Doc. 300.1.2

Higher Education Institution's Response

Date: 10/09/21

- **Higher Education Institution:**
  Neapolis University Pafos
- **Town: Pafos**
- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Εφαρμοσμένη Πληροφορική, 4 χρόνια / 240 ECTS, Πτυχίο

  In English:

  Applied Computer Science, 4 academic years, 240 ECTS, Bachelor(BSc)
- **Language(s) of instruction: Greek, English**
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

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 300.1.1/2 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.*

- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*

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

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*

- *In case of annexes, those should be attached and sent on a separate document.*

It is our belief and principle that there is always room for improving the provided quality. Therefore, we want to thank the EEC members for the constructive suggestions and recommendations provided. As a result, we enclose our response to fully satisfy the EEC suggestions and recommendations, which we found very useful and productive.

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

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.

Findings for Policy for Quality Assurance
The Department has clear policies and processes in place for quality assurance, especially through the Committee for Quality Assurance using the PROSE system.

Findings for Design, Approval, On-going Monitoring and Review
There was relatively little information about the processes used to design and update the courses. The range of options on offer, however, seems to be good. In any future submission, it would be important to hear more on the mechanisms available to ensure that they remain up to date and relevant.

Findings for Public Information
The Department publishes information about its courses including ECTS, level, purpose, learning outcomes etc. Inaddition, it would be useful to have a per-course matrix of the mapping between ILOs and assessment methods, especially one that might be available to the students.

Findings for Information management
The Department has clear and coherent policies about the gathering of information about a programme of study. However, it is unclear if the students have access to this data or are involved in the follow-up actions in response to innovation and improvement actions.

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

Strengths for Policy for Quality Assurance
Students are encouraged to take modules outside the Department and students from other areas of the School take modules in the Department. These are all covered by existing quality control mechanisms and in the future, a statistical analysis of their responses may identify those teaching practices that are most effective in cross-disciplinary education.

Strengths for Design, Approval, On-going Monitoring and Review
The stated outcomes seem highly relevant to the local and national computing environment – through exposure to generic concepts, teamwork, project work and real-life problems.

Strengths for Public Information

The students have access to the course information, which provides clear information needed to select courses and to tailor their studies although it is less clear how accessible this might be to prospective students or to the wider public.

Strengths for Information management

It is readily apparent from our pre-visit questions, the available documentation and the experience after the visit that there is a high degree of professionalism in information management across the Department, the School and the University.

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

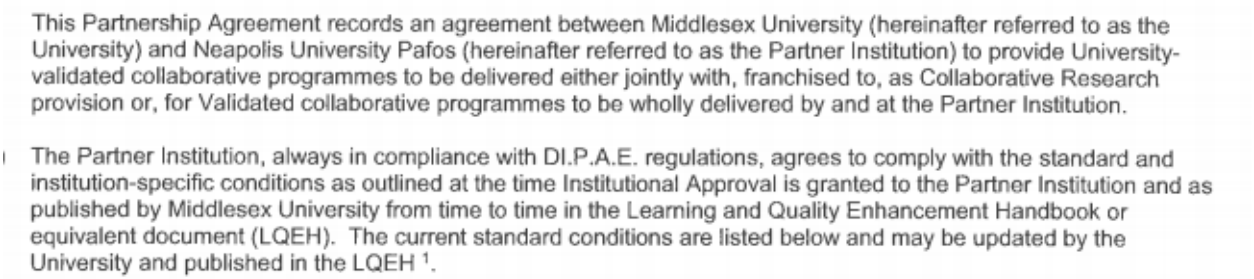
Areas of improvement and recommendations

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

Areas of improvement and recommendations for Policy for Quality Assurance

1. The Bachelor in Applied Computer Science is accredited in conjunction with Middlesex University. The course profiles include the sentence "This course is quality assured by Middlesex University". It was difficult for us to determine how the CYQAA and Middlesex systems co-exist - for example, what would happen if our recommendations during this accreditation contradicted those of Middlesex? We recommend a sustained dialogue between the University and the CYQAA on this matter. The panel has not previously encountered the accreditation of the same ECTS from two different institutions that are not bound within a joint programme. We question how it is possible for two degrees certificates to be awarded from two different universities based on the same 240 ECTS taken in Cyprus.

