

Doc. 300.1.3

Date: 03/08/2022

Feedback Report from EEC Experts (Joint - E-learning programme of study)

- **Higher Education Institution:**
Neapolis University Pafos (NUP)
- **Town: Pafos**
- **School/Faculty:** School of Economics, Business and Computer Science
- **Department:** Department of Accounting & Finance
- **Programme of study under evaluation**
Name (Duration, ECTS, Cycle) 1.5 academic year, 90 ECTS, Master (MSc)

In English:

Data Analytics & FinTech

- **Language(s) of instruction: English**
- **Programme's status: New**
- **Concentrations (if any): N/A**



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. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
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| Prof.dr. Philip VERGAUWEN | Professor Management Accounting & Control, Pro-dean | Solvay Brussels School of Economics & Management (SBS-EM), Université Libre de Bruxelles (ULB), Belgium |
| Prof.dr. Eleni MANGINA | Professor Computer Science | School of Computer Science, University College Dublin, Ireland |
| Prof.dr. Santi CABALLE | Professor Learning Engineering | Faculty of Computer Science, Universitat Oberta de Catalunya, Spain |
| Dr. habil. Edward SUN | Senior professor Data Science & FinTech | Kedge Business School (Bordeaux), France |



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.

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

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | EEC's final recommendations and comments on the HEI's response |
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| <p>1.1 To revise the title and the content of the program to address the needs of an interdisciplinary student intake:</p> <p>The T&L committee is invited to think outside the box of existing courses in the institution and build up the courses that are needed for this program in order to offer an opportunity to the students to join the financial technology revolution upon graduation. Students in this program need to learn design methodology for financial technology applications and not just passively be presented case studies. They need to learn how to implement, assess and integrate these technologies with current systems. This will only be successful if they develop computational skills, understand the statistical and machine learning principles in order to later on to work on large scale projects with data analysis that are used in the data driven financial sector. To provide the support to</p> | <p>The program was not designed with existing courses in mind.</p> <p>Several universities in the EU and US offer programs with a similar title (combining the two research areas). The following are examples of such programs</p> <ul style="list-style-type: none"> - MSc Data Science and Financial Technology, University of London (https://www.london.ac.uk/msc-data-science-and-financial-technology-structure) - MSc Financial Technology with Data Science, University of Bristol (http://www.bristol.ac.uk/study/postgraduate/2022/eng/msc-financial-technology-with-data-science/) - Master of Science in Financial Technology and Analytics, The University of Texas (https://www.utdallas.edu/factsheets/isom/ms-financial-technology-analytics/) | <p>Non Compliant</p> <p>The title and content of the program should be revised. The issue EEC is addressing is the fact that the curriculum is NOT addressing the learning objectives through the courses offered, and maybe this is due to the lack of existing market analysis as well as the students the programme is trying to attract.</p> <p>This point has not been addressed.</p> <p>Furthermore, it was not clear at the review meeting the process of remediation of a course. The foundation courses are normally mandatory. The 60 ECTS taught courses should provide the students within hands on experience in data analytics (planning, running, documenting and presenting) in finance.</p> <p>This point has not been addressed.</p> <p>In terms of the eLearning design, the first part of our comment is not very fortunate as indeed the</p> |

