

Doc. 300.1.2

Date: 04.12.2025

## Higher Education Institution's Response

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

**In Greek:**

ΜΕΤΑΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΣΠΟΥΔΩΝ (MSc) ΣΤΗΝ  
«ΟΡΓΑΝΩΣΙΑΚΗ ΗΓΕΣΙΑ ΚΑΙ ΔΙΟΙΚΗΣΗ  
ΑΝΘΡΩΠΙΝΟΥ ΔΥΝΑΜΙΚΟΥ»(εξ αποστάσεως, 11/2  
έτη, 90 ECTS)

**In English:** MSc in Organizational Leadership & Human Resource Management (Distance, 11/2 year, 90 ECTS)

- **Language(s) of instruction:** Greek and English
- **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 300.1.1/1 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 2<sup>nd</sup> 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
<p>a. Issue 1: Some Ambiguity over Programme Aims and Objectives.</p> <p>During the various meetings held at the site visit, the Evaluation Committee encountered some differences in the manner in which a variety of internal and external stakeholders articulated the nature and core design objectives of the programme. The Evaluation Committee recommend that further consideration needs to be given to more clearly articulate the essence and uniqueness of the proposed programme and the nature of the graduate it hopes to deliver.</p> <p>Recommended Action:</p> <p>To ensure full compliance with 1.2, the Evaluation committee recommend that the Programme Coordinator collaboratively revisits the learning aims and objectives of the programme with a view to simplifying and crystalizing its essence and unique selling point. These revised aims and objectives can then be communicated to the teaching team to facilitate some tailoring of academic content and assessment and be reflected in external publicity material planned for the programme. These revised programme aims and objectives could also be used to clarify optimal pathways for students on the programme.</p>	<p>Done. Programme Aims and Objectives have been revised, as follows:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate the major theories and models of organizational behavior, organizational leadership and human resource management and assess their relevance to contemporary organizational challenges.</li> <li>2. Apply evidence-based approaches to leadership and decision-making, using data, research and behavioral insight to inform strategic actions at an operational, tactical and long-term level.</li> <li>3. Analyze the impact of organizational culture, power dynamics and ethics on leadership behavior and human resource management.</li> <li>4. Demonstrate reflective judgement in evaluating how cognitive biases, heuristics, and emotional intelligence influence organizational behavior, organizational leadership and human resource management decision processes.</li> <li>5. Develop and justify strategic leadership interventions that enhance organizational performance, drawing on empirical evidence and best-practice frameworks.</li> </ol>	Choose level of compliance:
<p>Issue 2: Developing Programme identity</p> <p>The Evaluation Committee were of the view that the shared nature of the delivery all the programme subjects (all shared with other Programmes across multiple Departments and Schools) could lead to a dilution of the identity and level of communal bonding of the programme.</p> <p>Consideration needs to be given to how the identity and communal bonding of the programme will be developed and maintained.</p> <p>Recommended Action:</p> <p>The committee recommends that the Programme Coordinator should put in place</p>	<p>Done. We will offer the students the opportunity to follow career talks/skill development sessions/presentations from existing staff, guests and external stakeholders on topics, such as:</p> <ol style="list-style-type: none"> <li>1. Data analytics</li> <li>2. Data visualization</li> <li>3. AI in Strategic decision-making</li> </ol> <p>The aim is to deliver them on monthly basis to maintain enhanced continuity of programme identity across the students and staff and the way the programme can be communicated to the wider public.</p>	Choose level of compliance:

