

Doc. 300.1.1

Date: 23-06-2023

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**

Neapolis University Pafos

- **Town:** Pafos

- **School/Faculty (if applicable):** Architecture, Engineering, Land and Environmental Sciences

- **Department/ Sector:** Department of Architecture, Land, Environmental Sciences

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

In Greek: Εκτίμηση Περιβαλλοντικών Επιπτώσεων και Διοίκηση Αειφορίας, 18 μήνες/90 ECTS, Μεταπτυχιακό (MSc)

In English: Environmental Impact Assessment and Sustainability Management (EIASM), 18 months/90 ECTS, Master in Science (MSc)

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



- **Programme's status:** Currently operating programme of study



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. Introduction

I. The External Evaluation procedure

The application for evaluation/accreditation was provided to the External Evaluation Committee members (EEC henceforth) in hard and digital copies. During the site visit, powerpoint presentations were delivered by the Rector of Neapolis University Pafos (NUP henceforth), the Dean of the School of Architecture, Engineering, Land & Environmental Sciences, the scientific responsible of EIASM, and Administration officers responsible for Quality Assurance, Library and IT operations.

Extensive discussions took place with the university leadership, all faculty engaged in EIASM, Administration Officers and two graduate students of this particular programme.

The EEC also visited the library and computer facilities and discussed in situ with administrative staff. There was also a guided Site Visit of all facilities of NUP, even though some were under construction.

Additional explanations on criteria, standards and procedures were also provided to the EEC through the representative of DI.P.A.E. (who efficiently took care of the time schedule).

An initial debriefing session with NUP and EIASM leadership took place before leaving NUP and before writing this report.

II. The Internal Evaluation procedure

Both the EEC and NUP representatives were aware that this exercise was the second in a row, after the initial accreditation evaluation of EIASM. Comments and suggestions from the first assessment 3 years ago, the time elapsed since and the particular conjecture of the pandemic-related limitations served as a baseline against which the evolution, improvement, operational flexibility and adaptability of NUP and EIASM were evaluated or compared.

The application was of good quality and completeness, albeit not fully prepared with the specific conjectural pressures upon the evaluation criteria in mind. The internal evaluation report prepared by the University did not raise any specific weaknesses or points of further improvements for the program. However, the EEC has the understanding that there is a good level of perception of overall points to further improve and that there is a culture and readiness to confront potential weaknesses.

The EEC wants to highlight the friendly and productive ambiance of the evaluation process that seems to be an inherent property of the EIASM team.

The EEC would like to thank Dr Lefkios Neophytou and Mr Avramis Despotis for their support before and during the visit to the institution.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Andreas Troumbis	Professor	University of the Aegean
Matthew Cashmore	Professor	Norwegian University of Life Sciences
Luca Di Corato	Associate Professor	Ca' Foscari University of Venice
Ms Ioanna Agathokleous	Student	University of Cyprus

The EEC focuses on Findings, Strengths and Recommendations specific to each of the five sections of the External Evaluation Report of the Program of Study “EIASM”, following the Standards and Criteria set and proposed by CYQAA. These standards and criteria remain in the corpus of the Report, to help for direct inspection and comparison of comments, suggestions, concerns, recommendations and explanation of the marking proposed per area and sub-areas.

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

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

Clear information is available on the learning outcomes of the programme, the information an applicant must supply, and teaching learning and assessment procedures. Further information on the expected/desired academic or professional backgrounds of applicants could also be made available online. This is important because a primary market for this course would seem to be professionals already working in the environmental sector or individuals wanting to reorient their career.

Information on pass rates was not, to the best of our knowledge, available publicly, but this is presumably because the course is at a relatively early stage and few individuals have completed it to-date.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

Policy for quality assurance

Evidence was provided that an appropriate quality assurance protocol is in operation, with suitable systems in place to receive feedback on teaching and administrative staff and facilities. The quality assurance system has been recognised as achieving Sureplus Quality Label level A (until 2024), which provides further evidence that it is designed and operated appropriately.

