procedures for students*
    - *Mobility of students and teaching staff*
    - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
    - *Handling of different semester periods, if existent*

6.2 **The joint programme**

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

6.3 **Added value of the joint programme**

Standards

The joint programme leads to the following added values:

- *Increases internationalisation at the institutions.*
- *Stimulates multinational collaboration on teaching at a high level and makes cooperation binding.*
- *Increases transparency between educational systems.*
- *Develops study and research alternatives in accordance with emerging needs.*
- *Improves educational and research collaboration.*
- *Offers students an expanded and innovative arena for learning.*
- *Increases highly educated candidates' employability and motivation for mobility in a global labour market.*
- *Increases European and non-European students' interest in the educational programme.*
- *Increases competence at partner institutions through cooperation and implementation of a best practice system.*
- *Increases the institution's ability to change in step with emerging needs.*
- *Contributes to tearing down cultural barriers, both personal and institutional.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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 programme is offered as a collaborative effort between Neapolis University Pafos and Democritus University of Thrace, combining their expertise and resources to provide students with a high-quality education. By leveraging the strengths of both institutions, the programme

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

ensures access to a diverse range of faculty, facilities, and learning materials. Both partners are deeply committed to delivering a programme of excellence, ensuring rigorous teaching and research standards while providing strong academic support to students.

The curriculum is carefully designed to integrate the specializations of each university, offering students a well-rounded education that covers various aspects of the field. This joint approach enhances the learning experience, equipping students with the necessary knowledge and skills for their future careers. Upon successful completion of the programme, students are awarded a degree from each participating institution, which is fully recognized by both universities and relevant academic bodies.

Beyond its academic rigor, the joint programme has an international dimension, exposing students to different educational systems, cultures, and perspectives. This global outlook is particularly advantageous in the fields covered by the programme, as well as in project management, where international collaboration is increasingly essential. Additionally, the quality assurance processes for this joint programme exceed the standard requirements of both institutions, as they must align with the academic and accreditation standards of each university, ensuring a high level of excellence in its implementation.

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

- One of the key strengths of this programme is its ability to increase internationalisation at the participating institutions. By bringing together Neapolis University Pafos and Democritus University of Thrace, the programme fosters a global perspective and exposes students to diverse educational systems and cultures. This international dimension not only enriches the learning experience but also prepares students for the global nature of project management.
- The programme also stimulates multinational collaboration on teaching at a high level and makes cooperation binding. Faculty members from both institutions work closely together, sharing their expertise and best practices. This collaboration ensures that students receive a well-rounded education that incorporates the latest research and methodologies from different parts of the world.
- Another significant strength is the increased transparency between educational systems. The joint nature of the programme necessitates clear communication and alignment between the participating institutions, leading to greater transparency and understanding of different educational standards and practices. This transparency benefits students by providing them with a cohesive and consistent learning experience.
- The programme is designed to develop study and research alternatives in accordance with emerging needs. By integrating research activities with teaching, the programme ensures that students are exposed to the latest developments and trends in project management. This approach not only enhances their knowledge but also equips them with the skills needed to address real-world challenges.

- Furthermore, the programme improves educational and research collaboration between the participating institutions. This collaboration leads to the sharing of resources, expertise, and innovative teaching methods, ultimately benefiting the students. The joint efforts of the faculty members ensure that the programme remains at the forefront of project management education.

- Lastly, the programme offers students an expanded and innovative arena for learning. The use of technology, practical components, and interactive activities creates a dynamic and engaging learning environment. Students have the opportunity to apply theoretical knowledge to real-world scenarios, collaborate with peers from different backgrounds, and develop critical thinking and problem-solving skills.

- In summary, the study programme excels in increasing internationalisation, stimulating multinational collaboration, increasing transparency, developing study and research alternatives, improving educational and research collaboration, and offering an expanded and innovative learning arena. These strengths make it a highly attractive option for students aspiring to excel in the field of project management.

- The management as well as the lecturer of both universities are committed supporting the study programme in its development and implementation. They have emphasized the importance of not solely relying on online meeting formats. Instead, they have prioritized constant personal meetings to ensure the programme is developed with meticulous attention to detail. Their efforts in fostering a collaborative and interactive environment, both online and in-person, demonstrate their passion for education and their desire to provide the best possible learning experience for the students. It's truly inspiring to see such a hands-on approach in action, and it undoubtedly contributes to the programme's strengths and success.

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.

- While the programme fosters internationalisation, expanding student mobility options (e.g., exchange programmes or summer schools) could further enrich students' global exposure.

- 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.

- Creating more research opportunities, such as research assistantships or collaborative student research projects with faculty, can deepen students' academic engagement.

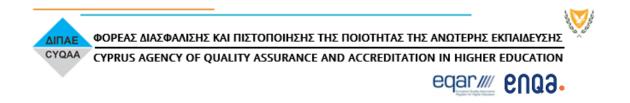**Please select what is appropriate for each of the following sub-areas:**

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

eqar//// enqa.

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
6	**Legal framework and cooperation agreement**	*Compliant*
6.2	**The joint programme**	*Compliant*
6.3	**Added value of the joint programme**	*Compliant*

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.
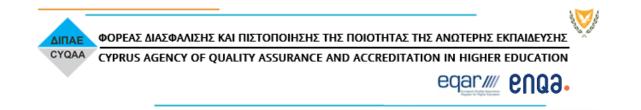
D. Conclusions and final remarks

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 (Consider also the added value of the joint programme).

The study programme is a testament to the huge effort and impressive concept put forth by both Neapolis University Pafos and Democritus University of Thrace. The remarkable qualification of the teaching staff from both universities is a cornerstone of this programme's success. The faculty members are not only highly qualified but also actively engaged in research, ensuring that students benefit from the latest developments and methodologies in the field of project management. Their dedication to excellence is evident in the meticulous attention to detail and the collaborative approach they have taken to develop this programme. This commitment to quality education and continuous improvement makes the programme a standout choice for students aspiring to excel in project management. The teaching staff engagement, support and qualification is highly appreciated by the students of the universities!

Furthermore, based on the findings from analyses of the documents as well as the on-site visit the evaluation committee members are convinced that all formal requirements are met. The universities have demonstrated a strong commitment to maintaining high standards of quality assurance through continuous monitoring, evaluation, and improvement processes. However, there are several areas where further improvements can be made to enhance the overall quality of the concept of the study programme.

- 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.
- 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.
- 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.
- 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.

ΔΙΠΑΕ
CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION
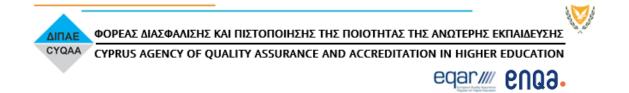
eqar//// enqa.

- 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 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 performance evaluation process for teaching and administrative staff is well-structured, involving self-assessment reports and supervisor evaluations. However, the universities could consider incorporating additional metrics and feedback formats to provide an even more comprehensive evaluation of staff performance.
- 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.
- The development of innovative training methodologies and the use of new technologies in the learning process are commendable. Both universities should continue to invest in these areas and explore new ways to enhance the learning experience for students.

By focusing on these areas, the universities can further improve the quality of the study programme and ensure that it meets the highest standards of academic excellence. Continuing in the established collaboration between the universities, students, and industry partners will be key to achieving these improvements.

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

E. Signatures of the EEC

Name	*Signature*
Tilo Wendler	
Dimitrios Vlachopoulos	
Emmanouil Avgerinos	
Irenie Theodorou	
Click to enter Name	
Click to enter Name	

Date: February, 5th 2025