<p>specific opportunities (face to face and/or virtual) to help build and maintain a distinctive programme identity among this cohort of students. For example, use could be made of dedicated career talks or skill development session from external stakeholders to achieve this.</p>		
<p>c. Issue 3: Initial Programme Grade Monitoring and Review</p> <p>The Evaluation Committee noted the potentially diverse intake that could manifest itself in this programme. This rich diversity of the student cohort (which the committee saw as a strength of the programme) and open selection prerequisites has the potential to produce unusual grade distributions. The committee also noted that course delivered on this programme would cut across university Departments and Schools. As such the committee considers that the existing standardized institutional grade review and approvals process could negatively impact on the development of the programme.</p> <p><b>Recommended Action:</b></p> <p>The Evaluation Committee recommends that Department Heads and Programme Coordinator pay special attention to both the standard and consistency of grading across subjects on this programme and that existing institutional grading norms should not unduly influence grading practices on this programme while it develops and beds down</p>	<p>We acknowledge and appreciate the Committee's constructive observation regarding the diverse intake and interdisciplinary character of the MSc in Organizational Leadership and Human Resources Management.</p> <p>To address the Committee's recommendation and ensure academic standards, consistency and alignment with programme objectives, the following mechanisms are in place:</p> <p><b>a) Programme-Specific Assessment Board</b></p> <p>Among all NUP Programmes, each has an exclusive Assessment Board responsible for the validation and oversight of assessments. The MSc in Organizational Leadership and Human Resources Management maintains its own dedicated Assessment Board, which monitors student assessment criteria, grading performance, and the alignment between course and programme learning outcomes. This Board ensures that assessments across all courses reflect both the rigor and the intended learning outcomes of the programme.</p> <p><b>b) Alignment of Courses Across Departments and Schools</b></p> <p>All courses included in the programme, even when offered by different Departments or Schools, have been carefully aligned with the programme's purposes and learning outcomes. A comprehensive Learning Outcomes Mapping Table has been developed (see Annex ...), demonstrating the relationship between Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Furthermore, detailed information is provided in Chapter 3.2 "The Course" and specifically in Section 3.2.1 "Short Description and Learning Outcomes", where the mapping of each course to the programme-level outcomes is explicitly stated.</p> <p><b>c) Consistent Assessment Rubrics</b></p> <p>Following the recommendations of the EEC, consistent format and layout of assessment rubrics have been adopted and applied across all courses of the programme. This ensures uniformity in grading standards, transparency in assessment expectations, and fairness in evaluating student performance,</p>	<p>Choose level of compliance:</p>

	<p>irrespective of the Department or School offering the course.</p> <p><b>d) Continuous Quality Assurance and Programme Monitoring</b></p> <p>All aspects of programme implementation are systematically assessed every semester through the NUP Quality Assurance (QA) mechanism. This mechanism evaluates the achievement of programme learning outcomes, student grading distributions, adequacy of teaching and academic staff, and the relevance and quality of learning materials and content. The QA process serves as a valuable tool for the Programme Coordinator to monitor consistency, assess programme effectiveness, and implement improvement actions or strategic initiatives as needed.</p> <p>Through these established mechanisms, the Programme ensures that grading standards are applied consistently and appropriately, while allowing the unique interdisciplinary and diverse nature of the programme to be fully reflected in student performance outcomes.</p>	
<p><b>Issue 4: DMBA as Inadequate Preparation for the Dissertation</b></p> <p>The Evaluation Committee noted that the preparation for the dissertation via the research methods and data analysis course (DMBA500) is inadequate for a Master's level programme on organizational leadership and HRM. This is due to the course having a heavy skew towards quantitative methods and analysis as the expense of qualitative methods.</p> <p><b>Recommended Action:</b> the compulsory research methods course needs to include adequate consideration and skills of qualitative methods and analysis. This is particularly significant in the context of a degree programme that focuses on organizational leadership and HRM and where students are likely to want to address questions that require a qualitative approach.</p>	<p>Done. We fully agree that a strong foundation in both approaches is essential, particularly given the focus of our degree programme on Organizational Leadership and Human Resource Management, where qualitative inquiry often provides critical insights.</p> <p>So, we have comprehensively revised the Study Guide and content for DMBA500 (<b>See Annex 1 – DMBA 500 Study Guide</b>, specifically focusing on the first five units, to significantly enrich the course with dedicated qualitative elements, <b>See Annex 2 Revisions</b></p> <p>These revisions ensure that students are introduced to, and gain foundational competence in, both quantitative and qualitative research methodologies from the outset of the course. This balanced preparation will better equip our graduates to design, execute, and analyze master's level dissertations that appropriately address the complex, often context-rich, research questions prevalent in Organizational Leadership and HRM.</p>	<p>Choose level of compliance:</p>