Design, approval, on-going monitoring and evaluation

This programme has been in operation for a relatively short period of time and only a small number of students have been enrolled to-date, due in part to the global pandemic. The programme addresses a targeted audience (primarily professionals working in applied fields of environmental assessment and management) and appropriate learning objectives have been developed for the programme. The programme also clearly addresses the four purposes of higher education of the Council of Europe.

The level of involvement of students and other stakeholders in the design of the course is unclear, although there will have been some amount of initial feedback on such issues from the current students. It is recommended that consideration is given to extending contacts with relevant national environmental management organisations (e.g. environmental consultancies, the relevant

Environmental Ministry in Cyprus, etc.) and international organisations. Their input to the development of programme content into the future will be useful.

Progression within and across courses appears well considered, from the evidence made available. It would be advantageous in the future if the students were offered some elective courses, as currently the entire syllabus consists of compulsory courses, but this is a desirable rather than essential change. It was noted that some of the core reading material is somewhat dated: for example, the textbook edited by Peter Wathern (which was published in 1988 and has not been updated or revised since initial publication) is retained as an important text (one of five listed in the bibliography) on the EIA course. It also appears that reference is made to outdated editions of some textbooks and these should be updated.

From the information available, assessment activities appear appropriate in terms of academic level. It was noted during discussions that reliance on examinations has decreased slightly with experience. We recommend aiming for an evaluation system where no more than 50% of the course mark is obtained from examinations for Masters students, given the known limitations of assessment by examination and the goals of education at the taught postgraduate level.

The programme team are currently considering developing a distance learning version of the programme. The EEC views this as a logical and worthwhile extension of the programme, subject to the university being able to recruit suitable qualified teaching staff.

It is notable for a small university that dedicated support for the mental well-being of students is provided through the operation of the Counseling Centre for Psychological Support and Evaluation. Investment in this support function is to be highly commended.

Public information

Clear information is available on the learning outcomes of the programme, the information an applicant must supply, and teaching, learning and assessment procedures. Further information on the expected/desired academic or professional backgrounds of applicants could also be made available online. This is important because a primary market for this course would seem to be professionals already working in the environmental sector or individuals wanting to reorient their career.

Information on pass rates is not, to the best of our knowledge, available publicly, but this is presumably because the course is at a relatively early stage and few individuals have completed it to-date.

Information management

An appropriate system for information management is evident. The students assess the courses at the end of each semester. Given that only a small cohort has been recruited to-date, limited

information is available on whether completion of the programme leads to new career opportunities or benefits for the graduates.

Strengths

A thematically coherent programme that serves a distinct audience and an important market.

The University provides support for the mental well-being of their students, through the operation of the Counseling Centre for Psychological Support and Evaluation.

Areas of improvement and recommendations

- Review and update core texts and reading lists so that they are fully up-to-date.
- Reduce reliance on examinations for student assessment. An indicative target of 50% assessment by examination and 50% assessment by other means per course is recommended.
- Links with environmental organisations (such as consultancy companies) should be extended. Input from such organisations to programme design and development and teaching should be secured.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

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

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology

2.3 Practical training

2.4 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings

Process of teaching and learning and student-centered teaching methodology

The EEC reviewed all of the supplied programme documentation and also questioned teaching staff and 2 students about the programme's operation. Both students that we spoke to were happy with their studies at the university and satisfied with the level of support they received (administrative and academic).

Face-to-face teaching is completed in a concentrated format on every second weekend, from Friday until Sunday. This model of teaching is adopted because the students are, in general, expected to be in full time employment when taking the course. The EEC were pleased to hear that the teaching methods used include a strong focus on problem-based learning exercises based around real-world cases. Furthermore, evidence was provided that a variety of pedagogic approaches are used to foster academic learning and the further development of transferable skills (e.g. presentation skills).

A variety of marking guidelines have been produced to help standardise the marking of assessed activities. These appear to be reasonably well designed, although we did not have the opportunity to explore how useful/effective they were in practice with the teaching staff.

Overall, design of assessment activities in continuous formative and particular summative assessments should take into account recent developments such as the proliferation of AI generative technologies like ChatGPT.

