

Doc. 300.1.2

Date: 15.01.2025

Higher Education Institution's Response

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

In Greek:

Προπαρασκευαστικό Πρόγραμμα Εκμάθησης της Αγγλικής Γλώσσας (Συμβατικό, 1 έτος)

In English:

English Foundation Programme (Conventional, 1 year)

- **Language(s) of instruction:** 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 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The learning outcomes for the program are overly ambitious and sometimes overlaps are visible; it is recommended that they are reconsidered once the program starts running</p>	<p>Done. We adhere to the recommendation of the EEC and reformulated the Learning Outcomes, especially those related to academic practice (before those Los were split), as follows:</p> <ol style="list-style-type: none"> 1. Develop analytical skills and mindset to participate in one of the English Language examinations approved by the Council of Ministers in Cyprus. 2. Exhibit comprehension and ability to produce the structure, norms, and characteristics of various concise academic essays, and compose cohesive academic writings, including strategies in reading and writing academic texts as well as Incorporating academic literature and articulating concepts from sources in a discourse essay with academic standards and practices. 3. Examine the evolution of literature, creative expression, and/or language within varying contexts and explore the influence of culture, language, technology, economy, and environment on the creation and interpretation of texts. 4. Assess and presenting arguments, data, information, and concepts customary to a particular subject, field, or sector. 5. Utilize various modes of communication adeptly, whether in familiar or unfamiliar settings in academia. 6. Engage effectively in group seminars to recognize and discuss varied viewpoints and positions regarding contemporary matters. <p><i>So, now, instead of 14 Learning Outcomes, we now have 6 which enhances coherence and avoids duplication, see ANNEX 1_PLOS MAPPING</i></p>	<p>Choose level of compliance:</p>
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The learning outcomes may be overly ambitious and there are some minor overlaps within the various points made. The documentation might have given a bit more information about how the material covered in the two semesters will be divided.	Done. See above answer on Learning Outcomes, Annex 1. See also Annex 2: COURSE DISTRIBUTION PER SEMESTER.	Choose level of compliance:
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3. Teaching staff (ESG 1.5)

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<p>There is some overlap in proposed teaching staff with other institutions, Mrs. Niki Christofi was listed as a staff member in another application for an institution in Paphos. If she works for both institutions, workloads will need to be coordinated and policies for employment at several institutions might need to be drawn up.</p>	<p>Done. The application is submitted with Dionysia Tountopoulou being the main tutor, whose CV and qualifications have been greatly accepted by the EEC.</p> <p>We also had the opportunity to present Mrs Christofi, who is also admitted to be very well qualified and who has been working with NUP in the delivery of English courses. The aim was to demonstrate the NUP capacity to mobilize additional tutors, if required.</p> <p>In any case weekly workload cannot exceed 3 courses per semester.</p> <p>The program has not started yet, and even when we start offering it, we are not aware of the number of the students to get registered, which maybe 0.</p> <p>Nevertheless, we have the chance to employ qualified tutors, including Mrs. Tountopoulou or Mrs. Christofi.</p>	<p>Choose level of compliance:</p>
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4. Student admission, progression, recognition and certification
(ESG 1.4)

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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
1. None	Click or tap here to enter text.	Choose level of compliance:
2. While resources are adequate, more detailed information on how physical resources are adapted for students with disabilities could be helpful in ensuring inclusivity. As the student population grows, there should be a clear plan for scaling physical resources, such as library space and IT facilities	Done. Additional IT and library facilities have already been allocated. Nevertheless, NUP library is fully hybrid, see ANNEX 3_ NUP Facilities	Choose level of compliance:
3. It may be beneficial to establish more frequent mentoring or advisory sessions to ensure regular check-ins on student progress, particularly for at-risk students. While services are available, there could be a stronger emphasis on proactive student engagement to ensure that all students, including international and part time students, make use of these resources.	Done. There is already an NUP Student Support Centre and a Student Welfare Unit and related mechanisms to ensure the above. See attached documentation on related Intelligence mechanism.	Choose level of compliance:
4. None	Click or tap here to enter text.	Choose level of compliance:
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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

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC concluded that the program under consideration has the potential to deliver quality education of the expected standards that complies with the standards of the CYQAA. The visit was well organized and the submitted documentation contained a relevant level of detail and was very carefully compiled. The institutional representatives answered the panel's questions thoroughly and were responsive to suggestions. The EEC was very much impressed by the quality assurance mechanisms applied at Neapolis University and the careful analysis of student progression data that informs curriculum design and student support. The teaching methods applied are contemporary and student-centered. The university has wideranging experience in working with international students and has highly supportive procedures in place to assist their integration in the student community. The teaching team has the relevant experience and expertise in teaching English for academic purposes. Learning, teaching, infrastructure, student support and administrative resources are excellent. We wish NUP success in launching the foundation year programme.</p>	<p>Let us first express our satisfaction and warmest thanks for the positive and productive comments of the EEC as well as 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 information and data, in order to fully respond to the EEC recommendations made throughout the report and improve in terms of excellent delivery the said Programme.</p>	<p>Choose level of compliance:</p>
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C.



D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Pantelis Sklias	Rector	
Click to enter Name	Click to enter Position	
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