ΔΙΠΑΕ CYQAA

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

eqar/// enqa.

Doc. 300.1.2

Date: 19.01.2024

Higher Education Institution's Response

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

- **Town:** Pafos
  • **School/Faculty (if applicable):** Social Sciences, Arts and Humanities
  • **Department/ Sector:** Department of History, Politics and International Studies

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

  In Greek:

  Μεταπτυχιακό Πρόγραμμα Νεότερης και Σύγχρονης Ιστορίας (1,5 Ακαδημαϊκά έτη, 90 ECTS, Εξ αποστάσεως)

  In English:

   MA in Modern and Contemporary History (1,5 academic year, 90 ECTS, Master E-Learning)

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

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

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

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

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

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC was somewhat concerned at the mismatch between the rather general title of the programme and the rather narrower content. This is something that the Department ought to think about seriously. One option might be to change the name, more accurately to reflect the concentration on Greek and Cypriot history. Alternatively, given that a broader programme is probably more marketable, thought might be given to extending the coverage, possibly including more on the Eastern Mediterranean and maybe also the Middle East.	**Done**, in order to meet the committee's comments as well as to extend the coverage of the programme, an elective module related to Eastern Mediterranean and Middle East is added. This module is already being offered within the framework of MSc in International Relations, Strategy and Security, an accredited programme of Neapolis University. The module is entitled **«Special Topics in the Eastern Mediterranean and Middle East Security»**, see the Study Guide DIRSS622of the module, *Annex 1 and Annex 2 (Greek and English version respectively).* The issue of security in international relations meets and exists in various dimensions and levels of reference, linking historical processes with institutional and geographical parameters: state (nation-state), region (region) and transnational, international (global). The module covers the following Programme Learning Outcomes (PLOs): • Composes scientific papers on subjects that are related to the postgraduate course. • Evaluates current affair issues and highlights their historical background.	Choose level of compliance:

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

eqar/// enqa.

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC believes that continually evaluating the quality assurance of distance learning by non-mandatory external accreditation organisations, such as EDEN, is a good practice. Therefore, the university is urged to keep applying for external accreditations (EFQUEL, EADTU, etc), to evaluate the quality of its distance learning model.	Neapolis University has been registered as full member of the European Distance and E-Learning Network (EDEN) that is part of the Higher Education Framework for measuring digital readiness DigiReady+. since October 2022. Furthermore, our Distance Learning academic members attend different webinars that are organized by EDEN, such as "**Institutional Approaches to Supporting Open Educational Resources (OER)**". University has also applied for external accreditations to evaluate the quality of its academic services including the distance learning model. More specifically the University has been accredited by the **Sureplus Quality Organization and has been awarded with a Quality Label level A from December 2020 until December 2024.**	Choose level of compliance:
Eventually, the university should ensure they have the appropriate technology to support online final exams and consider strengthening formative assessments rather than summative assessment.	**Done**, at NUP maintaining the integrity of our exams is of utmost importance. To fortify this commitment, we've integrated **Proctor Exam**, an advanced proctoring software, seamlessly into our Learning Management System (LMS) platform, Moodle. This technology enables us to conduct secure and credible online exams, while upholding rigorous academic standards. Prior to the exam, our system mandates that students verify their equipment's compliance with the minimum requirements essential for utilizing the proctoring software. This includes functionality checks for components like microphone, camera, and internet connectivity. Any technical deficiencies prompt the system to restrict access to the exam, ensuring a level playing field for all participants. Upon verification, the system initiates a comprehensive identification process (including photo of the student and his/her ID), validating the student's identity before granting access to the exam. Throughout the examination duration, **ProctorExam** diligently monitors student's activity through a blend of webcam surveillance, microphone monitoring, screen-sharing tools, and intelligent AI algorithms.	Choose level of compliance:

	Notably, the software is designed to detect and flag any suspicious behaviours or activities, serving as a proactive measure to maintain exam integrity. These flagged instances are diligently recorded for review by the instructor. Moreover, our system allows pre-definition of permissible applications during the exam (such as Word, Excel, or calculators), while meticulously logging all activities for post-assessment scrutiny. Following exam submission, instructors gain access to a comprehensive back-office interface. Here, they can engage in a multi-layered review process, encompassing three crucial avenues: 1.Video Playback: Instructors can review recorded video footage to gain insights into student's behaviour and exam environments. 2.AI-Flagged Incidents: The system's AI flags suspicious activities for further investigation, enabling instructors to delve deeper into these incidents. 3.URL Activity Reports: Detailed reports on URL activity provide additional context for understanding student engagement during exams. Importantly, all exam records remain accessible within our NUP portal for future reference or audits. By leveraging Proctor Exam's integration with our LMS, we stand committed to fostering a robust academic environment where the integrity of assessments remains paramount, bolstering trust and credibility in our assessment processes	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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

eqar//// enqa.

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Opportunities for extending the coverage of the thematic, geographic, and chronological coverage of the Programme, with potential focus on the Mediterranean dimension of the history of Cyprus, that may tap into different student cohorts and provide a more distinctive character to the Programme.	With the induction of the course related to Eastern Mediterranean and Middle East, we extended the coverage of the thematic, geographic, and chronological coverage of the Programme. Furthermore, we would like to note that the programme is being offered only in Greek Language. focusing mainly in Greek language speakers.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC encourages the university to implement advanced learning analytics mechanisms, particularly those based on AI and Machine Learning. These tools can monitor and predict student performance and drop-out rates, enabling the institution to take proactive corrective actions. Such implementations are highly recommended, especially if the university plans to expand by increasing its academic portfolio or the number of online students.	**Done**, Neapolis University Pafos employs a comprehensive array of key performance indicators (KPIs) to meticulously evaluate the excellence of academic services. These encompass crucial metrics, such as student satisfaction rates, graduation rates, and employment rates, all instrumental in gauging the efficacy of our academic programs. By vigilantly monitoring these KPIs, Neapolis University Pafos can discern areas warranting enhancement and swiftly implement corrective measures, thereby guaranteeing the pinnacle of quality in our academic services. Leveraging state-of-the-art AI algorithms, the majority of these KPIs serve the additional function of identifying students at risk of prematurely discontinuing their academic pursuits. For more details, kindly refer *to Annex 3, Quality of Academic services (attached*)	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and rec-ommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
As students have mentioned that the program is demanding, the EEC suggests that some consider-ations should be given to the workload regarding the study materials and activity completion as well as the preparation for fi-nal exams. This is to ensure that the workload is adapted to meet the needs of online part-time students, making it more man-ageable and suitable for these students' learning style and schedule.	The workload of each module, which is equally distributed within the 13 weeks, is being an-nounced at the beginning of the semester in or-der the students to have the appropriate time to organize their study and to meet all the deadlines. Furthermore, prior the announcement of each module timetable, the tutors communicate and collaborate to set the deadlines, of each module's four interactive activities, in an equal distribution manner within the semester making it more man-ageable and suitable for the students. Finally, for those students that are simultane-ously busy with other aspects of their daily life (work, family, etc.), there is the option of choos-ing less than 4 modules, they can choose 3 or 2 modules per semester, accordingly their work-load would be less.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

6. Additional for doctoral programmes
   (ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Overall, we can confirm that the programme is compliant with the QAA standards, both in terms of contentand of delivery. The e-learning platform worked particularly well and we were impressed by the effortsbeing made to keep up with good international practice and developing technology.	We thank the EEA for the very positive conclusions and productive comments and suggestions. Remarks, Improvements and Recommendations have been incorporated accordingly in order to continue to provide a successful and necessary Study Programme for the region and the era as well.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

C. Higher Education Institution academic representatives

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

Date: 19.01.2024