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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Doc. 300.1.3

Date: ……………………………

Feedback report from EEC experts

- **Higher education institution:**
  Neapolis University
- **Town:** Pafos
- **Programme of study (Name, ECTS, duration, cycle)**

  In Greek: Μεταπτυχιακό στις Διεθνείς Σχέσεις, τη Στρατηγική και την Ασφάλεια

  In English: MSc in International Relations, Strategy and Security

  ECTS: 90, 12/18 MONTHS-Convensional

- **Language of instruction:** Greek / English

- **Programme's status**
  New programme: ✓
  ~~**Currently operating**~~:

A. External Evaluation Committee (EEC)

Name	Position	University
Alasdair Blair	Professor	De Montfort University
Knud Erik Jørgensen	Professor	Aarhus University
Olga Demetriou	Assos. Professor	Durham University
Zenonas Hadjicostas	Student	University of Cyprus

B. Guidelines on content and structure of the report

- *The EEC based on the external evaluation report (Doc.300.1.1) 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.*

- *Below each assessment area the EEC must circle the degree of compliance.*

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

EEC Comments (external evaluation report):
HEI's response to the External Evaluation Report:

Findings

- The study programme is designed and intended to be launched after the process of accreditation has come to a successful conclusion. Hence, the self-evaluation report, the application and the findings during the onsite visit do not concern experiences with an existing programme.
- The programme runs over 1.5 years. The structure of the programme includes eight courses (each 7.5 ECTS) plus one dissertation (30 ECTS).
- All courses are compulsory.
- The course on research methodology is designed to prepare students for the dissertation, yet focused on general issues such as research design.
- Concerning the Thesis there will not be any taught content but a supervisor is available for consultation throughout the process of preparing the thesis. Before submission the supervisor and student need to reach a consensus about the viability of the thesis.
- The application provides limited information about the dissertation. However, the onsite visit provided some additional information relating to the dissertation arrangements and the process of its evaluation. It was clear that tacit understandings regarding these matters are in place yet not always fleshed out in explicit policies and procedures.
- The only form of teaching mentioned in the application is 'lectures'. The onsite visit helped clarify the situation so that teachers actually intend to employ a variety of teaching forms, including student presentations, case studies and article reviews.

Areas of improvement and recommendations

All courses are compulsory. Students are thus only able to specialize in their dissertation. The addition of electives would provide an opportunity for greater specialization.

Done. The program now has three (3) electives: a) Special Topics in the Eastern Mediterranean and Middle East Security, b) Peacebuilding and Post-Conflict Reconstruction (new), and c) Foreign Policy, Security and Defense of the European Union (new). See attached Annex 1: Revised Program Study Guide, Sections 6 and 14.

> **Commented [AB1]:** Fully compliant

Dissertations are supposed to be 12.000-15.000 words long. Given the 30 ECTS credits it carries, this can be seen to be on the low side of European standards. The committee considered that it would be helpful to have explicit criteria about the assessment of dissertation quality and the comparative standing of the dissertation vis-à-vis other assessed programme components.

Done. See attached Dissertation Syllabus. The word limit has been increased to 15,000-18,000. See Annex 1: Revised Study Guide, Section 14.

> **Commented [AB2]:** Fully compliant

There was insufficient information on the assessment components of the eight taught courses and their linkage to the overall programme objectives and the dissertation.

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Done. Additional information on the critical and analytical aspects of the assessment components has been incorporated into the Study Guide in order to enhance their linkage to the overall program and the dissertation. See Annex 1, Revised Study Guide, Section 10.

> **Commented [AB3]:** Fully compliant

The language of the programme content tends not to reflect the MSc level, e.g. greater relevance of critical reflection, independent analysis etc. Further consideration should be given to clarifying the expected advanced level of learning at Masters level.

Done. Critical and analytical aspects of the assessment components have been incorporated into the Study Guide in order to enhance their linkage to the overall program and the dissertation. See Annex 1, Revised Study Guide, Section 10. PLOs have been adjusted accordingly and a PLOs-CLOs mapping has now been incorporated. See Annex 1, Sections 3 and 6 respectively.

> **Commented [AB4]:** Fully compliant

While the programme has a focus on security studies, the course content does not reflect a broader perspective on security, such as the provision of courses on human security, peacebuilding, sustainable development goals, and gender and security. While we appreciate that there are inevitable resource constraints in terms of the capacity to deliver the programme, there was a limited sense of a vision and future direction of the programme to take into consideration this wider content, or the extent to which such content could be taught within the established course offerings beyond occasional lectures in already designed courses.