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| <p>students from both backgrounds (ICT and Finance) a recommendation is for the first trimester to have foundational courses in the two subjects and based on their background to choose the most suitable.</p> <p>Also, it was not clear at the review meeting the process of remediation of a course. The foundation courses are normally mandatory. The 60 ECTS taught courses should provide the students within hands on experience in data analytics (planning, running, documenting and presenting) in finance. Additionally, the eLearning design should be clear and not just involve the provision of material on Moodle platform. Online asynchronous and synchronous sessions should be defined with an exact T&L methodology justified for the need of the program.</p> | <p>The title and the content of the program is fully compatible with related programs already offered by highly ranked Universities:</p> <ul style="list-style-type: none"> • University of London, MSc Data Science and Financial Technology: https://london.ac.uk/msc-data-science-and-financial-technology-structure • The University of Hong Kong, MSc in Financial Technology and Data Analytics: https://mscftda.cs.hku.hk/ • Anglia Ruskin University, MSc in FinTech and Data Analytics, https://aru.ac.uk/study/postgraduate/fintech-and-data-analytics • The University of Texas, MSc in financial Technology and Analytics, https://www.utdallas.edu/fact-sheets/jsom/ms-financial-technology-analytics/ <p>A simple search reveals that many well-known universities around the globe design programs combining the Financial Technology and Data analytics scientific fields.</p> | <p>university performs more in e-learning methodology than just uploading material on Moodle. The second part of the comment is still valid and relevant as the study guides (even if detailed and well presented) do not reflect what activities are designed to meet the specific needs of this program in terms of e-learning methodology. In contrast, the traditional e-learning methodology (teleconferences, discussion forums, etc) is the same as any other e-learning programs across different disciplines, thus it does not contradict our comment as claimed by the university. In conclusion, the university should justify whether the traditional e-learning activities proposed can replace those of the conventional program from an e-learning methodology perspective.</p> <p>This point has been partially addressed.</p> |
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| | <p>More importantly, it is helpful to stress that the curriculum of these programs and the expected learning outcomes are identical to the proposed program.</p> <p>Our program aims to introduce, on the one hand, to students with a scientific background in accounting and finance the tools for intelligent data analysis (programming, data analytics, distributed ledger technologies, and disruptive technologies - e.g., Artificial intelligence, Deep and Machine learning), and on the other hand, to students with relevant IT studies, the potentials of their background on the financial analysis.</p> <p>In addition, regardless of the previous degree, students study new fields of research areas such as high-frequency finance.</p> <p>In all courses, students explore real cases and apply knowledge on a practical level. Students master problem-solving programming skills during the first semester, which they use on several courses' projects in the second semester.</p> <p>At the same time, during the third semester, students are required to</p> | |
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| | <p>combine their knowledge by attempting to solve real-world problems that arise from companies with which the program has secured cooperation. So, the comment indicating that the students are only passively presented with case studies is invalid.</p> <p>The program is designed to be of undiminished interest to all students regardless of their first degree. For example, even the problem-solving programming course is not shaped only to teach programming, as one can easily confirm by observing its study guide.</p> <p>The course's main objective is to present relevant tools and techniques which are appropriate, sound, and attractive even to students with a solid scientific background in computer science.</p> <p>Thus, we consider that the program's title perfectly reflects the program's content and corresponds to the expected learning outcomes.</p> <p>Finally, each study guide describes the course evaluation process and criteria in detail.</p> | |
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| | <p>The eLearning design is clear and does not only involve the provision of material on Moodle platform. Online asynchronous and synchronous sessions are defined with an exact T&L methodology.</p> <p>The EEC refers to the proposed courses and the Distance Learning Unit on page 12 of the EEC report:</p> <p>“The proposed courses have a complete syllabus plus a highly detailed weekly student-centred study guides, which include relevant information: objectives, learning outcomes, material to use, activities to perform, and complementary bibliographic references and recommended study time to carry out the proposed activities. In addition, study guides are very well presented in and engaging way, which motivates students in the learning process. This is considered by the EEC as a best practice.</p> <p>The Distance Learning unit is considered a best practice, due to its potential structure, resources, and services devoted to enhanced distance learning. The EEC believes that it can be a powerful support for guaranteeing and maintaining the</p> | |
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| | <p>quality of the teaching provided while offering a solid base to faculty members seeking to enhance their distance learning expertise.”</p> | |
| <p>1.2 To more clearly and explicitly incorporate the specifics/uniqueness of the “interdisciplinary collaboration” of both HMU and NUP to offer this joint program:</p> <p>Across Europe, we have observed a number of successful examples of collaboration between different faculties of engineering and management. Hellenic Mediterranean University (HMU) has a relatively mature engineering teaching and research experience, while Neapolis University Pafos, and the School of Economics and Management Science at HMU have a relatively complete faculties for finance and management. The collaboration between the two universities is believed to be beneficial and can complement each other's strengths by providing students with relatively comprehensive resources</p> | <p>No action required.</p> | <p>Non Compliant</p> <p>The clear and explicit complementarity of both institutions towards the new programme needs to be presented and clarified with exact courses and academics’ expertise</p> |