The University of Middlesex has validated the program of BSc of Applied Computer Science. Clear and transparent guidance has been set out. Therefore, we attach the agreement between the two institutions (see Appendix 17_Partnership agreement, Appendix 18_Memorandum of Cooperation, Appendix 19_Addendum March 2020). As clearly indicated in the Partnership Agreement, the program always operates in compliance with DIPAE.



This Partnership Agreement records an agreement between Middlesex University (hereinafter referred to as the University) and Neapolis University Pafos (hereinafter referred to as the Partner Institution) to provide University-validated collaborative programmes to be delivered either jointly with, franchised to, as Collaborative Research provision or, for Validated collaborative programmes to be wholly delivered by and at the Partner Institution.

The Partner Institution, always in compliance with DI.P.A.E. regulations, agrees to comply with the standard and institution-specific conditions as outlined at the time Institutional Approval is granted to the Partner Institution and as published by Middlesex University from time to time in the Learning and Quality Enhancement Handbook or equivalent document (LQEH). The current standard conditions are listed below and may be updated by the University and published in the LQEH [1].

2. With small cohorts, the statistics derived for a PROSE evaluation are likely to be affected by relatively small changes within the cohort – these issues will diminish as the numbers increase but for now greater clarity would be useful for students and staff into the interpretation of data derived from the PROSE evaluations.

   The evaluation of the quality of teaching and learning is monitored by using feedback from students as the beneficiaries of (and active participants in) the process of teaching & learning.
   The Department of Quality Assurance is responsible for the planning and organization, the production of reports, and the forwarding of these to the staff of the course unit and to the persons responsible for the study program. The planning is made in consultation with the Head of Department and its approved by the Department's Council.
   The evaluation of the quality of teaching and learning is monitored by using feedback from students as the beneficiaries of/and active participants in the process of teaching & learning. The evaluation is done every semester for all the courses.
   The students are required to evaluate each faculty member for each course / section that they are enrolled in, the students answer (in scale of 5; poor to outstanding) the following questions
   The academic staff discusses the results to identify aspects that need improvement, and they propose improvement actions to the program director. The time-window between the start of an evaluation and the forwarding of reports to academic staff and superiors is 3 to 6 months. The evaluations are organized at the end of a semester, after the assessments of students have taken place and after students have been informed on their results. A response rate of 30% is regarded as acceptable for generating a report with results. The results are being discussed during the meeting of the Internal Quality Assurance Committee per department, and then actions for improvement as well as other proposals are submitted to the Internal Quality Assurance Committee of the University. The feedback given by the students is essential for the effectiveness of the teaching and also for the enhancement of the teaching methods. For that reason, the Committee of Internal Quality Assurance takes into account the comments of students, their feedback and the results of the evaluation, in order to improve the different components of the learning process.

Areas of improvement and recommendations for Design, Approval, On-going Monitoring and Review

3. The existing documentation should explain in detail how to provide the training etc to supplement the available skill set of the academic staff.

   Academic staff training, support, and development policy exist ("Staff Development Procedure") to ensure that the development process of academics and administrative staff is based on the philosophy of NUP for academic excellence and modern teaching. The Staff Development Procedure, among others, describes the University-supported initiatives to develop academic staff skills and effectiveness.

   See attached file "Appendix 10_NUP CONTINOUS STAFF DEVELOPMENT POLICY".

4. Some of the courses are allocated to "New Member" of staff – existing documentation should explain how they are supported during induction and what processes are available to ensure any problems they might have are addressed.

   The procedure of the induction of the new members is clearly described in "Induction Policy". The induction consists of 2 phases, where each phase includes specific activities and actions. An example of such activities is the welcome event that runs every year for academics joining the NUP runs to support their seamless and fast adaptation to their new work environment.

Furthermore, the "Staff Development Procedure" describes in detail the available processes to support the development of new staff members.