## 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
<p>Issue 1: Interactive Activities are Vulnerable to use of Generative AI</p> <p>There was consideration of AI in the assessments space, but less attention to how interactive activities are AI resilient. Course interactive activities (provided as examples) can become vulnerable in the presence of generative AI.</p> <p>Recommended Action:</p> <p>Course content should be audited under the guidelines of the new generative AI that will be provided by the University in the near future. In particular, the Evaluation Committee recommends to have explicit guidelines for students and staff regarding how to use AI for effective learning and how to create assessments and activities that are not vulnerable to AI.</p>	<p>We acknowledge the concern. <b>Neapolis University Pafos maintains an approved Plagiarism and Generative AI Policy</b>, embedded in programme handbooks and communicated to students and staff. The policy defines permitted uses, transparency requirements, and procedures that safeguard learning. We have already delivered seminars for academic staff and students on Turnitin similarity and AI reports, good submission practices, and responsible use of AI within interactive learning. Materials and recordings are available internally.</p> <p>We are strengthening interactive activities so they remain authentic and resilient to generative AI. Our immediate plan is:</p> <ol style="list-style-type: none"> <li>1. Publish a one-page guide for students and instructors with clear AI use rules and examples of AI-resilient activities.</li> <li>2. Run a focused audit by Department to review interactive activities against learning outcomes and AI resilience.</li> <li>3. Offer a workshop for academics with sample prompts, rubric language, and standard disclosure statements.</li> <li>4. Conduct sampling checks during the next examination period and provide feedback to Departments.</li> </ol> <p>These steps will ensure that interactive activities remain pedagogically sound, aligned with learning outcomes, and resistant to misuse of AI tools, see <b>ANNEX 7_Guide on AI Use in Learning and Assessment</b></p>	<p>Choose level of compliance:</p>
<p>b. Issue 2: Present and Consistency of Rubrics for all Courses</p> <p>Recommended Actions:</p> <p>Study guides should be checked to ensure they have rubrics, including the dissertation. In addition, an area of improvement may be considering the possibility for more consistency around the format and layout of rubrics used across the programme.</p>	<p><b>Done.</b> please see attached all Study Guides with consistent format and layout in rubrics. See, <b>ANNEX 4_Revised Study Guides Rubrics</b></p>	<p>Choose level of compliance:</p>

<p>c. Issue 3: Availability of Support over Extended Hours</p> <p>While students noted teaching staff availability outside regular office hours, the availability of IT support was limited (apart from during examination time). Notable, the support service hours are limited at the weekend.</p> <p>Recommended Actions:</p> <p>The University may wish consider how support services can align with the working patterns of student study, especially if the cohort from this programme are intending to be based across different time zones.</p>	<p>Done. During the days of teaching for on line course does exist from 8 am to 8 pm a constant and continuous service and support provision from IT NUP team.</p> <p>Regarding the examination periods does also exist a three shifts support provision in order to confront and resolve immediately any occurred matter related to the excellent process of exams.</p>	<p>Choose level of compliance:</p>
<p>Issue 4: Lack of Detail around Dissertation Purpose and Marking (see also section 1 recommendations)</p> <p>Recommended Action:</p> <p>The assessment of the dissertation and the role it has on the programme as an integrative device needs to be further articulated and clearly communicated to students within the study guide.</p>	<p>Done. Attached Dissertation Outline and NUP Dissertation Guide, accessible to all of our Students, through Moodle. <b>See ANNEX 5 _DISSERTATION OUTLINE &amp; ANNEX 6_ NUP DISSERTATION GUIDE</b></p>	<p>Choose level of compliance:</p>