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

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | EEC's final recommendations and comments on the HEI's response |
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| <p>2.1 The program could be reviewed in terms of T&L eLearning approaches to promote confidence, which is of high importance for the market needs in this new area in Fin Tech. The students need to be exposed to Data Science platforms in different operating systems (i.e. Linux) through the available servers and desktops.</p> | <p>Done.</p> <p>During the e-tour of the committee members, the infrastructure of the University was presented, highlighting our high-tech and fully equipped computer labs. Our students have access (either live or remote) to 60 computers running Windows and Linux. At the same time, our students enjoy access to 15 computers with macOS. The teaching of relevant courses is done using the Anaconda distribution. This software is open-source, and its distribution is free for all platforms. Through Anaconda, our students interact with Python and R programming languages. Recent literature shows that these languages are considered the most appropriate for data analytics. Moreover, the programming language Julia and the Keras library are presented to our students during the Disruptive Technologies course, aiming to familiarize our students with machine learning and deep learning latest trends.</p> <p>Also, students are provided with free subscriptions to Microsoft's services to prepare their reports and assignments.</p> <p>At the same time, our students have remote access to Linux and Windows servers with an isolated network to work on security-related theses. It should be noted that Neapolis</p> | <p>Non Compliant</p> <p>NON Compliant : 2.1 referred to the T&L approach and not the facilities that are provided to the students</p> <p>This point has not been addressed.</p> |

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| | <p>University is one of the three universities in Cyprus that have integrated the SEED Labs (https://seedsecuritylabs.org/adoptions/world/cyprus.html) of Prof. Wenliang Du from Syracuse University into their educational program.</p> | |
| <p>2.2 Formal external stakeholders' board for the curriculum review should be in place to provide feedback to update the curriculum to the international standards, and inclusion of industry representatives should be mandatory and appropriate minutes to be taken at each meeting. Online Teaching methods are not clearly defined.</p> | <p>As long as the program is accredited, a curriculum review board will be established.</p> | <p>Partially Compliant</p> <p>The last part of our comment was not responded. This is in line with our comments in Section 1.1 about the e-learning methodology and activities should meet the specific needs of this program</p> <p>This point has been partially addressed.</p> |
| <p>2.3 The teaching and learning effectiveness is highly linked with the level of expertise of the teaching staff and although seminars on improving didactic and pedagogical practices in online teaching are available to staff, they are not compulsory. This is a good initiative in the right direction, but it is not sufficient. A minimum form of basic accredited pedagogical training should be compulsory to all new staff before they begin teaching online.</p> | <p>Pedagogical training is compulsory to all new staff.</p> | <p>Partially Compliant</p> <p>Our comment referred to the fact that the training should be compulsory to ALL teaching staff not only NEW staff.</p> <p>This point has been partially addressed.</p> |
| <p>2.4 Overall, assessment methodology should be clear for each course online and how plagiarism will be avoided.</p> <p>This should be standard practice for all courses and all forms of homework or examination online.</p> | <p>The assessment methodology is clearly stated for every course and stated in each study guide separately. A plagiarism policy is already available in NUP and attached.</p> <p>See <u>annex 1- Plagiarism Policy</u></p> | <p>Partially Compliant</p> <p>Our recommendation is that the anti-fraud rules and policy should be explicitly shown/linked to each e-learning activity, further to provide them as part of a "plagiarism policy" hidden from students' direct and easy access.</p> |

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| | | This point has been partially addressed. |
| <p>2.5 The description and organization of the courses do not reflect an NFQ 9 lever program as the development of students' competencies and general learning experience varies. However, we advise that the college should take the necessary actions to revise the curriculum (and title of the program if it deems necessary and connect the teaching and learning with hands on data science real-life challenges and experiences in Fin Tech sector.</p> | <ol style="list-style-type: none"> 1) NFQ9 does not exist in Cyprus. 2) We are not a college. 3) See our response in point 1.1 | <p>Non Compliant This point has not been addressed. Even if NFQ9 does not exist in Cyprus there is referencing process of the Cyprus Qualifications Framework (CyQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (GF/EHEHA). The comment 2.5 still stands and the programme should be at the respective level of NFQ9 (Cyprus equivalent)</p> |
| <p>2.6 With respect to the (technical) specifics of the e-learning delivery, the EEC finds that the nature of the programme is compatible with distance learning delivery and the methodology provided is appropriate for the particular programme of study.</p> | <p>No action required.</p> | <p>Choose an item. No action required</p> |
| <p>2.7 The university's learning management system supports online teaching, learning and administrative processes.</p> <p>This is a Moodle installation with all the basic online services available.</p> <p>The platform specifically provides synchronous (through Office365/MS Teams) and asynchronous tools to support the interaction needs of students with the lecturers, the other students and with the materials.</p> <p>The platform also provides e-assessment procedures through quizzes with automatic feedback in order to assess students'</p> | <p>No action required.</p> | <p>Choose an item. No action required</p> |

