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Date: 3 March 2023

External Evaluation Report

(E-learning programme of study)

- **Higher Education Institution:**
Neapolis University Pafos
- **Town:** Pafos
- **School/Faculty (if applicable):** School of Social Sciences, Arts and Humanities
- **Department/ Sector:** Department of History, Politics and International Studies
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διεθνείς Σχέσεις και Ασφάλεια (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο, Εξ αποστάσεως)

In English:

International Relations and Security (4 academic years, 240 ECTS, Bachelor, E- Learning)

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

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation visit took place on Thursday 2 March 2023. The External Evaluation Committee (EEC) received detailed information before the visit. The evaluation Committee benefited from reviewing information before the visit that included the publicly available information on the website. The Committee took confidence from this information.

The evaluation visit started with a brief introduction with the members of staff from Neapolis University and the EEC. The Committee then received a presentation from the Rector of the University, which provided an overview of the development of the University and the way in which the University made a contribution to the local and national economy in Cyprus as well as the networks that the university was attached to. The Committee were impressed with the overall direction and focus of the University, including the significant growth that the University has achieved over the last decade since its creation. The University has a strong focus on providing small group teaching that is supported by a staff student ratio of approximately 1:14.

During the visit we benefited from a range of presentations and the opportunity to meet teaching staff, administrators and students. The BA programme on International Relations and Security benefits from strong partnerships, including the University of Buckingham and Haifa University. Staff from these universities were available via online platforms to contribute to the discussions as well as being present in the room.

The Committee's discussions were primarily focused on the capacity of the University to support the development of the BA programme on International Relations and Security and the manner by which staff are able to ensure successful outcomes.

In terms of the structure of the day, the Committee made some adjustments to timings and presentations to ensure that all aspects of the visit could be covered within the parameters of the timings that had been set. While the Committee welcomed the presentations being accessible before the visit, the presentations on the day could have been more targeted in terms of the BA programme on International Relations and Security as opposed to the wider presentation of the University for which the Committee had considerable information in advance of the visit.

The Committee welcomed the onsite support from the academic and support staff and the opportunity to review learning spaces and to get an understanding of the student experience, which included pastoral and social elements.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Alasdair Blair	Chair	De Montfort University
Professor Annika Björkdahl	Committee member	Lund University
Professor Christothea Herodotou	Committee member	The Open University
Professor Georgios Karyotis	Committee member	University of Glasgow
Ms Anna Tzamantaki	Committee member	University of Cyprus

C. Guidelines on content and structure of the report

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

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

Findings

The information that was provided in the documentation prior to the visit combined with the overall discussions and presentations during the visit demonstrated that the University has a strong understanding of its student body and an awareness of the ways in which quality assurance operates.

1.1 Quality Assurance

The BA programme on International Relations and Security demonstrated a strong sense of alignment with regard to the institutional strategy to shift towards distance learning. The Committee were impressed by the opportunities for staff and students to benefit from access to a wider network of external contacts and staff that would enrich the academic programme of study. The Committee were impressed by the manner by which the University was engaging with academic practitioners and policy-makers. The Committee did, however, think that in some instances, some of the networks were presented as collaborations, such as the International Studies Association, and this did not necessarily reflect the reality of the way in which staff engaged in and had access to these networks. Nonetheless, the Committee recognised the positive approach that the University appears to be taking with regard to the overall learning environment for staff and students.

1.2 Design, approval, on-going monitoring and review

The Committee were informed of induction support for students and were made aware of the wider student facing support that was available, including pastoral and study support.

The Committee had some concerns about the extent to which students would have opportunity to engage in more critical and challenging academic studies as the BA programme on International Relations and Security progresses given the range of modules that students undertake.

1.3 Public information

The information in the documentation provided an understanding and awareness of the overall structure with regard to the nature of the selection criteria, pass rates, graduate learning opportunities, and the qualification being awarded. There was an understanding of the alignment with learning outcomes.

1.4 Information Management

The University demonstrated that it had an understanding of how to collect, monitor and analyse information with regard to quality assurance and standards. During the site visit we were presented with information which included student feedback and were given an understanding of the proposed student cohort. The Committee were given information relating to the way in which student feedback is collated and how this sits within an overall framework that includes teaching observations and feedback. Further information in relation to student feedback was made available on the day. However, this included more qualitative information and there was therefore an element of lack of clarity with regard to the overall systematic collection of data and how this fed into an overall quality enhancement approach, such as in relation to the automatic use of student surveys. While the Committee had confidence that

there was an overall framework for quality assurance, some of the details surrounding the specifics of the details were less clear.