### 3. Teaching staff

(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>a) Issue 1: Formalizing mentoring arrangements</p> <p>Staff mentoring was in place and considered organic, as growth in the Department and School continues, this may inadvertently produce inconsistencies and disparities.</p> <p><b>Recommended Actions</b></p> <p>It is valuable consider a more proactive and tactical approach to mentoring that ensures early and mid-career staff have access to senior researchers relevant to their own areas of expertise. Given the current Faculty make-up, in the short-term one example may be the involvement of external or visiting researchers to help build this capacity or support infrastructure</p>	<p>Done. Neapolis University Pafos recognizes the importance of establishing a systematic, transparent, and targeted mentoring framework for academic staff, particularly during periods of institutional growth, diversification of academic Programmes, and expansion of research activities. A structured mentoring culture not only enhances academic development and collegiality but also ensures that all staff, especially early and mid-career academics receive consistent guidance in their professional and research trajectories.</p> <p>At the beginning of each academic semester, the Vice-Rector for Research delivers a comprehensive presentation to the entire academic community, underscoring the strategic importance of research and publication within the University's academic mission. This briefing includes:</p> <ul style="list-style-type: none"> <li><b>Presentation of high-impact international journals and publication outlets</b>, particularly those indexed in Scopus and ranked with strong Impact Factors.</li> <li><b>Emphasis on the University's policy</b> that each academic member is expected to publish at least two Scopus-indexed articles as a key performance indicator and as a criterion for academic progression between ranks.</li> <li><b>Reinforcement of the University's vision</b> to embed a culture of high-quality, evidence-based research that contributes both to disciplinary advancement and institutional reputation.</li> </ul> <p>During these sessions, the Rector and Vice-Rector jointly reaffirm the University's commitment to supporting research productivity through targeted funding initiatives. Faculty members are eligible to apply for financial support to cover publication fees and conference participation expenses. Access to these funds is linked to an internal quality enhancement process: before publication or conference presentation, academics are encouraged to present their work in internal faculty seminars. These sessions are attended by peers and senior academics, providing an opportunity for constructive critique, methodological improvement, and intellectual exchange. This collegial approach ensures that research outputs are rigorously refined prior to submission and that mentoring occurs organically within a structured institutional setting.</p>	<p>Choose level of compliance:</p>

	<p>Within this strategic framework, the Unit of Pedagogical Design and Learning Process (UPDLP) please see <a href="https://www.nup.ac.cy/unit-for-pedagogical-design-and-the-learning-process/">https://www.nup.ac.cy/unit-for-pedagogical-design-and-the-learning-process/</a> – plays a central coordinating role. In collaboration with the University's Departments and the Offices of the Vice-Rector and Rector, the UPDLP designs, implements, and continuously evaluates a formal mentoring scheme, which includes the following components:</p> <ul style="list-style-type: none"> <li>• <b>Structured Matching:</b> Early- and mid-career academics are systematically paired with senior faculty mentors based on academic discipline, research interests, and professional goals, ensuring alignment of expertise and mentorship relevance.</li> <li>• <b>Capacity Building:</b> The UPDLP organizes mentoring skills workshops and leadership training sessions to enhance the mentoring capabilities of senior faculty members and to foster a culture of reciprocal learning.</li> <li>• <b>External Engagement:</b> Where specialised input is required, collaboration with external or visiting researchers is facilitated to strengthen mentoring capacity, build interdisciplinary networks, and support emerging research areas.</li> <li>• <b>Monitoring and Evaluation:</b> The mentoring process is subject to periodic review to ensure its effectiveness, equity, and alignment with the University's broader strategy for academic development and research excellence.</li> </ul> <p>Through these initiatives, Neapolis University Pafos ensures that mentoring is not only a supportive mechanism for individual academics but also a structured institutional practice that drives the University's commitment to excellence in teaching, research, and scholarly engagement.</p>	
<p>b) Issue 2: Staff Developmental Opportunities around International Emerging Trends in Industry and Practice Staff were both exposed to and actively engaged with a variety of external stakeholders, and have close relations with industry in the local area and regional context. However, given the international ambitions of the programme, providing opportunities for broader practitioner and occupations exposure would be valuable.</p> <p>Recommended Actions:</p>	<p>Neapolis University Pafos actively promotes engagement with the international academic and professional community through the Unit of Pedagogical Design and Learning Process (UPDLP) and its participation in the European Universities Alliance – EMERGE.</p> <p>Accordingly:</p> <ul style="list-style-type: none"> <li>• The UPDLP develop a mechanism for mapping international professional and industrial trends relevant to the University's academic Programmes.</li> <li>• UPDLP will offer targeted staff development workshops and training sessions focused on international trends, professional standards and accreditations (e.g., CIPD, CMI).</li> <li>• Through partnerships with external bodies and professional associations, we will strengthen the</li> </ul>	<p>Choose level of compliance:</p>

