Doc. 300.1.3

Date: 21st March 2024

Feedback Report from EEC Experts

- **Higher Education Institution:**
  Neapolis University Pafos

- **Town:** Pafos

- **School/Faculty:** School of Economics, Business and Computer Science

- **Department:** Department of Economics and Business

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

In Greek:
Διοίκηση Τουριστικών Επιχειρήσεων (1.5 ακαδημαϊκά έτη, 90 ECTS, Μεταπτυχιακό, Εξ αποστάσεως)

In English:
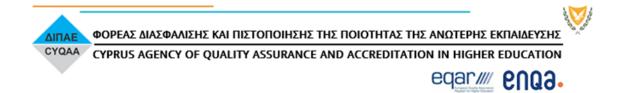Business Administration in Tourism (1.5 academic years, 90 ECTS, Master- MBA in Tourism, E- Learning)

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

- **Programme's status: Currently Operating**

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. External Evaluation Committee (EEC)

Name	Position	University
Adele Ladkin	Professor, EEC Chairperson	Bournemouth University, UK
Nevenka Čavlek	Professor, EEC Member	University of Zagreb,Croatia
Irini Dimou	Professor, EEC Member	Hellenic MediterraneanUniversity, Greece
Christothea Herodotou	Professor, EEC Member	The Open University, UK
Emilia Shelegeda	Student, EEC Member	Cyprus University of Technology, Cyprus

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
the inclusion of a process for monitoring the quality of the online courses in terms of how they align to the distance learning methodology,	DONE BY NUP: Role of the Educational Technologist, Instructional Designer, and Curriculum Designer: At the beginning of each semester, these professionals from **the Pedagogical Design Unit and the Distance Learning Unit** play a crucial role in training instructors on the latest educational tools and instructional strategies. Their expertise is vital in keeping the teaching staff updated and competent in leveraging modern teaching methodologies and technologies. Training Instructors on Latest Tools and Instructions: This training ensures that instructors are aware of and skilled in using the latest educational technologies and pedagogical strategies. Such training sessions are essential for maintaining high standards in distance learning and ensuring that the courses are engaging, interactive, and effective in meeting learning outcomes. Regular Visits to Moodle Pages: The team ensures that all instructors implement the instructions and methodologies discussed in the training by frequently checking the Moodle pages. This step is critical in maintaining consistency and quality across all courses. Starting from the next semester, the updated policy requires the team to report on each course's compatibility with the given instructions. This move signifies a shift towards a more structured and accountable system with a formal mechanism to evaluate and ensure that each course aligns with the established distance learning methodologies.	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.
The EEC recommends the evaluation of student satisfaction of the programme as a whole at the end of their studies,	DONE BY NUP: NUP has taken into consideration the proposal of EEC and proceeded to the following changes: The Committee of Internal Quality Assurance will review possible questionnaires in order to measure student satisfaction of the programme at the end of their studies. a) the questionnaire will be sent to Heads of Departments for proposals and recommendations. b) the final questionnaire will be approved by the Committee of Internal Quality Assurance and the Senate.	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.

	c) the questionnaire will be uploaded on Moodle to be answered by students at the end of their studies.	
The EEC recommends as appropriate, revise the course learning outcomes to be consistent with the programme learning outcomes,	DONE BY NUP (ANNEX 5): The course learning outcomes have been revised. Please see the document "07.14.281.025_200_1_application_accreditation_evaluation_en E-learning with electives"	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.
The EEC recommends courses need to be reviewed for content and level of study to correspond to post graduate level,	DONE BY NUP (ANNEX 5): The courses have been reviewed and revised in terms of contents and learning outcomes. Please see the document "07.14.281.025_200_1_application_accreditation_evaluation_en E-learning with electives"	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.
The EEC recommends ensure the relevance of the courses offered, using regular market analysis and stakeholder involvement,	DONE BY NUP (ANNEX 1 &2): NUP has taken into consideration the recommendation of the EEC and thus the Academic Council following the desk research results (competitor analysis and market needs analysis) and the recommendations of the Advisory Board decided to: -Revise the coursework of the DMBA561, DMBA500 and DMBA580 courses in order to make them more relevant to the tourism sector. (ANNEX 1). -Add the elective courses MBA584 Entrepreneurship and Innovation and DM515 Digital Marketing in order to better meet the needs of the sector (ANNEX 1 & 2). The aforementioned process (market analysis and Board Discussion) will be followed at the end of each academic year in order for course content to be reviewed on an ongoing basis. Regarding the structure of the program, it will be reviewed every five years as required by the Cyprus Organization for Quality Assurance and Accreditation in Higher Education.	The EEC is *partially* satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations. The EEC notes the inclusion of the two new elective courses, which have tourism specific ILO's and tourism texts in the reading lists. We recommend that the weekly lecture schedules and examples/case studies used, reflect the nuisances of the tourism sector going forward.
The EEC recommends due to the heavy workload, they consider the total workload of the	DONE BY NUP: The level of workload is adjusted following the guidelines of the Cyprus Organization for Quality Assurance and Accreditation in Higher Education. The program is also offered on a part-time basis and students are free to decide what is feasible for them.	The EEC is satisfied the action taken by the institution is sufficient and in