The Committee was impressed by the overall key performance indicators that the University uses in relation to student success and gained confidence from the discussions with students with regard to the manner by which students were supported, from initial point of contact through to the completion of their studies.

The Committee were given overall information on student progression relating to the wider cohort of students that the University has in relation to the BA programme on International Relations and Security and the academic disciplines that the programme falls within.

Students demonstrated a strong satisfaction with their overall courses and this seems to be influenced by the positive staff student ratios.

The Committee were impressed by the learning resources that were available, both in terms of the teaching spaces and the investment that was visible such as in relation to the use of new technologies for teaching and learning purposes. The Committee were impressed by the learning resources in the library and the access to wider electronic journal and book resources that students and staff could access.

The University takes great pride in the overall career progression of its students, where the Committee were informed of the high employability rate that many students had. However, this needs to be viewed within the context that many of the students were already in employment and therefore the high graduate employability rate was contextualised by the overall nature of the student body.

Strengths

- The overall design of the BA programme on International Relations and Security benefits from a staff body that shows engagement with research and an understanding of the relevant frameworks that the academic discipline of Politics and International Relations aligns to.
- The BA programme on International Relations and Security benefits from external contributions that enhance the student and staff experience. This includes the positive collaborations as demonstrated by the signing of Memorandums of Understanding with the University of Buckingham and Haifa University.
- A wide range of staffing expertise that includes support staff.
- Strong student endorsements.
- An awareness and understanding of the quality assurance enhancement procedures.
- An understanding of the local student market and the development of Erasmus partnerships.

Areas of improvement and recommendations

- The Committee felt that some elements of the BA programme on International Relations and Security would benefit from further consideration with regard to the alignment of the teaching courses with more recent trends and direction of the discipline.
- The Committee considered the University might wish to consider the use of survey based on Likert questions for student evaluations. The evaluation at the moment appears to be

based more on qualitative statements which will be more complex to analyse and it was less clear to the Committee the procedures for analysis and how this formed part of a more holistic approach to enhancement that takes place on an annual basis.

- The Committee did have some concerns with some of the learning outcomes, such as in relation to some language and the extent to which this demonstrated a sufficient level of criticality. For example, the BA programme on International Relations and Security learning outcome refers to a 'basic understanding' and the Committee considered that this could potentially be presented in a more advanced manner.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology**
- 2.2 Practical training**
- 2.3 Student assessment**
- 2.4 Study guides structure, content and interactive activities**

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - *Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)*
 - *Clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

Findings

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

The Committee was satisfied with the structure and nature of the BA programme on International Relations and Security, and it is compatible with e-learning delivery. Moreover, the Committee found the e-learning methodology appropriate for the International Relations and Security programme of study. The programme presents guidelines for respectful interactions and how to safeguard such interactions between students, student and teaching staff, and students and material. Training in using the e-learning platform, the e-learning methodology etc. is to be provided to the students. The Committee found that the process of teaching and learning outlined supports students' knowledge development, and that the programme is intended to be flexible and to employ different learning methodologies. The Committee also found that the programme will encourage students to take an active role in the e-learning process and encourage independence and autonomy in knowledge development. The procedures for dealing with students' complaints were satisfactory according to the students the Committee interviewed.

2.2 Practical training

While the programme largely sits outside of a more practical or applied delivery, the Committee recognised the wide range of expertise that teaching staff bring to the programme and the way in which many of the academic modules aligned to teaching and research expertise. The proposed academic programme benefits from wider engagement with staff who have a policy-making expertise. However, the Committee did think that there could potentially be more opportunities to enrich the programme from an applied nature, including the way in which students would draw on their own experiences. There may also be opportunities for students to undertake the likes of virtual placements to enrich their learning.

2.3 Student assessment

The Committee were impressed by the manner by which the programme benefited from the support from the distance learning unit and the structures that had been put in place to support e-learning assessment. The Committee thought that the assessment framework was appropriate in the context of the overall design of the programme. However, the Committee considered that while the marking approach indicated the manner by which student assessment was handled, that there was nonetheless scope for a more consistent approach with regard to the sharing of good practice and the process for student moderation. The Committee recognised that there was a robust process in place for student appeals and mitigating circumstances.