See attached file "Appendix 9_Induction Policy.docx".
See attached file "Appendix 10_NUP CONTINOUS STAFF DEVELOPMENT POLICY".

Areas of improvement and recommendations for Public Information

5. Students should have access to the mapping of ILOs to individual assessments prior to the course commencing.

   In our departmental handbook and in each course syllabus a mapping between CLOs and PLOs exist depicting the relationship between the learning outcomes and the assessment methods. See attached document "Appendix 8_Handbook.pdf").

6. Care should be taken to ensure all students have advanced access to the assessment criteria and sample solutions for open assessments – especially where there are oral presentations.

   Students already have access to the assessment rubrics, including the oral presentation rubric. For each assessment method, a rubric has been created showing the assessment criteria. More specifically, rubrics exist for the following assessment methods:
   - Written Assignment
   - Programming Assignment
   - Case Study Assignment
   - Oral Presentations
   - Research papers and Discussion

   You can find all the rubrics in the department handbook (See attached document "Appendix 8_Handbook.pdf").

Areas of improvement and recommendations for Information management

7. Procedures should be extended to describe how data is handled year on year to identify trends and to ensure that previous interventions have been successful.

   The Department's council is responsible for ensuring that all information for the effective management of the program of study is collected, monitored, and analyzed. In addition, the Department's council is responsible for monitoring the results of the actions taken and act accordingly.

8. Procedures should be extended to describe how data is used to identify courses that seem out of alignment in terms of the student or staff workload/performance.

   Procedures already exist to support monitoring and data analysis of courses metrics. More specifically, the assessment board held at the end of each semester monitors the students' performance per course and identifies possible performance issues per course. In addition, the IT department provides the assessment board with all the necessary statistics (ex. mean, median, max, min, standard deviation) to support the extraction of valuable conclusions.
   Furthermore, Neapolis University Pafos is committed to implementing an internal system of quality assurance and evaluation. This system is based on the guidelines and the European standards for quality assurance in

higher education. The system is used to monitor, among others, the performance of academics and courses. The details are described in NUP Academic staff performance evaluation document.

See attached file “Appendix 12_NUP Academic staff Evaluations- Procedure.docx”.

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

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.

Overall, students receive a high-quality theoretical training on all key areas of Computer Science. Modules' titles and contents are consistent with the expectations of a high-quality degree offering.
Students receive adequate theoretical training and they can engage with local industry and government organisations practicing learned theoretical concepts.
All regulations appear to be in place for the proper and fair assessment of students, including taking into account mitigating circumstances. Students appear very satisfied with the programme of study and in particular with their interactions with the programme's teaching staff.
Some modules incorporate new research findings and thus students can benefit from and engage with research in the current state of the art of knowledge in these areas.

Strengths

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

Structure of the programme of study and its delivery is in accordance with that of top-quality institutions.
Students appear very satisfied with the programme, the teaching staff, and their interactions with teaching staff.
All regulations supporting student progress and satisfaction monitoring are in place.
The Department has agreements with a list of local industry and government organisations where students can be placed and acquire practical experience of taught concepts.

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

Areas of improvement and recommendations

9. Practical engagement/implementation of theoretical taught knowledge is only available through an apparently optional module. This module should be made mandatory and part of the core requirements for graduation.

   According to CYQAA the Placement course (In our case, the "CSIE- Industrial Experience" course) cannot be offered as mandatory but replaces 1 or 2 elective courses. See the attached documents "Appendix 6_Placement.pdf" and "Appendix 7_Placement_letter.pdf".

10. The faculty size is small. As such, state of the art knowledge in many of the subdisciplines of Computer Science cannot be represented within the Department. The Department must grow to at least twice its current size in order to ensure proper, state of the art knowledge and delivery of taught materials.

Following the suggestion of the evaluation committee, we have proceeded with two new academic staff hires as shown below:

- Dr. Elena Kakouli. Find attached the CV (Appendix 13_Elena Kakoulli)
- Dr. Salomi Evripidou. Find attached the CV as Appendix 16_Salomi Evripidou.docx

The new staff is also listed on our website https://www.nup.ac.cy/faculty-department-of-computer-science/

New staff will ensure a smaller teaching load and increase the available time for staff to engage in research, research projects and research-inspired teaching.