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| <p>knowledge. The provision of more complex forms of e-assessment to assess competences and skills, such as critical thinking, is also provided though was not shown the specific assessment procedures during the meetings. Each course has a minimum of 6 hours of teleconferences, which is considered an adequate number of hours of synchronous communication between teacher and students.</p> | | |
| <p>2.8 Collaboration among teachers and students (and among students) is conducted through the online forums of the subject and other forums that can be created ad-hoc for facing special needs. In addition, collaboration among students is promoted by collaborative activities based on project-based learning, though it was not shown the design, procedure, and technical support for these activities.</p> | <p>No action required.</p> | <p>Partially Compliant</p> <p>This point has been partially addressed.</p> <p>It was not shown the design, procedure, and technical support for these activities.</p> |
| <p>2.9 Formative assessment of the courses is based on submitted mid-term assignments and reports with provision of personalised feedback during the course counting to 20% of the final grade while summative assessment is based on a mandatory final exam counting to 60% of the final grade. Assessment procedure during the course is completed with a number of online quiz-based and other interactive activities counting to 20%. Optional formative (self-assessment) activities are included in the weekly study guides in order to self-assess student knowledge and skills of the course.</p> | <p>No action required</p> | <p>Choose an item.</p> <p>No action required</p> |

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| <p>2.10 The EEC believes that continually evaluating the quality assurance of distance learning by non-mandatory external accreditation organisations, such as EDEN, is a good practice. Therefore, the university is urged to keep applying for further external accreditations (EFQUEL, EADTU, etc), to evaluate the quality of its distance learning model.</p> | <p>Well noted.</p> | <p>Choose an item.</p> <p>No action required</p> |
| <p>2.11 From the documentation provided and the information gathered from the meetings, it was not clear if gamification strategies are used to increase the student levels of motivation and engagement with the assessment process. In addition, more sophisticated forms of feedback based on intelligent tutoring systems and conversational pedagogical agents are also encouraged to support immediate and automatic feedback to students and self-evaluate their advances.</p> | <p>See <u>annex 2- Documentation from study guides and syllabi (1)</u>.</p> | <p>Partially Compliant</p> <p>In this annex there is only the indication to “facilitate personalized learning as well as gamification (in our plans)”, so gamification mechanisms are not yet used.</p> <p>This point has been partially addressed.</p> |
| <p>2.12 While the EEC emphasises the benefits of any form of interaction and collaboration, the online synchronous teleconferences were perceived as problematic if in the next years the program is expanded internationally and attended by many students across different time zones. It was not clear how the university would support this type of collaboration from the coordination perspective while recommending the constant adaptation of their distance learning model to support this situation by increasing the asynchronous online interaction and collaboration.</p> | <p>The synchronous teleconferences are also recorded and provided asynchronous to the students.</p> | <p>Partially Compliant</p> <p>This action is not relevant in terms of actual interaction as recordings do not allow students to interact with other students and the instructor. Appropriate forms of interaction should be provided in this future scenario to replace synchronous interaction to allow students to interact asynchronously, such as discussion forums.</p> <p>This point has been partially addressed.</p> |

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| <p>2.13 Finally, the EEC wants to point out that onsite final exams may not be in line with the learning style of online students, and formative continuous assessment through the writing assignments and project-based collaborative learning during the course could be reinforced instead.</p> | <p>Taken into consideration. NUP has already applied online proctoring for final exams.</p> | <p style="text-align: center;">Compliant</p> <p>The university should analyse a feasible and reliable solution of proctoring to fully and adequately support online exams without changing their current e-learning methodology.</p> |