Answer: **Done**. Two additional electives have already been added to further strengthen the specialization element of the program and the students' choices a) Peacebuilding and Post-Conflict Reconstruction, and b) Foreign Policy, Security and Defense of the European Union. See Annex 1, Section 6 and 14.

> **Commented [AB5]:** Fully compliant

The methodology course focuses more on general research design issues as opposed to the research techniques students need to use in their applied research. Some consideration could thus be given to practical or operational research methods and the way that students can be equipped with the necessary research skills for their dissertation, for instance skills which would allow them to collect and assess primary data. No consideration was given to the ethical aspects of research, which in the context of a degree programme focused on IR and security studies would be helpful.

Done. The Research Methodology course has been revised accordingly (Annex 1, Section 14).

> **Commented [AB6]:** Fully compliant

The course on strategy and decision-making is in reality a business studies course and thus not adapted to serve the objectives of a security studies course. As such, the course does not reflect the remit of the degree programme and is out of sync with the learning outcomes and the expected content that the programme seeks to deliver.

Done. The course content has been entirely revised to reflect an IR, Strategy and Security MSc. See Annex 1, Section 14 for Syllabus.

> **Commented [AB7]:** Fully compliant

There was a lack of clarity with regard to the University's objectives in terms of students' employability particularly in regard to facilitating placements or internships. The panel discussions indicated that such possibilities might be accommodated in the undergraduate degree, but there was no such discussion concerning this programme. Further clarification is therefore required in terms of the possible operation of placements/internships.

Answer: No placement is foreseen in the said program.

> **Commented [AB8]:** Substantially compliant

1.1 -1.2 The quality assurance (QA) presentation indicates that students and staff are involved in QA activities. The presentation did, however, tend to refer to further procedures and policies such as disabilities and complaints handling as opposed to the committee having access to a full and detailed set of information. As such, it was not possible to have full confidence in all of the QA procedures.

Done. See Annex 2: Disabilities and Complaints Policies and Procedures.

> **Commented [AB9]:** Fully compliant

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1.3 The QA and standards document that was presented for the programme in Annex 5 provided rather vague and generalized comments in relation to the QA procedures. This state of affairs was further highlighted by the annotated comments in Appendix 5 are basically the same for the MSc and the BSc degree programme.

Answer: Annex 5 is related to the Self-Evaluation of the programme by the internal QAA structures of the University.

Commented [AB10]: Fully compliant

1.4 It was apparent from the information presented and the supporting documentation that QA procedures are driven by academic considerations. However, more information would have been helpful to clarify the exact nature of some of the committees and structures that were referred to in the documentation and also the presentation, e.g. the pedagogic committee (terms of reference, membership, meeting times etc). The committee did not have access to existing committee minutes, meetings, schedules which would have confirmed the operational aspects of such procedures.

Done. See Annex 3: The Pedagogic Committee.

Commented [AB11]: Fully compliant

1.5 The committee were not presented with specific information in relation to the academic calendar, the disclosure of information to students and web pages and is therefore unable to comment. The committee was of the opinion that students would be provided with training to complete assignments and examinations. However, there was a lack of detail in terms of the pedagogic underpinnings of these procedures. No information was provided regarding information for examinations. While information was provided with regard to the ability for students to provide feedback on their class experience, there was a lack of detail as to how this information would be analysed, reviewed and then acted upon to close the feedback loop to students.

Done: See Annex 4: Academic Calendar; Moodle screen shots with all information already provided to students including the academic calendar;
Annex 5: Examinations policy and procedures.

Commented [AB12]: Fully compliant

In relation to the point related to "how this information is analyzed, reviewed and then acted upon to close the feedback loop to students" we hereby state that this is done both formally and informally, as follows:
- Regular meetings at the level of the University academic and administrative hierarchy with the Students' Union;
- Ad hoc meetings of the University hierarchy with students' representative groups of separate Schools;
- Regular Meetings of the Deans of the Schools with the students' representative groups at the School level;
- Institutional presence of the Student Union's representatives at the Senate of the University;
- Institutional representation of the students' representative to the GA of the School;
- Institutional representation of the Students' Union to the Internal Evaluation Committee of the University;
- Institutional participation of the Representative Body of the DL students to the Pedagogical Planning Committee;
- Ad hoc electronic communications to students' community.
- Regular communication of students with the academic staff in predefined office hours publicly announced.
- The Individual Academic Tutor assigned to each separate student.

