

Doc. 300.1.2

Date: 26/10/22

# Higher Education Institution's Response

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

**In Greek:**

**ΔΙΔΑΚΤΟΡΙΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΠΟΝΗΣΗΣ ΔΙΑΤΡΙΒΩΝ  
ΣΕ ΣΥΝΕΠΙΒΛΕΨΗ ΜΕ ΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ**

**In English:**

**PHD PROGRAM WITH CO-SUPERVISION WITH THE  
UNIVERSITY OF PIRAEUS**

- **Language(s) of instruction:** English, Greek
- **Programme's status:** New
- **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 2021 [L.136(I)/2015 – L.132(I)/2021].**

## 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.*



Dear EEC,

We would like to express our sincere gratitude for the positive reaction and comments we have received, among others that the program is overall either fully compliant or partially compliant to the stated criteria and standards. We hereby state our response to all the comments regarding areas of improvement and recommendations.

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

1. There is an opportunity to have greater clarity around the avenues that can be pursued by students if they have difficulties or concerns during their PhD journey. Equally, given the specificities of a PhD programme, there is scope to further develop and articulate elements of quality assurance that reflect the nature of the programme. Here, if we are to offer a critical comment, some aspects of the documentation occasionally struck us as being quite generic, and an expression of QA approaches in other programme arenas.

### NUP RESPONSE:

No action is required.

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

A formal procedure for student appeals is in place. Our recommendation here is for greater clarity around the availability of a formal procedure for student appeals, particularly in relation to supervision shortcomings or complications.

### NUP RESPONSE:

Done. A formal procedure for student appeals is in place. See attached ***Annex 1\_ Complaints Policy and Procedure*** and ***Annex 2\_ Appeals Policy and Procedure***.

Additionally, a business intelligence-based software application has been purchased in order to follow student progress. See attached ***Annex 3\_ Targit Business Intelligence Suite***.

### 3. Teaching staff (ESG 1.5)

**Training and support for supervisors should be recognised as an ongoing rather than one-off need. There is scope to consider the development of thematic areas as the programme develops. This could for example be pursued through the issuing of specific calls for proposals in topics related to local/regional issues or shared staff interests.**

#### NUP RESPONSE:

Done. A training and support component for supervisors has been incorporated as an ongoing process. Supervision techniques and methodologies are being developed. More particularly, experienced research tutors, currently active research fellows in NUP's Economics and Business department, namely Professor Christopher Moon (<https://www.nup.ac.cy/faculty/christopher-moon/>) and Professor Paul Jones (<https://www.nup.ac.cy/faculty/paul-jones/>), are in charge of this task.



#### **4. Student admission, progression, recognition and certification**

*(ESG 1.4)*

*(ESG 1.6)*

**As for other aspects of the joint programme, it is important to maintain consistency of approach across both contexts.**

#### **NUP RESPONSE:**

No action is required.



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

The committee acknowledges that there are some current issues in providing students and staff with access to the international network system, Eduroam. This is particularly relevant to PhD students, not least in supporting their ability to join in with international networks.

### NUP RESPONSE:

The EEC is fully aware of the technical process we are undergoing. No further action is required.



## 6. Additional for doctoral programmes

*(ALL ESG)*

**Overall the committee are happy with the selection criteria and requirements and the detailing of the proposal and the dissertation. In relation to supervision and committees, the committee is generally happy with the proposed arrangements but as in our earlier comments we insert a note of caution in relation to the supervisory arrangements. In particular we suggest that the student advisory committee might have one of its members nominated as primus inter pares so that any differences among the members of the committee can be resolved thus ensuring that the student journey is not negatively impacted.**

### NUP RESPONSE:

Done. We fully agree with the EEC's suggestion.



## 7. Eligibility (Joint programme)

(ALL ESG)

**There are elements of risk built into the planned supervision arrangements, specifically the 4-member advisory committee (see earlier comments). It is highly advisable that one member of the committee be *primus inter pares*.**

### NUP RESPONSE:

Done. See our response in section 6.

## **B. Conclusions and final remarks**

**This is an ambitious programme that is driven by the laudable vision of the partner institutions and their cooperating academic faculty members.**

**There appears to be warm and constructive relationships in place between researchers across the two universities, which provides a strong basis for the successful development of the PhD programme.**

**In delivering the programme it will be important that a student-centred perspective is maintained and reinforced at all stages of the PhD journey. Here we note that the institutions have considerable experience in other areas of learning and teaching, but that a doctoral programme creates specific demands on faculty and administrative staff. It is therefore important that appropriate ongoing investments are made in the training and development of academic staff with regard to PhD supervision.**

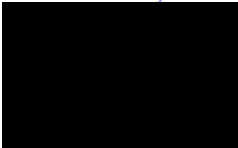
**Looking to the future, there is a potential opportunity to nurture the emergence of focused thematic areas that would be valuable in developing further the research ecosystem across and beyond the two universities.**

**There is a good fit with institutional strategy and in particular the ambitions around internationalisation. There are many positive potential benefits arising from the new programme. These may include, for example, collaborations with industry and key sectors of the economy around research projects, and instilling a motivation for greater international labour mobility.**

**We thank the institutions for their documentation, as well as for their engagement during the site visit. We also wish to record our appreciation to the CYQAA officers for their exemplary support.**



### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Pantelis Sklias</b>	Rector	

**Date:** 26/10/22