3. Teaching staff (ESG 1.5)

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | EEC's final recommendations and comments on the HEI's response |
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| <p>3.1 To adopt a transparent workload model process for all staff members with clear admin/teaching/research activities allocation and to be shared at the beginning of each academic year to all academic staff:</p> <p>The School has not informed the EEC of any professional development activities for teaching staff focused on the online Teaching and Learning skills which could prove impactful in the years to follow on the quality of the teaching and learning in the programme and the reputation of the programme. The panel would advise as well in the future rounds of recruitment to review the curriculum needs of the programme and the research strategy of the School in order to identify candidates with potential to progress within your institution.</p> | <p>The EEC did not request such information, which of course, is available.</p> <p>The professional development policy as well as the academic advancement policy is attached.</p> <p><u>Annex 3 – Nup Continuous Staff Development and Annex 4- Academic staff development Policy.</u></p> <p>See also a latest example of professional advancement as part of Erasmus Staff training program. (<u>Example 1- Digital week - Université Côte d'Azur (univ-cotedazur.eu)</u>)</p> | <p>Partially Compliant This point has been partially addressed.</p> <p>This point has been partially addressed” since HEI provided here a sample of their training program for the professional development of the teaching staff.</p> <p>The indicative annexes do not provide the required information though (Annex 3 provides CV information with professional development not related to e-learning professional development while annex 4 provides information about e-learning infrastructure).</p> <p>The example provided here about a workshop on digital education could serve for the purpose to develop the e-learning skills of the teaching staff, even though this information is neither found in the application nor was mentioned during the meetings.</p> |
| <p>3.2 The college tries to improve the teaching skills of the teaching staff through activities such as optional seminars, for instance:</p> <p>These efforts are appreciated. As pointed out in the previous section, such efforts should be structured in a more formal way and be made compulsory to teachers, in order to ensure that no staff begins teaching</p> | <p>See our response in point 2.3.</p> <p>Note: We are not a College.</p> | <p>Partially Compliant See comment 3.1</p> |

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| <p>online without a minimum of pedagogical training.</p> | | |
| <p>3.3 Given the interdisciplinarity of the programme it would be beneficial to consider synergies between the academics of ICT and Finance from both institutions. Furthermore, from the information provided so far on scientific publications of faculty members, it is not clear how many are related to big data, data science or financial technology. The connection between teaching and research shall be clarified, for example, the faculty members are expected to list all the related research with respect to the underlying lecture be provided in the curriculum.</p> | <p>Please see the EEC comment on the quality of the academic staff in page 4 of the EEC report: “The academic staff teaching the courses have the appropriate qualification, consistently with the program. Their teaching load is consistent with the sector.</p> <p>2. The programme has invested on staff with potential of career development and enthusiasm to teach in the programme, while they are also active in research. Also training in a for of seminar takes place for the academics, it is recommended for the institution to provide accredited training for eLearning provision to the academic staff involved.”</p> <p><u>See the table in Annex 5- Correlation between teaching staff and research.</u></p> | <p>Partially Compliant See comment 3.1</p> |
| <p>3.4 For some courses, the qualifications of the teachers concerned should be fully reviewed:</p> <p>For example, in high-frequency finance and trading, if teachers do not have either relevant teaching and research background or industrial working experience, they may not be able to either explain theoretically the microstructure of financial markets or deduce reasonable explanations from the practical trading processes.</p> | <p>The example is unfortunate. Professor C. Floros who is the coordinator of the said course, has international recognized published work and expertise in high frequency finance and trading,</p> <p><i>Please see also our response in 3.3</i></p> <p><i>See below the academics’ relevant teaching and research background:</i></p> <p>1) Research experience with publications in top academic journals (European Journal of Finance, International Review of Financial Analysis, Annals of Operations Research, Journal of</p> | <p>Compliant</p> |

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| | <p>Risk, Research in International Business and Finance, Global Finance Journal, Operational Research etc).</p> <p>2) Publication of a text book with title "Modelling and Forecasting High Frequency Financial Data" (https://link.springer.com/book/10.1057/9781137396495).</p> <p>3) Teaching experience at both UG and PG levels (UG: Computational Finance (Level 4); PG: Contemporary topics in Financial Analysis).</p> <p>Relevant Publications:</p> <p>https://www.tandfonline.com/doi/full/10.1080/1351847X.2020.1809487</p> <p>https://www.sciencedirect.com/science/article/pii/S1057521921000491</p> <p>https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3850088</p> <p>https://link.springer.com/article/10.1007/s12351-020-00607-0</p> <p>https://link.springer.com/article/10.1007/s10479-019-03199-x</p> <p>https://www.sciencedirect.com/science/article/pii/S0275531912000463</p> <p>https://www.sciencedirect.com/science/article/pii/S1044028315000307</p> | |
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4. Student admission, progression, recognition and certification (ESG 1.4)