Practical training

The Program provides many moments where a practical component may be developed (examination of case studies, preparation of written reports, etc.). In particular, there are two specific courses where the practical component is stronger, that is, 1) the course in Sustainability and Strategic Environmental Assessment (EIASM4) where students are asked to examine case studies of plans and/or programs (involving the consideration of strategic environmental aspects) and deliver a professional written report, and 2) the course in Environmental Impacts assessment of projects (EIASM8) where students are involved in field trips for data collection as well as in the review of environmental impacts assessment reports. For both courses, the main idea is applying the knowledge, the concepts and the methodological toolbox received in the courses of the program.

Strengths

A coherent teaching programme has been developed, in which a good variety of pedagogic approaches are used to foster learning.

Emphasis is placed on problem-based learning and the use of real-world case studies.

Areas of improvement and recommendations

It is very important that course delivery is supported by teachers with sufficient level of experience (research and or practical experience) in the topic area (see section 3 for further information on this point).

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI*

and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).

- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

The academic personnel (FT and PT, a total of 5) presented in the application have appropriate backgrounds to support the program of study. The EEC noticed that faculty currently engaged in EIASM is augmented by two new staff, between the application date and today. These two new members apparently have appropriate background to support the program of study. The staff have publications not only in peer-reviewed journals but have also prepared professional technical reports and opinions on topics relevant to the program of study.

No Visiting Professors seems to be supporting the program of study (unless the PT faculty is considered as such).

Some concerns might arise relating to the correspondence of teaching assignments and the scientific expertise of individual staff.

Most of the academic staff have an adequate research background, and some an active professional activity. This is a professional program and most of the teaching staff have adequate professional experience on this subject. However, the EEC recommends that further attention is given to developing the capacity of the team specifically in the core themes of the course programme, notably in relation to EIA, SEA and environmental policy/law. This could potentially be achieved through collaboration with academics from other universities (e.g. as visiting lecturers) or through funding staff to attend relevant conferences (e.g. that of the International Association of Impact Assessment) or develop research in this field.

Ratio indicators, e.g., FT/PT personnel, students/faculty, etc., are considered to match international standards.

It is unclear to the EEC what is the particular role of the Dean of the School as an academic coordinator (Prof. Xenopoulos) vs the scientific coordinator (Dr. Katafygiotou) of EIASM.

Strengths

Most of the faculty are highly qualified scientists and professionals.

There is an obvious spirit of team, belonging, motivation, experience and professionalism.

EIASM seems to be a programme from professionals to professionals.

Areas of improvement and recommendations

Make clear the role and responsibilities of the academic leadership of EIASM.

Extend capacity in teaching and research in the core fields of the programme, notably EIA, SEA and environmental policy/law.

Establish, activate and implement a sustained policy for the promotion and support of EIASM faculty.

Reallocate teaching assignments in some cases and courses.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3	Teaching staff recruitment and development	compliant
3.2	Teaching staff number and status	partially compliant
3.3	Synergies of teaching and research	partially compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the*

national ENIC/NARIC centre with a view to ensuring coherent recognition across the country

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

4.1 Admission

NUP has already pre-defined regulations regarding student admissions that are mentioned in the application form for external evaluation and were also mentioned during the onsite visit. At their website there is not a lot of information about the admissions procedure but interested students can contact the university and ask for more information.

4.2 Student Progression

The students interviewed during the site visit were satisfied with the program and the way the courses were executed. This master's programme is actively preparing the students to enter the job market and as a result a high rate of students are expected to find a job immediately after graduating. Moreover, the lecturers have a close relationship with the students. The assessment criteria that are in place to evaluate the students work are clearly explained in the application form for the external evaluation and presented during the visit.

4.3 Student Recognition

NUP has appropriate recognition procedures for the students' prior learning mentioned both on the application for the external evaluation and on the onsite visit. It is stated that transferable credit permissible via APL shall not normally exceed 50% of the total ECTS (i.e. 50% of 90 ECTS).

4.4 Student Certification

Pre-defined and published regulations regarding student certification are present.