students across the courses in terms of assessment strategies and deadlines. This was highlighted in the discussion with students		line with the EEC's recommendations.
The EEC recommends where possible to include reading specifically in relation to tourism as part of the four generic MBA courses,	DONE BY NUP (ANNEX 1 & 5): The content, literature and interactive activities of the DMBA561, DMBA500 and DMBA580 courses have been adapted to make them more relevant to the tourism sector. Please see the document "07.14.281.025_200_1_application_accreditation_evaluation_en Elearning with electives" (ANNEX 5) but also the detailed study guides of the courses that are available for the online MBA in tourism (ANNEX 1).	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.
To understand the reasons for dropout and take measures to act in a preventative measure to show the potential career prospects and opportunities provided upon graduation. For example, showcase success stories of graduates who have excelled in the tourism industry, Investigate as part of programme monitoring the reasons why students are terminated during the course of study,	DONE BY NUP: NUP has implemented a comprehensive data analytics system using **Targit** to identify and monitor students, who are at risk academically. This strategic approach focuses on key indicators, such as Moodle platform login frequency, participation in formative activities, and performance in summative activities. By setting clear criteria, such as not logging in for more than a month or failing more than 30% of courses by the end of the semester, the university can proactively identify students who might need additional support. The role of the Programme Coordinator and Personal Advisor in this system is crucial. After each examination period, their meeting to discuss the performance of at-risk students and strategize on intervention methods, including personal meetings, is a vital step. This collaborative approach ensures that the concerns are addressed holistically, considering academic performance and personal circumstances.	The EEC is *partially* satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations Please see the comments in Section 5.
The EEC recommends consider ways to internationalise the	DONE BY NUP (ANNEX 3): Guest lectures and online panel discussions are organized every year to enhance students' practical and theoretical skills. In the folder entitled "Events-Actions" you can find detailed	The EEC is satisfied the action taken by the institution is

programme to foster a multi-cultural environment and give exposure to international tourism business environment. For example, organising online or face to face guest lectures from scholars and industry, perhaps capitalising on the departments international partnerships,	information on the actions carried out during the academic years 22-23 and 23-24 in this direction (ANNEX 3). In the same vein, the MBA in Tourism co-organized in cooperation with ACI the 6th international conference in tourism research where students were welcome to attend and present their dissertations. You can find details here https://www.nup.ac.cy/news/final-call-papers-ictr-2023/ Moreover, our department cooperates closely with our visiting professors and research fellows. Bellow you can find some indicative CVs of them as they appear on the department's website: https://www.nup.ac.cy/faculty/andreas-walmsley/ https://www.nup.ac.cy/faculty/christopher-moon/ https://www.nup.ac.cy/faculty/nikolaos-apostolopoulos/ It is the intention of both Neapolis Paphos University and the MBA in Tourism to continue working on the internationalization of the program through the organization of conferences and guest lectures but also by expanding the network of visiting professors and research fellows.	sufficient and in line with the EEC's recommendations.
The EEC recommends undertake a competitor analysis to assess the feasibility and sustainability of the programme.	DONE BY NUP: **The Cyprus University of Technology** offers the MSc in International Tourism and Hospitality Management with compulsory courses: • Human Resources and Organizational Behavior • Financial Analysis and Decisions • Strategic Management of Hospitality Businesses • Principles of Entrepreneurship • Strategic marketing • Research Methods And Elective Courses • Casino Units Management • Quality Management in the Hotel and Tourism Industry • Business Analysis and Logistics in the Hotel and Tourism Industry • Tourism Organization and Development • Sustainability and Alternative Forms of Tourism • Event Tourism Management • Revenue Management • Digital Marketing in the Hotel and Tourism Industry • Electronic Business and Information Systems in the Hospitality and Tourism Industry • Management and Development of Start-ups and Small and Medium Enterprises It is observed that the compulsory courses have covered the wider field of business administration without being specialized in the field of tourism. Specialization and in-depth study in the field of tourism is achieved through elective courses. The Program is not available online	The EEC is *partially* satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations. Going forward, in order to monitor the longer term sustainability of the programmes, the EEC recommends that the competitor analysis considers Post-Graduate degrees offered in Greece as well as Cyprus, given that the programmes is undertaken by e-learning and delivered in Greek. Learning modes, fees, duration, years of operation, etc would assist comparison. As would a feasibility