1.6 The committee felt that the learning outcomes of the programme needed to be adjusted to reflect the advanced nature of study at Masters level. The committee also considered that there could be a stronger linkage between the learning outcomes, the programme of study and the more applied and employability focused nature of the University.

Done. The PLOs have been adjusted accordingly. A PLOs-CLOs mapping has now been incorporated into the Program Study Guide. See Annex 1, Sections 3 and 6.

Commented [AB13]: Fully compliant

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1.7 The committee felt that for the most part the purpose and design of the programme was satisfactory. H
1.8 owever, some elements of the courses could have had a stronger linkage to the programme's objectives, including for example courses on Strategy and Decision Making.

Done. The Strategy and Decision Making course syllabus has entirely changed. See Annex 1, Section 14.

1.9 As the programme has a fixed structure, the committee felt that there was room for additional courses to provide greater student choice and specialization. There was an absence of information relating to the exact assessment diet of the programme of study, e.g. the composition of the 30% component, and the timeframe of the final exam.

Done.

1. **Two more elective courses have been added. See Annex 1, Sections 6 and 14.**

2. **The 30% component has altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide. See Annex 1, Section 10. See also Annex 21 for Assessment Guidelines for Written Assignments.**

1.10   While the expected learning outcomes are clear, we felt that the programme would benefit from a stronger alignment between the programme learning outcomes and the course learning outcomes.

Done. PLOs have been adjusted accordingly and have been mapped with CLOs. See Annex 1, Sections 3 and 6.

1.10 In broad terms the learning outcomes are met through the learning process. Some of the courses could be more tightly focused towards the overall programme.

1.11 There is evidence that learning outcomes are met.

1.12-1.14 The programme makes use of up-to-date materials.

1.16 The Committee thought that there might be room for changes to the structure of the programme to provide students with some more introductory courses to international relations in the first semester. As noted, the Committee considered that some courses were less aligned to the objectives of the programme.

Done. The structure of the program has been revised accordingly. The "Contemporary Issues in Global Politics" course has now been transferred to the 1st Semester and the "Information Security" course has been transferred to the 2nd semester. Additionally, the "Information Security" and the "Strategy and Decision Making" courses have been revised accordingly to have a stronger resonance with the objectives of the degree program. See Annex 1 Section 6.

1.17-1.19 The credit system was appropriate and in conjunction with national standards. There is scope to consider the extent to which all the learning outcomes of the programme reflect the programme alignment and course content.

Done. PLOs have been adjusted accordingly and a PLOs-CLOs mapping has been incorporated into the Program Study Guide to also reflect the changes in the content of the new elective courses as well as the revisions into the existing ones. Annex 1, Sections 3,6,14.

1.21-1.22 It would have been helpful to have had additional information relating to the operation of programme management, such programme leadership and the extent to which academics are provided with training and development as they progress into programme management duties.

Done: See Annex 7: Continuous NUP Staff Development and Training Policy and examples of already existing NUP staff development and training activities.

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1.24 There is scope for greater clarity in terms of the way that the programme supports employability and relates to future career opportunities.

The program does not foresee placement for students. However, it supports employability and relates to future career opportunities due to the fact that the content of the courses is irrevocably related and practically addresses high priority contemporary IR, Strategy and Security related issues as well as the specificities of IR, Strategy and Security affairs in Greece, Cyprus and the Eastern Mediterranean region, always considering that Greece and Cyprus are EU member states, as well. Thus, both existing professionals in the IR and Security sector (army officers, police, MFA employees, private sector and business representative bodies, etc.) may find the program attractive, as well as young scholars who want to pursue for a career in the field, and will may find the program attractive due to the specific - applied policy oriented nature of the structure of the program and its courses.

> **Commented [AB20]:** Fully compliant

1.27 It is apparent that the programme would benefit from providing a stronger level of knowledge and issues relating to critical analysis of contemporary events.

Response: Done. Critical analysis of contemporary events is part of the revised guidelines of assessment incorporated into the revised Study Guide. More precisely, the 30% component has been altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Program Study Guide. See Annex 1, Section 10. See also Annex 21 for Assessment Guidelines for Written Assignments.

> **Commented [AB21]:** Fully compliant

Please circle one of the following for:

Study programme and study programme's design and development

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

2. **Teaching, learning and student assessment** (*ESG 1.3*)

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EEC

Comments (external evaluation report):
HEI's response to the External Evaluation Report:

2. Teaching, learning and student assessment (*ESG 1.3*)

Findings

Neapolis University Pafos is a relatively new University that has undertaken a rapid process of expansion in terms of its portfolio of programs. The University has experience of delivering teaching at BA, MA and PhD levels, and presently has in the region of 2100 students studying on the various programs, 500 of whom are enrolled in campus-based postgraduate programs. We were provided with a range of information relating to the structure of the proposed MSc programme in International Relations, Strategy and Security, which included an overview of the courses with the exception of the Dissertation. The degree programme follows a structured pathway where all students take the same courses and as such there are no elective courses.