3. Teaching staff
(ESG 1.5)

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.

There are only four Computer Scientists in the teaching staff. This number must be improved significantly in order toensure a smaller teaching load and more available time for staff to engage in research and research-inspiredteaching.

All proper checks and balances appear to be in place for the hiring of new staff and their development. Incentives inplace for staff to engage in research and external funding are in place and should be extended.

Fair processes for staff evaluation and promotion are in place. This process is informed by student evaluations of staff.

A few visiting external teaching staff exist. Efforts to attract more highly-qualified visiting staff should increase – albeit, emphasis must be placed on hiring more permanent staff.

Strengths

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

Incentives for staff to engage in research and in proposals for externally funded projects. Overall, proper departmental support for staff development.

Teaching staff are evaluated and evaluations inform their academic progression and remuneration.

New methods for innovation during teaching are discussed and implemented, including ways to improve student interaction and engagement during online delivery of taught content.

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

We would like to thank the committee for the comments. Regarding the comment on the synergies between research and teaching and the suitability of the faculty staff, a table is attached that summarizes the research result of each faculty member and the courses they teach. Kindy refer to Appendix_20_Synergies.

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.

1. Research engagement of staff is currently very non-uniform and overall lacking in both depth and breadth, despite a few exceptions in some areas.

   New academic staff additions will help all staff to focus on research. New staff will ensure a smaller teaching load and more available time for staff to engage in research and research-inspired teaching. As mentioned previously, we have already hired two new academic members. Nevertheless, the last few years our existing academic staff has been focusing and producing high quality research on the specific sub-areas of CS. More specifically, the focus was on the areas of Artificial Intelligence, Internet of Things, Educational Robotics and Blockchain.

2. Externally-funded projects are currently not very research oriented.

   The addition of the two new CS academic staff members will help all the academic members substantially focus on research activities such as submitting of research-oriented proposals. Furthermore, we plan to:

   Increase international partnerships with participation to info and cooperation days. More specifically to attend:

   Info days organized by European Union

   Info days organized by Research and Innovation Foundation

   Cooperation events like Hannover Messe

   Participation in COST actions related to the academic staff expertise. Examples of COST actions that academic staff has already applied to participate are:

   CA20120 - Intelligence-Enabling Radio Communications for Seamless Inclusive Interactions

   Moreover, only the last month, tha faculty members of the Department have submitted 2 more research proposals to the IDEK - EXCELLENCE HUBS call. Below, one can find the abstract of the two research proposals that have been already submitted:

   Project Title: Cypriot NGEU Scoreboard (S. Chatzichristofis – Budget 119.000)

   Project Summary: The main objective of the project is the creation of a pilot digital scoreboard basis, which could lead to productivity measurement of NGEU resources. The digital scoreboard database will include the weighting mechanism of more than 40 indicators. More specifically, the unemployment rate, unit labor cost, research and innovation per employee, high technological added value in production, the use of renewable energy sources and the reduction of gaseous pollutants, would be some of the indicators. It is noted that the digital scoreboard database will be classified into four strategic pillars according to the NGEU structure. The first is Green Transmission, the second is Digital Transmission, the third is employment, skills, social cohesion, and the last one is private investments and economic transformation. Depending on each pillar of the NGEU, different weights will be given to the indicators, while it is emphasized that each pillar will have a different assessment. Therefore, the assessment of the NGEU will be done per pillar, but also as a whole.

   Project Title: Crowdfunding as an effective tool for finance for Cypriot SMEs (P. Christodoulou – Budget 119.000)

Project Summary: The CCSME project has as a general objective to address the long-standing challenges faced by small and medium-sized enterprises (SMEs) in Cyprus in terms of access to finance through the design of a customized innovative technological deliverable. More specifically, the project aims to investigate certain forms of alternative finance, namely crowdfunding, that could contribute towards the financial sustainability and growth of SMEs. SMEs are the backbone of Europe's economy, representing 99.8% of all businesses in the EU, 56.4% of total value added across all sectors if the economy, and 66.6% of total employment. The SME figures are even more striking for Cyprus as it is responsible for 76.3% of total value added and 83.8% of employment.