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | EEC's final recommendations and comments on the HEI's response |
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| <p>4.1 According to students' feedback during this evaluation process, the panel could not have a clear picture in terms of the program but only generally on the satisfaction of students from other programs that are face to face:</p> <p>It was noted that some students had difficulty to communicate in English although the programs are delivered in English and Greek. As a result, the panel recommends for the program review committee to revise the minimum English language requirements.</p> | <p>No action required. Note: the program has not started yet, so the remark "It was noted that some students had difficulty to communicate in English although the programs are delivered in English and Greek" is not applicable.</p> <p>Nonetheless, to say that students interviewed were from Greek speaking courses.</p> | <p>Partially Compliant Recommendation: The comment was referring to the minimum English requirement, given that it is the same for all intake students - hence action is required for a revision of the minimum requirements.</p> <p>This point has been partially addressed.</p> <p>4.2: See comment 3.1 This point has been partially addressed.</p> <p>4.4: Please review the modules taught with content highly relevant with current market needs, and to actively promote and advertise the positive values and high potential of this program to prospective students and relevant stakeholders</p> <p>This point has not been addressed.</p> |
| <p>4.2 The teaching staff could be supported from the Institution with career development skills in Teaching and Learning.</p> | <p>See our response at point 2.3.</p> | <p>Partially Compliant</p> |

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| <p>4.3 The panel also recommends the development of a 5-10 year plan for the programme and the capacity of intake year on year, in order to plan for recruitment activities in EU and abroad and increase the number of applicants and of enrolled students over the next years (including the recommendation to consider a market research and identify other institutions that provide online programs similar to this MSc online).</p> | <p>Recommendation is noted. A feasibility and sustainability plan has already been developed.</p> <p>See attached <u>Annex 6- Feasibility Study and Annex 7 – Sustainability plan.</u></p> | <p>Compliant</p> |
| <p>4.4 To attract larger numbers of students, it may be helpful to review the modules taught with content highly relevant with current market needs, and to actively promote and advertise the positive values and high potential of this program to prospective students and relevant stakeholders.</p> | <p>No action required.</p> | <p>Non Compliant</p> |
| <p>4.5 The plans of the college are coherent (so students' admission, progression and recognition is (or is going to be) well conducted, the limited number of students and potential difficulties in recruiting new students needs to be tackled. To attract larger numbers of students, it may be helpful to review the courses taught (as advised in Section 1) with content highly relevant with the current Fin Tech industry.</p> | <ol style="list-style-type: none"> 1. We are not a college. 2. No action required. | <p>Non Compliant</p> |

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| <p>4.6 With respect to the e-learning delivery of the program, the EEC encourages the institution to explore and use more sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning to monitor and predict student performance and dropout in order to be able to provide timely corrective measures.</p> <p>This is strongly recommended in case of university's expansion plans through increasing the academic portfolio and/or the number of online students.</p> | <p>Recommendation is noted.</p> <p>Note: A related process is already applied at Nup.</p> | <p>Partially Compliant</p> <p>Recommendation is noted but no details of the related process is provided.</p> |
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5. Learning resources and student support (ESG 1.6)

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | EEC's final recommendations and comments on the HEI's response |
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| <p>5.1 To invest in teaching staff professional development, in order to enable growth for progress:</p> <p>In terms of student support, a potential solution could be a "buddy coder" mentor system in order for students to reach out to students that are doing research in the area or alumni that have secured jobs in the area.</p> | <p>Well noted. A "buddy coder" mentor system, is well received.</p> | <p>Compliant</p> |
| <p>5.2 Especially with online program delivery, attention is needed as studying in isolation it can impact the students' sense of belonging which could bring high rates of dropout.</p> | <p>No action required.</p> | <p>Choose an item. No action required</p> |
| <p>5.3 The panel also recommends the T&L Committee to include student representation of the program and to monitor the T&L processes, curriculum review and resources for each semester needs taking into account the</p> | <p>Students are institutionally represented.</p> <p><u>See Annex 8 – Prose tool and Annex 9 – Evaluation of Courses and Instructors by the Students Procedure</u></p> | <p>Compliant</p> |