The MSc programme is structured in a way which enables students to delve into a range of topical security-related issues.

The MSc programme has a pattern in terms of student learning and assessment, with the assessment diet being split between 30 per cent midterm and 70 per cent final exam on all courses with the exception of the dissertation. Teachers have discretion for deciding on the exact nature of the 30% assessment component, with the pedagogic committee having responsibility for ensuring that there was no assessment duplication within the course. However, there was a lack of clarity and guidance as to the way in which the committee operated and the principles surrounding the nature of assessment and how duplication of the same assessment would be avoided. While this appears to be in keeping with the customs and practices of the Cypriot educational system, it does mean that there is an absence of information with regard to how the nature of the assessment of the degree maps onto the specified learning outcomes. In addition, there is a lack of clarity with regard to how the assessment of the courses prepare students for the dissertation both in terms of the preparedness to undertake an extended piece of writing as well as the capacity to undertake more advanced levels of research in keeping with a Masters level of study.

Done. The 30% component has altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide.

> **Commented [AB22]:** Fully compliant

The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs. See Annex 1, Section 10. See also Annex 21 for Assessment Guidelines for Written Assignments.

The process of marking is predominantly undertaken by one member of staff, without an established practice of internal moderation of work or the sharing of marking practices among staff members. Student marks are reviewed in advance of, and at, the assessment board and where marking distributions are out of line with the student profiles further investigation is undertaken. In addition, students have the right of appeal on individual marks at which point the work is reviewed by an additional staff member. While this process is in keeping with the Cypriot higher education system, consideration might be given to stronger processes to enable the sharing

of good practice among the teaching staff given the developing nature of the provision and the policy of recruiting additional occasional staff to support the teaching provision.

Done. Sharing good practices have been incorporated into the ToR of the Assessment Board. See Annex 8: ToR of Assessment Board.

As far as student contribution and involvement in the research process is concerned, while the students benefit from a dedicated methodology course, the course is itself focused more on research writing techniques as opposed to the methodologies employed in undertaking research. The students have a scheduled weekly set of study classes that provide direction and focus to their studies. The absence of information means that it is not possible to comment on how the courses are meant to prepare students for the dissertation and how this links to research processes.

Done:

1. **The Research Methodology course has been modified accordingly.**
2. **The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.**
3. **The Dissertation Syllabus has also been added.**
   See Annex 1, Sections 14 and 10.

Areas of improvement and recommendations

☐ Further consideration could be given to how the process of student assessment provides sufficient variety to test students at Masters level and also to prepare them to undertake an extended piece of writing.

☐ It is not clear how formative assessment is built into the degree programme.

☐ Further consideration should be given to how assessments are coordinated across the academic provision, particularly with regard to the 30% component that is determined by an individual member of staff.

Done (Jointly for the above three improvements and recommendations). The 30% component has altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide.

The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs. See Annex 1, Section 10. See also Annex 21 for Assessment Guidelines for Written Assignments.

☐ Further consideration should be given to the internal marking policy to ensure the dissemination of good practice.

Done. Sharing good practices and process have been incorporated into the ToR of the Assessment Board. See Annex 8: ToR of Assessment Board.

☐ Further consideration should be given to developing the research level component of the programme of study through the engagement with or exposure to primary materials in the taught courses and/or case studies.

Done.

> **Commented [AB27]:** Fully compliant

1. The Research Methodology course has been modified accordingly.
2. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.
See Annex 1, Sections 14 and 10 respectively.

2.1-2.2 The committee was impressed by the expected number of students in the classes.

2.3 The committee considered that students would be able to engage well with academic staff. However, there was no evidence of how existing practices operate within the University in terms of staff-student engagement in terms of feedback by students.