	University of Nicosia offers an undergraduate degree in Hospitality Management, but it does not offer any Undergraduate degree related to tourism. Although the EU tourism industry accounted for 9.2% of EU GDP and 9.9% of total employment (37.8 million employees) in 2019 (WTTC 2022), only one out of the five Cypriot Universities offer an Undergraduate degree in tourism management.	analysis (revenue/cost analysis for the programme.

ΔΙΠΑΕ
CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC recommends leverage more the use on online forums to enable student monitoring of student progress, engagement by the tutor and student interaction	DONE BY NUP: To leverage online forums for monitoring student progress, engaging tutors, and facilitating student interaction, specific steps and instructions will be provided to key personnel, including the educational technologist, the instructional designer, and the curriculum designer. Updating Moodle Template Page: The Moodle template page will be updated to incorporate online forums better. This could involve redesigning the layout to make forums more accessible and visible, ensuring they are an integral part of the course structure. This update will ensure that forums are not just an add-on but a core learning experience component. The Educational Technologist will ensure that the technical aspects of the forums are seamlessly integrated into Moodle. This includes ensuring that the forums are easy to use, have necessary features like threading and notifications, and are mobile-friendly. The Instructional Designer will focus on the pedagogical integration of the forums. They will guide how forums can be used effectively for different learning activities, such as group discussions, Q&A sessions, peer feedback, and collaborative learning. The Curriculum Designer will work on embedding the forums into the curriculum. This includes aligning forum activities with learning outcomes and ensuring that forum participation is meaningfully connected to course content and assessments.	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

The EEC recommends consider offering electives to increase the options for students	DONE BY NUP: Taking into consideration the EEC's recommendation and the following electives will be offered: -MBA584 Entrepreneurship and Innovation -DM515 Digital Marketing The following elective courses are proposed by the Academic Council of the School due to the lack of entrepreneurial and digital skills of employees and SMEs in the tourism sector in Greece, Cyprus and the EU (OECD 2021, MINTOUR 2023).- SEE ANNEX 1	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.
The EEC recommends communicate the meaning of soft skills to students	DONE BY NUP: -NUP's Distance learning philosophy aims in student-centered active learning, assessment in real-life-like activities and 21st century skills development. For this reason, the NUP's Distance Learning Unit follows the backward design model. Firstly, we identify the anticipated Learning Outcomes (L.O) based on Blooms taxonomy and in accordance with the European Qualification Framework (EQF). Then, to ensure the achievement of the Learning Outcomes, we proceed to the design of the assessment criteria (summative and formative). Based on the above we design the corresponding interactive activities within the courses. The type of the formulated interactive activities aim at developing soft skills such as: teamwork through group activities, presentation and communication skills through presentation activities and forums, digital and technology skills through the use o digital tools (LMS, MS office tools, Professional applications/programs), problem solving and critical thinking skills through case study activities, assessment skills through peer assessment, adaptability through simulations etc. The above is initially communicated to students in special presentations regarding the distance learning	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

eqar//// enqa.

	process, during the induction days at Neapolis University Pafos. The previous mentioned seminars are always organized before the beginning of each semester for the entire student community. Also, and more concretely for each course individually, the information about the soft skills that students are about to acquire is provided by the tutors during the preparatory week (Week 0), where the content and general objectives of the course are presented. In addition, each activity is followed by the corresponding rubric, which explains to the student the criteria for his/her assessment. Among them, the skills acquired and the level of their development during the process of solving/developing the activity are indicated. Finally, students of Neapolis University in Paphos can be further informed about issues related to their academic development through individual counselling sessions with their personal mentor. The above is all outlined in detail within the Study Guides of each Course of the Programme. -Guest lectures and panel discussion related to the importance of soft skills in tourism were organized by the MBA in Tourism. We will follow the same practice in the future.	
The EEC recommends ensure soft skills are discussed in the study guides.	DONE BY NUP: -All course information and description can be found in the respective Study Guides. Within the Study Guides, the learning process, the assessment process, and all kinds of issues concerning students are explained. Among these, reference is made to the development of soft skills, through the learning method (4. Learning requires a method: Mode, Means and Tools of Teaching and Learning), and the interactive activities (5. Learning is action - 5.1 Activities-Assignments and Grading). At the same time, there is a	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