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| <p>student and staff feedback year on year with inclusion of an official industry advisory Board and External examiner.</p> | | |
| <p>5.4 It is recommended to have in place procedures, appropriate training, guidance and support, for teaching personnel, to enable personnel to efficiently support the online educational process.</p> <p>The EEC did not receive any information on the planning for online moderators and communication pedagogical strategy to have an interactive online program.</p> | <p>See our response in 2.3</p> <p><u>See Annex 10 - Documentation form study guides and syllabi (2)</u></p> | <p>Partially Compliant</p> <p>The EEC did not receive any information on the planning for online moderators and communication pedagogical strategy to have an interactive online program</p> |
| <p>5.5 The students are provided with a departmental email account, and the department need to ensure that communications are enforced through this email, which should be imposed as the official channel of email communication with the students.</p> | <p>Already applied in NUP.</p> | <p>Compliant</p> |

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| <p>5.6 The School should consider a rigorous process of data collection in terms of reviewing the pipeline and year on year alumni of the students through the administrative office.</p> | <p>Already applied in NUP.</p> | <p>Compliant</p> |
| <p>5.7 While the online courses include a good variety of multi-format learning materials (e-books, articles, videos, audio, etc.) which are good for distance learning, the EEC suggests that the recorded teleconferences and video lectures to be usable and accessible for students by making them short, include the teacher in all the videos to provide non-verbal communication, and add subtitles for accessibility. In addition, the EEC suggest that some considerations should be taken into account to the provision of entire volumes as basic materials in order to adapt them to online part-time students who need to learn effectively and in a timely fashion.</p> | <p>Recommendation is noted.</p> | <p>Compliant</p> |



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| <p>5.8 The EEC further recommends the School to deploy external visiting staff and guest speakers to enrich teaching and connect it with the industry.</p> | <p>Already applied in NUP. Well noted.</p> | <p>Compliant</p> |
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6. Additional for doctoral programmes
(ALL ESG)

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

Not applicable

7. Eligibility (Joint programmes) (ALL ESG)





| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | EEC's final recommendations and comments on the HEI's response |
|---|--|--|
| 7.1 The EEC was not provided with any cooperation agreement. | Already in place. Never requested. See <u>Annex 11 - MOU</u> | Compliant |
| <p>7.2 The partner universities have not applied for joint internal quality assurance processes. The joint programme is offered jointly, but the EEC has the impression from the online visit that the cooperating universities are not equally involved in the design, delivery, and further development of the programme.</p> <p>COMMENT FROM EEC: The agreement should have clear involvement of both institutions in the design, supervision and development of the programme in accordance with the compatibility of the two institutions</p> | <p>Wrong impression. As stated in both the Official Gazette and the MOU between the two Universities, the program is implemented in accordance with the Cypriot legal framework. “Επισπεύδων ίδρυμα είναι το Πανεπιστήμιο Νεάπολις Πάφος και το πρόγραμμα υλοποιείται σύμφωνα με τις πρόνοιες της Κυπριακής νομοθεσίας.” Article 1 of the MOU.</p> <p>During the online visit, the two Heads of the collaborating departments from HMU who are also in charge of internal quality procedures in the respective departments were also actively participating.</p> | Partially Compliant |
| <p>There does not exist a joint syllabus and there was no risk assessment for the collaboration. Study counselling and mobility plans are not in place for the third trimester at the Hellenic University to consider the needs of different kinds of students.</p> <p>COMMENT FROM EEC: Please see comment above: The agreement should have clear involvement of both institutions in the design, supervision and development of the programme in accordance with the compatibility of the two institutions</p> | <p>The syllabus is one, jointly developed and included in the application. See also the EEC report page 3: “The EEC further commends the institutions for the best-practice study guides with respect to the programme and for the enthusiasm of both faculty/staff and students (although no students are as yet enrolled into the programme) for this Programme.”</p> | Partially Compliant |

C. Conclusions and final remarks

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

The EEC has examined the response of the HEI (NUP). On the basis of the provided information, the EEC concludes that the main point in Section 1 has not been addressed, while some points have been addressed, others have been partially addressed. For the points partially or not addressed, the EEC elaborates on the reasons of this assessment and the need for specific, clear revisions.

D. Signatures of the EEC

| Name | Signature |
|--------------------------------------|---|
| Prof.dr. Philip VERGAUWEN, Chair EEC |  |
| Prof.dr. Eleni MANGINA |  |
| Prof.dr. Santi CABALLE |  |
| Dr. habil. Edward SUN |  |
| Mr. Michael MICHAEL | |

Date: 03/08/2022