A series of practices operate within the University in terms of staff-student engagement originated from feedback by students. Indicatively such practices include:

- **The Neapolis Research Notes has been introduced to enhance research opportunities for students , under the guidance and the support of the academic staff, engage students in primary research, enhance staff-student engagement: https://www.nup.ac.cy/gr/neapolis-research-notes-nrp/**
- **The office hours' available students are now spread in more days per week.**
- **Students are encouraged to participate in scientific conferences having the opportunity to present their assignments. This has been realized in various cases in the School of Social Sciences, Arts and Humanities. In the case of the School of Architecture, Engineering and Geo Environmental Sciences students have been presenting and exhibiting their projects in various occasions. In the School of Law students with the guidance of the academic staff participate in MOOC. The same is the case of the School of Health Sciences where students participate in primary research. NUP is supporting these initiatives of staff - students engagement, both financially as well as other means of support.**
1. **https://www.nup.ac.cy/news/bauhaus-diachronic-values-architectural-studies-and-architectural-practice/**
2. **https://www.nup.ac.cy/news/successful-participation-of-the-faculty-of-law-of-the-neapolis-university-at-the-thessismun-contest/**
3. **https://www.nup.ac.cy/news/co-operation-between-the-school-of-architecture-engineering-land-and-environmental-sciences-of-neapolis-university-with-the-municipality-of-polis-chrysochous/**
4. **https://www.nup.ac.cy/news/neapolis-university-research-on-gambling-and-betting/**
5. **https://www.nup.ac.cy/news/educational-visit-to-the-permanent-assumption-court-of-pafos-of-the-students-of-the-law-school-of-neapolis-university/**

2.4 More information could have been provided with regard to the overall methodology and approach of the courses. Given the absence of information relating to assessment patterns and components it is hard to provide a judgment in terms of the pedagogical approach of the courses.

Done. See Annex 1. Sections 9-10.

> **Commented [AB28]:** Fully compliant

2.5 Insufficient information was provided in relation to how formative assessment operates. There was a general absence of information in relation to the operation of formative and summative assessment.

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2.6 The only information on assessment is the 30% / 70% assessment component weightings. More information is required to provide a full appraisal of the assessment diet. No information was provided on the dissertation component of the degree programme.

2.5-2.6 responded jointly.

Done.

1. **The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.**
2. **The 30% component has altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide.**
3. **The Research Methodology course has been modified accordingly.**
4. **The Dissertation component has been further enhanced and the syllabus has been incorporated into the revised Program Study Guide.**

See Annex 1, Sections 10 and 14.

2.7 While the design of the programme does enable student interaction in a class setting, it was not clear how broader educational activities would be available to students.

Done.

1. **A series of subject matter public discourse events have already been organized with key personalities (Cypriot MFA, Cypriot Minister of Defense, Chief of the National Guard, Greek Shadow Foreign Minister, etc.) to address high priority IR, Strategy and Security issues. We commit to institutionalize broader educational activities, including seminars, etc. , also mobilizing the Program's highly qualified Academic Board as well as experts and academic personalities. See Annex 9: Participation in Public Discourse.**
2. **Additional technical means are either already available or established to further facilitate broader educational activities, including:**
   2.1 The On Line Lecture Series are available. See Annex
   2.2 The NUP Web TV has been introduced. See Annex 11.
   2.3 The Discussion Fora are available. See Annex 12.

2.8 The committee considered that the courses engaged with appropriate up-to-date approaches. However, more information might have been given with regard to the integration of the likes of podcasts and other online materials to support students in their studies.

Done.

1. **NUP lecturers already mobilize podcasts and other on line materials to support students in their studies, being part of their teaching methodology, supporting students in their studies. See Annex 13: Moodle Screen shots on On Line related material (you tube documentaries, on line/video lecturing) from the School of Social Sciences, Arts and Humanities, where the said program also is part of. Nevertheless, additional effort is made to enhance the said dimension.**

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.

3. Additional technical means are either already available or have been created to further facilitate broader educational activities, including:

3.1. The On Line Lecture Series are available. See Annex 10.

3.2. The NUP Web TV has been introduced. See Annex 11.

3.3. The Discussion Fora are available. See Annex 12.

2.9 The teaching materials could have shown evidence of greater engagement with primary materials to support the more advanced level of study that is relevant at Masters level.

Response: **Done**.

1. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs. The types of assignments to assess students' capabilities and skills have been further enhanced. See revised Study guide.

2. Additionally, the research methodology course has been adapted accordingly (see revised syllabus, Annex 1, Section 14)

2.10 The materials showed an awareness of up-to-date research publications.

2.11 It was unclear how students would engage in research activities that is typical of masters level. However, the committee did notice the initiative to establish a journal, Neapolis Research Notes, designed to turn student essays into articles.

1. The Journal has already been established and the 1st issue will be on air on 30/6/2019. https://www.nup.ac.cy/gr/neapolis-research-notes-nrp/

2. The Dissertation component has been further enhanced.

3. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.