2.4 Study guides structure, content and interactive activities

The study guides for each course are comparable, coherent, accessible, and clear. Thus, they are aligned with the e-learning philosophy. The objectives, and learning outcomes are clearly presented, the materials, interactive activities and exercises the courses will cover are well presented and planned according to weekly schedules. Instructions are clear as are the bibliographies for each course. The students are not expected to write a BA thesis, or the equivalent so supervision of student research is limited to written assignments.

Strengths

- The Committee is impressed with how student-centered learning is to be achieved through the flipped classroom methodology and the interactive activities designed for the course.
- The Committee found the emphasis on training of students in using the e-learning platform, the e-learning methodology etc. which is to be provided to the students particularly important.
- The support provided by the Distance Learning Unit (DLU) is of highest quality and key to the success of the distance learning course. Also, the teaching methods and tools developed in collaboration with the DLU are of key importance to the students' ability to engage with the course content.

Areas of improvement and recommendations

- The programme requires to broaden the content to include more contemporary and critical security studies, and be better linked to contemporary research on international relations and security studies. This includes updated and more diverse bibliographies.
- The programme requires greater clarity regarding the progression of knowledge expected between the courses. Here the Committee suggests that the programme makes better use of the Bloom's taxonomy and updates the understanding of knowledge progression and production with contemporary pedagogical approaches.
- The EEC considers that there is a need for a better connection between research and teaching to ensure that the teaching is research-based, in line with contemporary research within the fields of international relations and security studies.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	Partially compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

The EEC was provided with some information about the teaching staff in this Department, including academic CVs of instructors, prior to the onsite visit. This information lacked details about pedagogical experiences and training of instructors, as well as details about any externally funded research activities and collaborations, which would be useful to make publicly available to evaluators and prospective students. The Committee had an opportunity to meet and discuss with academic staff during their visit, who provided reflections and feedback about both their academic practice and their lived experiences working for this institution. The Committee received verbal reports from full time, permanent staff at various stages of career development (from Early Career to Full Professors), as well as from external collaborators and visiting staff from other institutions, some of whom joined on campus, and others online. On the basis of this information, the Committee overall expresses its satisfaction that the compliance criteria in relation to Teaching Staff have been met but identifies some recommended areas for improvement.

3.1 Teaching Staff Recruitment and Development

The Committee recognises the wide range of expertise and competence of staff tasked with the delivery of teaching. Processes of recruitment are transparent and compliant with regulations. Newly-recruited staff noted their satisfaction with the onboarding and training practices in place, which facilitates a smooth integration into the institution.

Provisions to guide, train and support teaching staff on the specificities of e-learning were particularly impressive, and an area of good practice. The coordinator and members responsible for the distance learning unit provide crystal clear guidance and cutting edge innovations as to how instructors can maximise student engagement and attainment of intended learning objectives in a virtual learning environment. Visiting teaching staff and established partnerships and collaborations with other international institutions further contribute to the student experience and facilitate knowledge exchange, staff mobility and staff development.

3.2 Teaching Staff Number and Status

The number of permanent teaching staff is adequate to support the launch of the BA programme in International Relations and Security, and exceeds the number of visiting staff. During the visit, staff at various stages of professional development, expressed high levels of overall satisfaction with the conditions of their employment and the opportunities for them for professional development. The Committee also heard from colleagues who were internally promoted, a process they found to be fair and transparent.

3.3 Synergies of Teaching and Research

Academic staff teach courses that relate to their areas of expertise. However, there is scope for permanent staff at the University to be more research active and to enrich the synergies between teaching and research.

Strengths

- Staff expertise and provisions to support staff in terms of their e-learning knowledge.
- Contributions from visiting staff, including research fellows, with established international research profiles.
- Excellent staff student teaching ratios.
- Support for continuing ongoing professional development.