	special chapter within the Guide for guiding students on how to fully utilize the distance education process to achieve the necessary Learning Outcomes and develop new skills (8. Learning requires guidance - 8.1. Instructions and Advice), while through the Educational Contract (9. Learning requires discipline - Educational Contract) it is explained what students should expect from their tutors and vice-versa.	
	More concretely, the information about the soft skills that students are about to acquire is provided by the tutors during the preparatory week (Week 0), where the content and general objectives of the course are presented.	
	Finally, a significant part in the communication of the skills developed during the course are the assessment rubrics. In addition to the evaluation criteria of the knowledge offered by the field of study, these assessment rubrics refer to the skills acquired by the students and the degree of their development.	
	-The study guides of the MBA in Tourism courses have been reviewed to ensure that interactive activities are designed in a way that helps students to develop soft skills needed in the tourism sector. Moreover, the DMBA580 course highlights the importance of soft skills such as emotional intelligence and personal values.-SEE ANNEX 1	

3. Teaching staff
(ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC recommends staff be encouraged to publish in peer-reviewed academic high quality open access journals	DONE BY NUP: Based on our research policy: **Academic Freedom and Duty to Publish:** Academic community members have the right to academic freedom and are expected to carry out primary research and publish their findings. This includes publishing in both open and closed access in Scopus-indexed international scientific journals and in international conferences and workshops with proceedings. **Incentives for Publishing:** Faculty members who publish more than three articles in international journals or conferences included in the Scopus database are rewarded with a reduction of up to three hours from their weekly teaching obligations. Additionally, the university encourages its researchers to publish on open-access platforms and supports various open-access publishing strategies. This Open Access Policy considers any legal provisions and other NUP researchers' publication traditions. **Support for Open Access Publishing:** The policy ensures that NUP researchers' free choice of publishing media remains unaffected. The goal is to include a full-text version of all NUP academic publications in the university's institutional repository, HEPHAESTUS, provided there are no legal obstacles. The university also suggests that its researchers preserve any exploitation rights for secondary publication in an open-access format and offers financial and infrastructural support for	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.

	publishing work digitally in open-access formats. These policies and incentives demonstrate the university's commitment to promoting research publication in high-quality, open access journals, and providing necessary support and rewards for such endeavors. Additionally, based on our Progression Policy. - Lecturers, after three years of experience and 5 original Scopus Indexed publications, may apply for promotion, to the rank of Assistant Professor. The progression of the review of the application is through the establishment of a University Promotion Committee (stage 2 as presented in the recruitment process). - Assistant Professors are eligible to apply for promotion to the rank of Associate Professor after a minimum of four years of experience at Neapolis Paphos University and 6 original Scopus Indexed publications. H - Associate Professors can apply for promotion, to the rank of Professor, after 4 years of experience at Neapolis University in Paphos and 6 original Scopus Indexed publications	
The EEC recommends encourage visiting staff to the department for both research and teaching purposes.	Code of Conduct for Research: The Research Policy outlines that the Code of Conduct for Research applies to all research activities, including those conducted by visiting academics and specialists. This inclusion signifies the university's dedication to integrating visiting staff in research activities and ensuring adherence to ethical standards and quality. **Financial Support for Publication Expenses**: Each department annually budgets an amount specifically to cover the publication expenses of visiting staff. This financial commitment underscores	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.

ΔΙΠΑΕ
CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

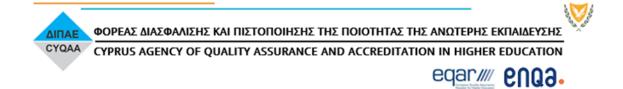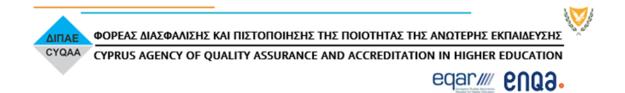|		
	the university's support for the research endeavors of visiting professors and specialists, facilitating their active participation in academic publishing. **Significant Contribution of Visiting Professors:** It is noteworthy that more than 25% of the university's publications on Scopus are attributed to visiting professors. This statistic highlights the substantial impact and contribution of visiting staff to the university's research output. The fact that all their expenses have been covered by the university further emphasizes the institution's investment in fostering a robust research environment. Involvement in Extra-Curricular Teaching Activities: Over 50% of extra-curricular teaching activities are conducted by visiting professors. This significant involvement in teaching beyond the standard curriculum reflects the diverse educational opportunities provided to students and the active role of visiting staff in enhancing the learning experience.	