<p>It may be that key members of faculty associated with the programme are supported through time and financial support to gain an external professional accredited qualification such as an academic practitioner qualification from the CIPD or a CMI qualification. This may also provide reputational benefits for the programme.</p>	<p>connection between academic teaching and professional practice, including staff visits or experience exchanges with international institutions or enterprises.</p>	
<p>c) Issue 3: Numbers of students on courses as potential risk to staff workload and wellbeing</p> <p>The practice of multiple Programmes from across different School's feeding into the same course presents a vulnerability in terms of staff workload. It was noted that one course had high numbers of students on it (although there were resources and support available when requested).</p> <p><b>Recommended Action:</b></p> <p>Structures and processes should be put in place around resourcing considerations that are mobilized as soon as student numbers of an overall course are confirmed, rather than a more reactive measure that required course leaders to seek help. This could be through the workload mechanism. For example, it may be when certain benchmarks are met (such as 'n' of students or 'n' number of programmes feeding into a course), additional resources are automatically added. To support this, workload demands should be reviewed on an on-going basis to ensure that staff are able to perform effectively in teaching, research and administrative activities.</p>	<p>Done. <b>We address workload and wellbeing proactively using our workload calculator (see attached Annex 4_).</b> Faculty record teaching, research, and service, and Academic Services verify entries. Once course enrolments are confirmed, the calculator gives a clear view of total load, so we act before teaching <b>starts</b> See <b>ANNEX 8_ Workload App - Admin View.</b></p> <p><b>So, what we do</b></p> <ul style="list-style-type: none"> <li>• Adjust teaching allocations and open extra groups where needed.</li> <li>• Assign teaching assistants and marking support when thresholds are met.</li> <li>• Balance duties to protect research and administrative time.</li> <li>• Review loads mid-semester and make light adjustments if required.</li> </ul> <p><b>This approach removes the need for reactive requests and keeps courses properly resourced from the outset.</b></p>	<p>Choose level of compliance:</p>
<p>d) Issue 4: Full teaching teams' awareness of key contemporary debates across organizational leadership and HRM</p> <p>Given the plurality of the programme (which is a strength in many ways), and that is constituted through courses that are taught</p>	<p>The University acknowledges the need for continuous staff engagement with contemporary debates and developments in Organisational Leadership and Human Resource Management (HRM), particularly given the interdisciplinary nature of the programme.</p> <p>The Unit of Pedagogical Design and Learning Process (UPDLP), in collaboration with the School of Economics and Business, pay attention to the following:</p>	<p>Choose level of compliance:</p>