Despite their importance to the economy and society, Cypriot SMEs have been having severe trouble accessing bank loans for over a decade and, yet, they have not sought out alternative finance tools as have their counterparts in other countries. We seek out to investigate the reasons behind this observation and, more generally, the lack of a developed alternative finance market in Cyprus, with a goal to construct a remedy by leveraging on the team's technological know-how, which constitutes the novelty of this project. The main outcomes of the CCSME project will be the following:

1. a thorough analysis of the perceptions of both SMEs and investors through interviews and questionnaires, in order to understand the local environment and perceived obstacles surrounding crowdfunding (such as lack of awareness and lack of trust) and,

2. the design of a Blockchain-based crowdfunding platform and the implementation of a smart contract to overcome some of the concerns that will be identified through the analysis of data from interviews and questionnaires.

Finally, it is worth noting that we proudly participate in the consortium of 2 proposals to be submitted under:

"HORIZON-CL4-2021-TWIN-TRANSITION-01-02"

"HORIZON-CL2-2021-TRANSFORMATIONS-01-05"

For both proposals we can provide additional information if needed.

3. The number of CS-specialist teaching and research staff should be significantly increased. As it stands, having only 4 CS-specialists among the teaching staff is a serious impediment to ensuring an overall high- quality department.

Please see the answer in Question 10.

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

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.
There are pre-defined and published regulations regarding student admission along with criteria implemented in a transparent manner.
There is no p*re-defined and published regulations regarding student progression.*
The recognition and transfer of credit units is regulated by procedures and regulations which ensure that the credit units are awarded by the institution which awards the higher education qualification

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc. There are support mechanisms through the Admissions office and the Program Coordinator There is a transparent procedure On Recognized Courses - ECTS And Transfer Students
The admission requirements for the programme are appropriate. Student certification regulations are in place with specific learning outcomes.

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

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.

1. The Committee recommends processes to be in place for the international students' preparation for admission through the departmental recruitment strategy at application stage.

   We are currently concentrating on penetrating several African countries, such as Nigeria, Ghana, and Kenya, and some Asian countries, such as Pakistan, India, and Vietnam. We have already formed agreements with agents and consultants in a number of countries to advertise our programs and recruit students. We also operate marketing initiatives aimed at the countries above, which generate a considerable number of leads on a daily basis. The goals of these operations are to raise brand recognition, produce high-volume leads quickly, extend and upgrade the network of agents, improve their performance, and establish relationships with enterprises, associations, and educational institutions around the country.

We have established a new call center at NUP and a few call centers in Africa and Asia through local partners to deal with the potentially large number of leads (inquiries) and applications. In addition, we have put CRM and other tools in place to help us automate procedures and handle data more effectively.

Hundreds of people who have expressed an interest in studying at NUP are contacted every day by our student advisors, who assist them in selecting programs and submitting applications. We anticipate a considerable increase in international student registrations for both traditional and distance learning programs with our current strategy and plan of action.

2. The committee recommends processes and tools to be set in place to collect, monitor and act on information on student progression, are in place.

   The student progression processes are in detailed described in student progression policy.

   Find attached "Appendix 5_Students Progression Policy" and "Appendix 11_System and Evaluation Criteria of Students"

3. As of October 2019, the B.Sc. in Applied Computer Science program is assured and accredited by Middlesex University and students receive a dual degree on successful completion. How is this accreditation leveraged within the program curriculum and how is it planned to be recognised? The committee has focused during the discussions with the head of school and staff members on the validation of the degree from Middlesex University and more specifically on the two degrees that the students are accredited with upon completion of the degree. It is for the CYQAA to further investigate the evaluation process of the validation and accreditation of the programme from Middlesex University as a second degree provided.

   Please see the answer in Question 1.

4. The Committee requested further information on work experience recognition, but the feedback was that this is not taking place as a standard process in Cyprus Universities.