Strengths

The programme offers the opportunity for working students to also participate by providing the classes during the weekends. Moreover, the lecturers are close to the students and are reachable when support is needed. Last, the programme benefits from a strong and professional administrative support.

Areas of improvement and recommendations

Even though classes are scheduled on the weekends, attendance for the lecturers may be quite demanding.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4 Student admission, processes and criteria	Compliant
4.2 Student progression	Compliant
4.3 Student recognition	Partially Compliant
4.4 Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 **Teaching and Learning resources**
- 5.2 **Physical resources**
- 5.3 **Human support resources**
- 5.4 **Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

5.1_The teaching and learning resources (teaching and learning environments, materials, aids and equipment) provided to teaching staff and students are adequate for allowing the satisfactory development of the study programme. Based on the discussion the EEC had with the programme coordinator, the provision of these resources can be easily adjusted in order to address changed circumstances.

5.2_Premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme. NUP ensures the presence of the ability and funding needed in order to adjust these resources in response to changing circumstances. All students are informed about their right to use the available resources.

5.3_A tutor is associated with each student over the entire program duration in order to provide a reference point among the staff for discussing issues relating to family, career, studies, social matters, etc. The personal tutor may, for instance, arrange extra class support to cover any knowledge gap potentially affecting learning. The adjustment of these resources in response to changing circumstances does not seem an issue. All students are well informed about the availability of these resources.

5.4_NUP has declared its commitment to student-centred learning and provides a vast variety of student support services through the Centre for Special Education Needs & Disabilities and the Counselling Centre from for Psychological Support and Evaluation (personal counselling, professional evaluation and career counselling, counselling for learning disabilities, etc.), the Office of International Relations, ECTS and Mobility (student's mobility and for addressing the needs of international students), the Liaison Office with the Business World (support for arranging internships) and the Career Office. All students are well informed about the availability of these services.

Strengths

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

NUP is strong when it comes to teaching and learning resources, physical resources (IT, library, premises and study facilities services) and student support services. All these assets definitely meet the international standards. A further beneficial aspect is that these assets are handled by a very professional and motivated teaching and administrative staff.

Areas of improvement and recommendations

In general, there are no major issues for what concerns teaching and learning resources, physical resources, human support resources and student support services.

Following the constructive discussion with the staff in charge of the Library service, the EEC recommends the purchase and use of databases such as Web of Science and Scopus whose availability is standard at international level nowadays.

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

C. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

In our view, the programme under consideration is currently partially compliant. The programme is well designed and appears to operate effectively in practice, but we have highlighted some concerns in this report about the adequacy of the experience of teaching staff in key areas. We have also raised concerns over the provision that allows for a high amount of ECTS to be accredited from previous/other courses.

In conclusion, we offer the following recommendations to NUP:

Programme level recommendations

- The programme would benefit from a clearer delimitation of the domain where the knowledge and the expertise acquired actually applies.
- Prior learning: the current limit is set at max 50% of the total amount of ECTS, we recommend lowering it to 15% so as to adhere to the standard international practice.

Course content and delivery

- Review and update core texts and reading lists so that they are fully up-to-date.
- Reduce reliance on examinations for student assessment. An indicative target of 50% assessment by examination and 50% assessment by other means per course is recommended.

Staff capacity, workload and career progression

- It is very important that course delivery is supported by teachers with sufficient level of experience (research and or practical experience) in the topic area. The EEC recommends that capacity in the core fields of the programme, notably EIA, SEA and environmental policy/law, is expanded. Suggestions have been made for how this could be achieved in practice.
- Make clear the role and responsibilities of the academic leadership of EIASM.
- Establish, activate and implement a sustained policy for the promotion and support of EIASM faculty.

Programme evaluation and development

- Links with environmental organisations (such as consultancy companies) should be extended. Input from such organisations to programme design and development and teaching should be secured.

Resources and infrastructure

- The EEC recommends the purchase and use of databases such as Web of Science and Scopus.



D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Andreas Troumbis	
Professor Matthew Cashmore	
Associate Professor Luca Di Corato	
Ms Ioanna Agathokleous	

Date: 23-06-2023