<p>across multiple programmes, there are some teaching staff on the programme who may benefit from a refresh or development around the substantive focus on the programme (see also section 1, recommendation a).</p> <p>Recommended Actions: Both time and financial resources should be made available to collectively bring together the teaching team as a whole to either engage in peer-learning or a short intensive training/overview of relevant debates germane to organizational leadership and HRM. This will (i) provide them with confidence of having a broad grasp on key debates that students are likely to want to know; and (ii) provide a valuable point of socialization for the teaching staff where there is the development of both knowledge and an equilibrium of what organizational leadership and HRM mean for them as a teaching team in preparation for the incoming cohort on the programme.</p>	<ul style="list-style-type: none"> <li>Peer-learning workshops bringing together all teaching staff of the programme to share good practices and discuss contemporary theoretical and practical perspectives.</li> <li>Intensive seminars / micro-trainings on key topics such as inclusive leadership, sustainability in HRM, and AI applications in HR.</li> <li>Providing access to international academic networks, research databases and online learning resources, facilitated through UPDLP and the University's participation in the EMERGE alliance.</li> </ul> <p>It is important to mention that faculty members will also be provided with opportunities for learning and development on Organisational Leadership and HRM by the forthcoming Lifelong Learning Unit.</p> <p>All the above, strengthen both the coherence of teaching practices across the programme and the creation of a shared academic and pedagogical framework, aligned with international standards and current disciplinary developments.</p>	
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#### 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
<p>a) Issue 1: Possible lack of resources for student progression and wellbeing.</p> <p>It was appreciated that the newly formed SPW office was structured to provide support for students in terms of progression and wellbeing needs. However, given this was a university-wide service in a growing institution, it was unclear if the resource available was enough to satisfy student demand.</p> <p>Recommended Action:</p> <p>To ensure SPW continues to be a strength it is important to ensure that this is appropriately resourced as student numbers grow across the University.</p>	<p>Done. As already clearly described by the relevant answers the grid of pastoral support, specifically regarding the security, the cover of needs, the participation in courses, etc. of NUP student population is well established and expanded.</p> <p>In parallel all the academic and administrative structures and services are always in the process of adaption and evolution remaining committed to fostering a culture of inclusivity, accessibility, and continuous improvement, ensuring that all students-regardless of ability, background, or personal circumstances- benefit fully from an equitable, engaging, and supportive learning and human friendly environment.</p>	Choose level of compliance:
<p>b) Issue 2: Diversity of cohort impacting student experience</p> <p>As it stands there are no clear prerequisites qualifications or experience requirements for entry to the programme.</p> <p>Recommended Action:</p> <p>The diverse make-up of the cohort offers the opportunity to bring together a wide range of applicants and can potentially be a benefit. However, consideration should be given to the implications of having learners in a course with varying degrees of background and experience.</p>	<p>Done. We have adapted the course learning objectives (CLOs) of the courses <b>Leadership and Organizational Behavior (DMBA580)</b> and <b>Strategic Business Sustainability (DOLHR511)</b> to provide an even better alignment of the programme <b>with the CMI framework</b>. Also, the CLOs for the <b>course Leadership and Organizational Behavior (DMBA580)</b>, have now been adapted, see <b>Annex 3_CMI ALIGNMENT</b></p>	Choose level of compliance:
<p>c) Issue 3: Ethical vulnerabilities around on data-driven decision making for students</p> <p>There is evidence that monitoring of student learning progression based on the student learning data will be implemented at both the course and programme levels. While such monitoring can</p>	<p>Done. <b>Our approach to learning analytics follows</b> privacy by design, human oversight, and clear student consent. Analytics support learning, not determine high-stakes outcomes.</p> <p><b>What we put in place</b></p> <ul style="list-style-type: none"> <li>• Governance and oversight through the <b>Data Protection Officer and the University Ethics Committee</b>. Data Protection Impact Assessments will precede any rollout.</li> </ul>	Choose level of compliance:

<p>positively support student motivation and engagement by proactive provision of feedback on performance in interactive activities and engagement with learning, it can also raise potential concerns related to student privacy and ethical implications of using student behaviour data.</p> <p><b>Recommended Action:</b> Careful consideration should be given to the ethical implications of data-driven decision-making, ensuring that learning analytics are used responsibly and do not lead to unintended bias or a demotivating factor for students. In addition, it is recommended to introduce a 'Learning analytics contract' for students at the programme level and/or at the course level for obtaining informed consent from students.</p>	<ul style="list-style-type: none"> <li>• <b>Data minimisation</b> and security with role-based access, logging, encryption in transit and at rest, and defined retention periods.</li> <li>• <b>Human in the loop for all decisions.</b> Analytics inform tutors and students but do not automate grades, progression, or disciplinary actions.</li> <li>• <b>Bias and impact checks</b> using periodic subgroup analyses, calibration against ground truth, and corrective actions when disparities appear.</li> <li>• <b>Staff training on responsible interpretation</b> and communication of analytics.</li> </ul>	
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## 5. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>a) Issue 1: Implications of Generative AI</p> <p>The impact of Generative AI on the design and development of interactive and assessment activities is unclear.</p> <p>Recommended Action:</p> <p>Although a policy for Generative AI and Academic Integrity will be available for teachers and otherstakeholders in the near future, the Evaluation Committee have not observed any pre-planning of the implementation of a process from the support point of view on whether they need to be prepared to support the teachers with pedagogically sound methods.</p>	<p>Done. Beyond the institutional policy, <b>we have put in place a structured support plan</b> so that teachers receive pedagogically sound guidance before and during delivery.</p> <p><b>Support structure</b></p> <ul style="list-style-type: none"> <li><b>Ownership:</b> Teaching and Learning Support Unit with the Library and Academic Services.</li> <li><b>Before semester start:</b> Focused workshops on AI-resilient assessment and interactive design, plus open office hours for course leaders.</li> <li><b>Toolkits:</b> One-page AI use guide (attached), template assignment briefs with allowed uses and disclosure text, sample rubric language, and examples of AI-resilient activities.</li> <li><b>Course design support:</b> Fast consultations for high-enrolment or high-stake courses.</li> <li><b>Quality loop:</b> Light checklist for course approval and a brief end-of-semester review to capture lessons learned.</li> </ul>	<p>Choose level of compliance:</p>
<p>b) Issue 2: Inclusive learning resources to promote accommodation of students with additional needs.</p> <p>A multimodality of options for learning resources that will help the inclusion of special needs students may be increased.</p> <p>The Evaluation Committee have observed that there is a staff member, who has expertise in special needs in the support team that can be further leveraged.</p> <p>Recommended Actions:</p> <p>The Evaluation Committee recommend Course Coordinators to work together with the experts in the Learning Technology team to design potential ways to provide other learning resources suitable for special needs groups.</p>	<p>Done. Neapolis University Pafos fully recognises the vital importance of inclusive education and equitable access to learning for all students, including those with additional needs. We appreciate the Committee's observation and recommendation regarding the enhancement of multimodal learning resources and the closer collaboration between Course Coordinators and experts in Learning Technologies.</p> <p>The University already applies comprehensive accessibility and inclusion practices across all Programmes. <b>The Unit of Pedagogical Design and Learning Process (UPDLP) and the Distance Learning Unit (DLU) maintain a detailed Guide for Accessibility</b>, which serves as a key reference for instructors in designing accessible and inclusive course materials.</p> <p>In addition, during the application process, <b>the Centre for Students with Special Educational Needs and Disabilities (CE.S.E.N.D.) evaluates students for any learning difficulties or additional needs, ensuring that appropriate accommodations and support structures are in</b></p>	<p>Choose level of compliance:</p>