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC recommends students could be enrolled from different backgrounds and clear policies should be in place to ensure they are assisted in bridging gaps in skills and knowledge	DONE BY NUP: Candidates from different backgrounds are accepted, if the report that expresses and justifies their interest in the Programme of study justifies their application. Then the Programme coordinator in cooperation with Admissions Committee decides on the preparatory seminars that will be offered and student has to attend before or during the course.	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.
The EEC recommends to encourage applications from a broader geographical area.	DONE BY NUP: Neapolis University Pafos has been always targeting the international market to recruit students from various regions. Over the last 3 years, we have run digital campaigns all over the world and generated thousands of leads from almost every single country, specifically 185 countries. We also cooperate with more than 30 international agents covering most of the regions. In addition, we are currently attending a number of exhibitions, open days and school visits in MENA in an effort to recruit students from the region. Finally, we pursue partnerships with foreign universities with the aim to transfer students to our campus through progression agreements.	The EEC is satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
to monitor student online engagement thorough the use of learning analytics on Moodle and provide timely support as needed.	DONE BY NUP: NUP has implemented a comprehensive data analytics system using Targit to identify and monitor students who are at risk academically. This strategic approach focuses on key indicators such as Moodle platform login frequency, participation in formative activities, and performance in summative activities. By setting clear criteria, such as not logging in for more than a month or failing more than 30% of courses by the end of the semester, the university can proactively identify students who might need additional support. The role of the Programme Coordinator and Personal Advisor in this system is crucial. After each examination period, their meeting to discuss the performance of at-risk students and strategize on intervention methods, including personal meetings, is a vital step. This collaborative approach ensures that the concerns are addressed holistically, considering academic performance and personal circumstances.	The EEC is *partially* satisfied the action taken by the institution is sufficient and in line with the EEC's recommendations. The EEC would like to point out that teaching staff should be able to check on learning analytics on a weekly basis and take action as early as possible when a student shows as inactive. A period of a month of inactivity is considerably long and the student may eventually have no time to catch up and pass. We recommend that the data analytical system allows for this going forward.

6. Additional for doctoral programmes
(ALL ESG)

EEC's final recommendations and comments on the HEI's response

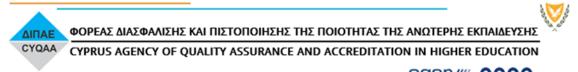| Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

NOT APPLICABLE

7. Eligibility (Joint programmes)
(ALL ESG)

EEC's final recommendations and comments on the HEI's response

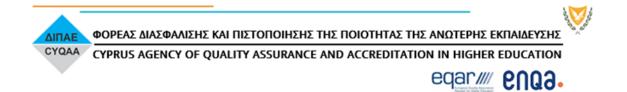| Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

NOT APPLICABLE

C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's final conclusions and remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC specifically commends the University for the excellent training for staff and students in the online distance learning methodologies. For future development, accreditation could be sought, so that staff achieve formal recognition. The EEC notes that improvements should be made to establish the sustainability and competitive advantage of the proposed programme over the coming years, considering recent developments in the area. The department should take into serious consideration the recommendations made throughout the report. The EEC would like to thank all involved in the evaluation for the high engagement throughout the evaluation process - and for providing the set of supporting documents before and during the site visit. We would like to express our gratitude to Mrs Emily Alexandridou for organising and facilitating the evaluation process.	Let us first express our satisfaction for the positive comments of the EEC as well as the important specific suggestions and recommendations. Since, it is our belief and principle that there is always room of improving the quality of the University and the said Programme as well, we enclosed in our response the Annexes 1,2 ,3 in order to fully satisfy and respond to the EEC suggestions and recommendations made throughout the report.	Thank you for your responses and for the material the have been provided. The EEC in general is satisfied the actions taken by the institution is sufficient and in line with the EEC's recommendations. The EEC has made recommendations in three areas; which may assist the long term sustainability of the programme.

D. Signatures of the EEC

Name	Signature
Professor Dr Adele Ladkin, Chairperson, EEC	
Professor Dr Nevenka Čavlek, Member, EEC	
Professor Dr Irini Dimou, Member, EEC	
Professor Dr Christothea Herodotou, Member, EEC	
Emilia Shelegeda, Member, EEC	

Date: 21st March 2024