   CYQAA allows the recognition of ECTS only from 1st Cycle programs - EQF 6 (240 ECTS Bachelor programs) and above. Find the announcement here:

   https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/368-metafora-ects-apo-dieti-kai-trieti-programmata-spoudon-se-tetraeti-programmata-spoudon-epipedou-ptyxiou

   Therefore, work experience recognition it is not allowed.

5. Transparent ECTS credits required to be provided to the students for progression from one stage to the other until completion of the programme. The panel requests that the programme guide include clear progress requirements from one to the other in terms of prerequisites/minimum yearly GPA etc.

   By decision of the Department's Council on 12/07/2021, we have updated the handbook to include clear progress requirements. More specifically, we have included in the handbook the following "Students who have completed courses that correspond to up to twelve (12) ECTS throughout the academic year and must repeat the year. That is, in the following year of study, these students will, compulsorily, enroll courses that they have failed last year". Furthermore, we have no minimum GPA requirement for a student to fulfill to proceed to the next academic year.

See attached file “Appendix 8_Handbook.pdf”.

5. Learning resources and student support

(ESG 1.6)

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.

Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.
Adequate and modern learning resources are available to the students including facilities (labs) and library.
Support mechanisms for students with problematic academic performance are in place. *All resources are fit for purpose and students are informed about the services available to them.*
Student support is provided covering the needs of a diverse student population. Students are informed about the services available to them.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.
There is a Student Welfare Service and SSD that supports students with regards to academic and personal problems and difficulties. There is a personal advisor for every student.
Neapolis University offers advisory services by specialized personnel, including a Student Personal Advisor who specializes in handling student' s daily life issues.
The Personal Advisor is a reference point for the students as he provides advisory support and guidance for any academic issue during their study years.

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

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.

11. The panel recommends in the future, when the staff members and the curriculum modules advance in numbers, to consider a T&L Committee to monitor the T&L processes and resources at all stages taking into account the student and staff feedback.

We agree with the committee, and when the staff members advance in numbers, we will proceed with establishing an internal Teaching & Learning Committee to monitor all the necessary processes and resources. It is worth mentioning that a T&L committee already exists at NUP.

12. Based on the projected entry numbers in the course it is recommended for the department to have a risks mitigated plan in order for the resource related needs arising from changing numbers of students, which is highly related to the teaching equipment and physical space needs.

    Today, the undergraduate program of Applied Computer Science can, due to the capacity of the existing facilities and laboratories, serve simultaneously up to 50 students each year, a number which far exceeds the strict upper limit of 30 students that now the Department chooses to admit each year.
    According to the University's strategic plan, for the next 5 years, we expect that our student registrations from international markets will grow significantly. Although the NUP has the capacity in terms of facilities to support this growth maintaining the quality of education and service, the number of undergraduate students that the Department will serve will increase only when the University's new facilities are completed.

13. It is recommended to have in place procedures, appropriate training, guidance and support, for teaching personnel, to enable it to efficiently support the educational process.

    All the teaching personnel is continuously supported to achieve high quality teaching standards. Different procedures are in place for that purpose:
    Staff Development Procedure: ensures the continuous training and personal development of the teaching personnel.
    IT support: IT department provides real-time technical support to academic staff
    Mentoring procedure: concerns the enhancement and enrichment of each member of the permanent staff and seeks to facilitate excellence and innovation in teaching and learning, research and research training, and community engagement for all Academic Staff

    See attached file “Appendix 10_NUP CONTINOUS STAFF DEVELOPMENT POLICY.docx”.
    See attached file “Appendix 9_Induction Policy.docx”.

14. Although each student has an academic mentor, there has been scientific evidence that students benefit from the inclusion of student mentors in the support services of the department, where the mentor is at a higher stage of studies (student buddy system).

    By decision of the Department’s Council on 12/07/2021, the student buddy system has been adopted and will be implemented from the next academic year 2021-2022.