2.12 The methodology module focused on how to complete a dissertation as opposed to undertaking research and the methodologies and philosophies underpinning such approaches. The outlines for the courses demonstrate that students are to engage with up-to-date research materials. However, there is an absence of information relating to the methodological processes relating to the undertaking of research and a lack of detail with regard to students engaging with primary materials.

Done.

1. The assessment structure has been modified and further developed in order to address the issues raised by the EEA, enhancing the critical and analytical skills of the students, exposure to primary materials, as well as their capacity to develop their arguments in the form of essays, thus preparing them for longer written assignments and projects, which further aligns CLOs with PLOs.

Commented [AB32]: Fully compliant

Commented [AB33]: Fully compliant

2. The 30% component has altered from "Mid Term Exams" to "Mid Term Assessment" to incorporate a scope of assessment methods, strengthening the research component, the analytical, synthesis and critical skills of the students as well as the formative assessment dimension, overall. More information in relation to the 30% assessment component has been provided and incorporated into the revised Study Guide.

3. The Research Methodology course has been modified accordingly (Annex 1, Section 14).

4. The Dissertation component has been further enhanced and the syllabus has been incorporated into the revised Program Study Guide.

See Annex 1, Sections 10 and 14.

Please circle one of the following for:

Teaching, learning and student assessment

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

3. **Teaching Staff** (*ESG 1.5*)

EEC Comments (external evaluation report):

HEI's response to the External Evaluation Report:

Findings

The staff that the team met reported that they are aware of procedures relating to career development and staff evaluation. There was less certainty regarding the priority areas in recruitment, e.g. as relates to gender balance.

The qualifications of teaching staff are adequate. They all possess doctoral degrees and have variable numbers of publications, which on the whole conform to their rank.

The output of teaching staff addresses both regional audiences (being written in the Greek language and published by national Greek presses) and international audiences (published in English in peer-reviewed journals and international presses). These publications on the whole match the teaching areas of each staff member. They are not, however, used as teaching material, missing the opportunity to integrate research findings into teaching yet also avoiding self-referential practices. On the whole, full time teaching staff belong to a two-tier system, comprising three professors (tenured), two assistant professors, and three lecturers (untenured). There are also four visiting professors, one at associate professor level, two at assistant professor level, and one lecturer. The only staff member which is female is the visiting lecturer.

Of the 24 weekly teaching periods, 19.5 (81%) are taught by staff based at NUP and 4.5 by three of the visiting scholars. In the first group, professorial staff teaches 7.5 periods (38%).

The programme director collaborates extensively with one member of the locally-based staff with one visiting scholar. Other members of staff collaborate in the co-authoring of work and in project collaboration within and outside the department to various degrees. The staff that the team met showed awareness of each other's areas of interest and exhibited a good degree of collegiality.

The visiting scholars on the programme are all based in Greece. They have a range of expertise among them, and publications to reflect this.

The teaching staff is engaged in professional and teaching-skills training.

Assessment of the teaching staff takes account chiefly of their research activity. Opportunities for mobility are provided, and there was some indication that teaching activity is appreciated.

Areas of improvement and recommendations

There was no indication of formal teaching observation practices among staff. Teaching results and teaching skills appear to be solely assessed through student evaluations and possibly through informal peer consultations. Teaching observation could be instituted.

Response: Done. Teaching observation has been instituted. See attached Policy on Academic Staff Evaluation (Annex 14).

> **Commented [AB34]:** Fully compliant

Staff promotion, and the ranking of incoming staff, and therefore remuneration, appears to be based chiefly on publications. Formal criteria on assessing teaching quality could be instituted and included in the parameters for staff evaluation.

Response. Promotion Policy attached. Staff promotion is not based chiefly upon publications since it integrates a series of quality criteria. See Annex 15: Academic Staff Promotion Policy.

> **Commented [AB35]:** Fully compliant

Staff could consider to occasionally draw on their research for teaching, by integrating their work into reading lists. While their teaching connects closely with their research interests, there is a downside to this close correlation, in the sense that major aspects of IR and security seems not to be adequately included (human security, peacebuilding), possibly because they lie outside the comfort zone of teaching staff. Future recruitment drives might focus on the provision of more substantial teaching on these and other underrepresented areas.

Future recruitment will take into consideration the said preoccupations. For the time being, the new elective course in "Peace Building and Post Conflict Reconstruction" is proposed to be taught by Dr. Eugenia Vathakou whose CV is also attached. Dr. Vathakou has a sound theoretical as well as professional background in the topics concerned. See Annex 20.