	<p>place from the outset. CE.S.E.N.D. provides individualized facilitation plans for students with documented disabilities, facilitates communication with instructors, and monitors the effectiveness of facilitation on a case-by-case basis, promoting full participation in academic life. To support inclusive teaching and learning, all Distance Learning (DL) courses are required to use multimodal learning materials, including text documents, audio lectures, video tutorials, interactive simulations, quizzes, discussion forums, and infographics (see Study Guides - educational material and interactive activities). These resources are designed to meet diverse learning preferences and accessibility requirements, ensuring that all students can engage meaningfully with course content. Building on these practices, the University intends to further leverage the expertise of the staff member specialised in special needs education, as identified by the Evaluation Committee. This expert will collaborate closely with Course Coordinators, the Distance Learning Unit and the Unit for Pedagogical Design and the Learning Process, which oversees curriculum design and the learning experience, to expand the range of inclusive materials and refine pedagogical strategies tailored to diverse student learning profiles. This collaboration will further embed inclusive principles throughout course design, instructional delivery, and assessment. At the same time, the Student Progress and Wellbeing Office complements these efforts by providing holistic support to all students, promoting their academic, personal, and emotional development. The Office offers personalized guidance, workshops, and events focused on study skills, time management, emotional resilience, and self-awareness, while fostering a safe, supportive, and inclusive environment. It collaborates closely with CE.S.E.N.D., the Counselling Centre for Research and Psychological Services (SKEPSI), and Academic Advisors to ensure equal opportunities and comprehensive support for all students, including those from international backgrounds, those with disabilities, and those facing personal or emotional challenges.</p> <p><b>The Counselling Centre (SKEPSI)</b> further strengthens this ecosystem by providing</p>	
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	<p>professional, confidential counselling services and evidence-based mental health support. Its multidisciplinary approach includes workshops, self-help resources, psychological assessments, and career guidance, supporting students' well-being and facilitating their personal and academic development.</p> <p><b>Neapolis University Pafos remains committed to fostering a culture of inclusivity, accessibility, and continuous improvement, ensuring that all students—regardless of ability, background, or personal circumstances—benefit fully from an equitable, engaging, and supportive learning environment.</b></p>	
<p>c) Issue 3: Consent for the selection of students for skills training based on data. Data driven decision-making may be well intentioned around the selection of students for additional skills training. However, there may be implications for using data in ways that students have not clearly consented to.</p> <p><b>Recommended Action:</b> The Evaluation Committee recommends that care is taken around student's privacy and the ethical implications of data-driven decision-making on students' performance when designing the interventions around skills development at a University level. In particular, informed consent for the specified purpose of data should be gained from the student. The Evaluation Committee understands that this may potentially need to be reviewed at a University level</p>	<p>Done. <b>We do not deliver skills training based on automated data selection. Learning analytics are used only to identify at-risk students for timely, supportive outreach and to highlight where staff may benefit from optional development.</b> All actions remain advisory and under human oversight.</p> <p><b>Principles</b></p> <ul style="list-style-type: none"> <li><b>Privacy by design and clear student consent.</b> Analytics support learning and do not determine grades, progression, or sanctions.</li> <li><b>Human in the loop for every decision.</b> Tutors review signals and decide next steps.</li> </ul>	<p>Choose level of compliance:</p>
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## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The overall impressions of the Evaluation Committee are that the proposed programme has considerable merit and potential to deliver high quality and marketable graduates. The programme will be embedded in an existing and effective institutional quality assurance process within the university and delivered by a team of experienced and motivated academic staff. It will be capably supported in its delivery by an effective technology and support infrastructure.</p> <p>The recommendations the Evaluation Committee have made in the report above have the potential to further refine and ultimately improve the delivery of a worthwhile programme and make an important contribution to the University's portfolio.</p> <p>As the size of single programmes grows as well as the number of programmes offered increases, there may be a need to build in processes to assess how student and staff quality of experience may be affected.</p> <p>It was noted that overall, the University exhibits a progressive and ambitious approach to grow and high engagement with technology. As they continue to grow, there is likely to be consideration of considering how their student-centred approached to learning and teaching may extend into the domain of student-centred assessment and be appropriately operationalized.</p> <p>Furthermore, the Evaluation Committee recognise that many of the aforementioned recommendations may need to be addressed at a University, rather than exclusively at the level of this programme. For example, recommendation around data management and use may involve the designated Data Protection Officer in the University.</p> <p>Finally, the Evaluation Committee express our appreciation to all involved in both the visit and the preparation of documentation.</p>	<p>Let us first express our satisfaction and warmest thanks for the positive and productive comments of the EEC as well as all the important and valuable recommendations.</p> <p>Since, it is our belief and principle that there is always room of improving the quality of the University's provided services and of the said Programme as well, we have listed in the current response and the attached Annexes, all the important responses in order to fully respond to the EEC recommendations, made throughout the report and improve in terms of academic excellence the said Programme.</p>	<p>Choose level of compliance:</p>

There is appreciation for the thoughtful and detailed level of engagement with the process by all stakeholders involved.		
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C.

#### D. Higher Education Institution academic representatives

Name	Position	Signature
<b>Prof. Pantelis Sklias</b>	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:** 04.12.2025