6. Additional for doctoral programmes

(ALL ESG)

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7. Eligibility (Joint programme)

(ALL ESG)

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B. Conclusions and final remarks

15. However, care must be taken to sustain this level of support if student numbers begin to increase.

Based on the University's strategic plan, the actions to be taken in case the number of students increased are listed below:

- Maintain low personnel (permanent) per student ratio (up to 14)
- Secure new lab spaces
- 1 PC per student
- Administration support. Based on the University's handbook, the working load of the administrative staff is estimated based on the following formula By considering the formula above and based on the current number of students in our Department, there will be a need for hiring new administrative staff when the number of students grows above 250 or when the number of Faculty members increases to 7.

16. Although there are some clear research strengths, the engagement of staff is currently very non-uniform and overall lacking in both depth and breadth. There are only four Computer Scientists in the teaching staff. This number must be improved significantly in order to ensure a smaller teaching load and more available time for staff to engage in research and research-inspired teaching.

Done. Please see the answer in Question 10.

17. Main concern: The need for clear processes and policies to support Equality, Diversity and Inclusion;

We understand the importance of creating an inclusive environment where the rights and dignity of all our staff and students are upheld and where every individual is valued and is able to reach their full potential. We are fully committed to both meeting and exceeding our obligations under the current legislation. By doing more than what is required by law, we equip all our staff and students with the knowledge and ability to sustain and enjoy a fully inclusive working environment. We recognise the importance of making meaningful and sustainable change and dismantling systemic barriers so that everyone can thrive during their time at Neapolis.
By decision of the senate on 23/06/2021, our University adopted 2 new Committees: In the EDI [umbrella] policy (Appendix 2_Neapolis D&I policy.docx), we make provision for an EDI Committee; and in the Gender Equality policy (Appendix 3_Gender Equality Policy.docx), we make provision for a Gender Equality Committee. Both committees include both staff (academic and admin staff) and student representatives. In particular, the EDI policy provides the following: "Day-to-day operational responsibility for this policy, including its regular review, has been delegated to the University's Equality, Diversity and Inclusion Committee. The Equality, Diversity and Inclusion Committee is led by the University's Equality, Diversity and Inclusion Lead. Its membership consists of the University's Equality, Diversity and Inclusion Lead; the 5 members of academic staff who are the Equality, Diversity and Inclusion Leads for each School of the University; three members of administrative staff; and four students. Equal gender representation and representation of staff and students with different protected characteristics within the Committee is imperative and this must be taken into account during the selection procedure for the members of the Committee. The University's Equality, Diversity and Inclusion Lead will be selected every three years following the publication of an internal University vacancy seeking for expressions of interest to be appointed to this role. The School Leads for Equality, Diversity and Inclusion will be appointed at School level, following the

publication of an internal vacancy (at School level) seeking for expressions of interest to be appointed to this role. The three members of administrative staff will be selected every three years following the publication of an internal University vacancy seeking for expressions of interest to be appointed to this role. The four student members who will sit on the Committee will be selected on an annual basis following the publication of an internal vacancy (at University level) seeking for expressions of interest to be appointed to this role."
The Gender Equality policy provides the following: "Day-to-day operational responsibility for this policy has been delegated to the University Gender Equality Committee. The Gender Equality Committee is appointed by the Senate and operates as an advisory body to the Senate and the University Committee for Equality, Diversity and Inclusion for the promotion of gender equality at all levels of operation and in all the processes of academic life. The membership of the Committee should, ideally, include representation of female, male, intersex, transgender, non-binary and gender-diverse employees and students. However, because it is recognised that – under the current circumstances – it is unlikely to be possible to achieve this wholly or partly, the Committee, which will have eight members, will – at the present moment – simply aim to have equal representation of men and women. The Committee will consist of four faculty members (two female and two male), two members of administrative staff (one male and one female) and two students (one female and one male). The Committee's staff members will be selected every three years following the publication of an internal University vacancy seeking for expressions of interest. The two student members who will sit on the Committee will be selected on an annual basis following the publication of an internal vacancy (at University level) seeking for expressions of interest among the student body.

18. Main concern: The need to clarify the relationship with Middlesex University in terms of quality assurance and in the award of a second degree-certificate.

    Done. Please see the answer in Question 1.

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Pantelis Sklias	Rector	

Date: 10/09/21