> **Commented [AB36]:** Fully compliant

 Visiting teaching staff could be sourced from a wider variety of countries as well as from other HEIs in Cyprus.

3.1 The staff, as described above, have adequate expertise to teach the course.

3.2 The staff have a range of expertise and teach courses suitable to their interests. In discussions with the team they exhibited collegiality and enthusiasm for the courses they teach and the institution they serve.

 3.3-3.7 Visiting professors support the programme of study to an adequate degree. The programme addresses aspects of regional and national politics but seems to lack visions for long-term prospects.

 3.8 The student-staff ratio is commendable. Examples were provided of detailed feedback on students' work, indicating also an in-depth engagement with students' overall performance.

3.9 Staff are supported in dissemination and research activities. The teaching load allows time for research and staff engage in public activities.

 3.10 The financial viability presentation indicated a strong direction of travel for the programme.

programme coordinator has a great deal of experience. However, it was not quite clear what the local operation of the programme management was in terms of the role of the University Rector versus say the role of programme leader.

3.12 Teaching staff publish research in relevant journals and academic publishing houses.

3.13 Staff appear to be supported in terms of the level of training to undertake their role. However, the committee were not presented with a staff development and training policy in relation to the level of support provided. Basic training opportunities are provided, which could be bolstered.

Response: See Continuous NUP Staff Development and Training Policy. See Annex 7.

3.14   Procedures for student feedback exist and ready to be used but there were no examples from other programmes of how teaching has been modified in relation to this.

Response: Various cases can be reported in the case of the School of Social Sciences, Arts and Humanities, where the said Programme is situated and more particularly the MA in Modern and Contemporary History which is currently running. Indicatively:

- **Self-Evaluation Exercise was modified as an outcome of students remarks to the tutor.**
- **Students requested to be further informed of broader academic initiatives that are undertaken by academic staff, e.g. participation in conferences, lectures, book presentations, which now is the case and available in Moodle.**
- **Lecturers are now using in full the interactive electronic whiteboards available in every classroom.**

Please circle one of the following for:

Teaching Staff

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

4. **Students** (*ESG 1.4, 1.6, 1.7*)

EEC Comments (external evaluation report):

HEI's response to the External Evaluation Report:

Findings

There are not yet students enrolled in the proposed programme.

There are pre-defined and published regulations regarding student admission, progression, recognition and certification.

The institution demonstrates through the operation of other courses that access policies, admission processes and criteria are implemented consistently and in a transparent manner.

Students will 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.

A public, formal procedure for student appeals is in place.

Students are involved in evaluating the teaching staff through online surveys which the students of the programme will have to complete and submit.

Areas of improvement and recommendations

More information could have been provided in relation to the operation and provision of welfare and broader pastoral care to students. The supporting information refers to documentation and policies that were not provided in the submitted application.

Further clarification could have been provided with regard to the operational procedures.

Joint Response: Done. Full Policy on operation and provision of welfare and broader pastoral care to students is already implemented. See attached information and substantiation. See Annex 16.

4.1, 4.2 The MSc programme does not specifically state the level of student performance required at undergraduate level to progress to the Master's level. The degree programme has a wide recruitment of students from a range of educational backgrounds. The committee considered that a challenge of the programme would be to ensure sufficient coherence in terms of advance learning at Masters level versus the potential for a more generalized level of entry cohort.

Done. The admissions criteria have been adapted accordingly. See Annex 1, Section 4.

4.3-4.7 Although the institution has indicated by its previous experience through the operation of other postgraduate courses that the program's evaluation mechanism by the students, the statutory mechanisms for the support of students and the communication with the teaching staff are effective, further clarification could have been provided with regard to the operational procedures.

4.5 More information could have been provided in relation to the operation and provision of welfare and broader pastoral care to students. The supporting information refers to documentation and policies that were not provided in the submitted application.

Joint response for 4.3-4.7, 4.5. Done. See Annexes 16, 17,18.

Annex 16: Welfare and Pastoral Support to Students together with documentation

Annex 17: Individual Tutor

Annex 18: Policy on Early Intervention

Please circle one of the following for:

Students

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

Commented [AB38]: Fully compliant

Commented [AB39]: Fully compliant

Commented [AB40]: Fully compliant

5. Resources (*ESG 1.6*)

EEC Comments (external evaluation report):

HEI's response to the External Evaluation Report:

Findings

🗆 The university has invested in physical on-campus resources to support students and their studies. This includes the provision of whiteboards within classrooms and dedicated IT classes.

🗆 The focus of the resource environment is primarily concerned with the electronic learning platforms, the access to study materials and the support provided by academic and admin & technical staff. The University uses Moodle as an e-learning platform and provided a demonstration on the effectiveness of this resource to enable student learning. For the most part, the approach to the use of Moodle is to upload presentation information that supports lectures.

🗆 Students are also able to pose questions to academic staff and, according to the student provided information, response time is excellent.

🗆 Students benefit from the library and its services, including access to major electronic databases, e-books and e-journals.

🗆 It was noticeable that campus-based students there engaged in campus life, including student unions and societies.

Areas of improvement and recommendations

🗆 There is scope for further clarification with the regard to welfare and pastoral support. There was a lack of clarity with regard to the University's position with regard to providing support to students with specific learning needs.

See attached documentation with regard to policy and operational aspects of welfare and pastoral support, already existing at the University (Annex 16).

🗆 There does not appear to be a policy of early intervention, for example, to tackle under-performance by students.

Done. See Annex 18 on Policy of Early Intervention.

> **Commented [AB41]:** Fully compliant

🗆 The University appears to have an informal policy of academic mentoring. However, more clarity could have been provided with regard to the support provisions for staff and the procedures in place for sharing good practice.

Done. See Annex 19 on Academic Mentoring.

> **Commented [AB42]:** Fully compliant

5.1.1-5.1.3 Students have access to a good range of library resources, including electronic databases. The overall infrastructure of the University is sound in terms of the resource environment, such as the provision of IT resources, Wifi access, and classroom teaching space. Consideration may be given to the development of additional space for group work and/or the implications of potentially having dedicated postgraduate teaching space.

5.1.4 More detail could have been provided with regard to the provision of welfare support services, including the availability of services to support the likes of dyslexia. Further information could be provided with regard to the lessons that the University has learned through existing courses.

See attached documentation – Annex 16.

5.1.5 The University appears to have an informal policy of academic mentoring. However, more clarity could have been provided with regard to the support provisions for staff and the procedures in place for sharing good practice.

See Annex 19 on Mentoring as well as the screen shot for the HR Call to the Deans, the Heads of Departments and the Program Directors for Mentoring initiatives for the academic year 2019-2020.

2.13   Student monitoring appears to take place in the context of attendance and academic performance at assessment boards. There does not appear to be a policy of early intervention, for example, to tackle under-performance by students.

Done. See Annex 18: Policy on Early Intervention

> Commented [AB43]: Fully compliant

5.3-5.7 The library and the general resource provision appears strong.

Please circle one of the following for:

Resources

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

6. **Additional for distance learning programmes** *(ALL ESG)*

   EEC's recommendations
   HEI's response

Please circle one of the following for:

Additional for distance learning programmes

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

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7. Additional for doctoral programmes *(ALL ESG)*

EEC's recommendations
HEI's response

Please circle one of the following for:

Additional for doctoral programmes

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

8. Additional for joint programmes *(ALL ESG)*

EEC's recommendations
HEI's response

Please circle one of the following for:

Additional for joint programmes

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

C. Conclusions and final remarks

The EEC must provide constructive conclusions and final remarks.

The view of the committee is that the staff at Neapolis University Pafos have taken a great deal of care to provide a substantial amount of information which demonstrates their commitment to the student learning experience. The supporting information and the response of the colleagues at Neapolis University Pafos has been most helpful in providing further clarification on the areas where the committee requested additional information. The committee believe that Neapolis University Pafos have taken on board the comments that the committee provided and used them in a productive and constructive manner to improve the programmes that were under consideration.

The committee is therefore of the view that the programmes at at Neapolis University Pafos are now FULLY COMPLIANT and have taken on board the views and considerations of the committee. As is always the case, there will be an opportunity for further reflection by the staff at at Neapolis University Pafos once the process of teaching begins. The committee appreciates that changes such as the introduction of new modules and adjustments to the alignment of the degree programme have involved a good deal of work and effort by colleagues at Neapolis University Pafos and as such are grateful for the contributions that they have made. The committee wishes Neapolis University Pafos best wishes for the new programmes that have been developed and are confident that they will be successful for both the University, the staff that teach them and most importantly the students.

D. Signatures of the EEC

Name	Signature
Olga Demetriou	
Knud Erik Jørgensen	
Iordanis Kavathatzopoulos	
Zenonas Hadjicostas	
Alasdair Blair	

Date: 9 July 2019