Areas of improvement and recommendations

- The Committee noted a gender imbalance in the profile of teaching staff. The number of female instructors is significantly lower than the equivalent number of male instructors (7 out of 47). The number of senior female instructors is also disproportionate, which may reveal structural or unconscious biases.
- The Committee **strongly recommends** that the Institution should seek to rectify the gender imbalance by actively facilitating and supporting the recruitment and career progression of female instructors. The Department should also prioritise the recruitment of teaching staff who can provide more critical voices and perspectives in international relations and security (e.g. post-colonial; feminist; constructivist; normative), as noted in section 2.4 above.
- Academic instructors are also advised to raise their research ambitions, by pursuing external research grants and publishing their work in international journals with a high-impact factor, which will further enhance both their own career progression and research-led teaching.

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

Findings

4.1 Student admission, processes and criteria

Overall, the regulations regarding student admission are in place and in line with standards. The admission requirements for the study programme are appropriate and compliant. They have clear assessment criteria to accept or reject students and they provide equal opportunities to students. In order to be accepted, students need to hold a Secondary (High school) certificate and to have a good knowledge of English language (at least B1 level). Students need to submit an application with all the necessary documents and then the Admission Committee makes the decision to either accept or reject the application. The selection criteria for Erasmus students are less clear, apart from being enrolled at a University with which NUP has a bilateral agreement.

4.2 Student progression

The regulations regarding student progression are clear and accessible. They have both formative and summative assessments in each course and the students are encouraged to self-assess their own progress and quality of teaching, by completing surveys.

4.3 Student recognition

Regulations regarding student recognition are in place. The recognition procedures are fair and compliant, in line with the *principles* of the Lisbon Recognition Convention. Student mobility is highly promoted and Erasmus students have a full student status, with equal opportunities and rights.

4.4 Student certification

Students will receive a BA in International Relations and Security, issued by the Higher Education Institution. The certification is in line with the European and international standards.

Strengths

Student admission, processes and criteria, student progression, recognition and certification are in line with required standards.

Areas of improvement and recommendations

The Department should consider raising the English language requirements to a minimum of a level of B2.

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

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

5 Learning resources and student support (ESG 1.6)

Sub-areas

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

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

5.4 Student support

Standards

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

Findings

5.1 Teaching and Learning resources

The Committee were impressed with the range of support that is available to students and staff. This includes the physical and virtual resources, including some wider enhancements to the learning experience.

5.2 Physical resources

The University benefits from a pleasant academic environment in terms of the internal and external space. The Committee visited the NUP premises including lecture rooms, IT rooms, library and study facilities. There was accessibility provision across buildings. Students are to be offered training during their induction, which is also recorded and available upon request, regarding the use of the library and IT facilities and the distance learning unit (use of Moodle).

5.3 Human support resources

There is a pedagogical planning unit for e-learning with very knowledgeable and engaged staff, supporting the e-learning implementation of courses across the programme and ensuring interactive activities and assessment align with the e-learning methodology. Interactive activities make use of a range of capabilities such as problem-solving scenarios, debates, games, and simulations. Interactive activities are spread across a course and four of them are assessed with 20% of the final grade.

5.4 Student support

Each student is to be allocated an advisor as a mentor responsible to support students with their studies. Advisor details are presented in the study guide alongside contact details of the course tutor, secretariat, and IT (technical support). Students can access a Counseling Center for Research and Psychological Services (SKEPSI) and a Center for Special Educational Needs and Disabilities, that assess student needs and develop support plans.

Strengths

- The distance learning unit of NUP is very well organised providing specific guidance and support to teaching staff as to how to deliver interactive teaching online while it also provides ongoing professional development opportunities on e-learning methodology through seminars. The Distance Learning Unit provides consistency across modules in terms of how the e-learning methodology is applied.
- Physical resources, human and student support are adequate to support the implementation of the study programme.

Areas of improvement and recommendations

- An additional function of the distance learning unit would be to enable research into teaching that can improve quality provision across NUP, by supporting teaching staff to design and assess the quality of their teaching, students' interactions and engagement etc. This activity would result in e-learning related publications. Also, initiatives mentioned

during the visit including identification and support of students at risk and ways of identifying use of ChatGPT are highly encouraged.

- NUP would be advised to explore ways to make the EU-wide Eduroam network available to students and staff.

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

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

D. Conclusions and final remarks

The present report highlights areas of strength and areas where we identify room for further improvement. The Committee was impressed with the overall achievements of Neapolis University in a short period of time and their commitment to further investment and plans for the development of provision in international relations and security. The Committee recognised the overall merits of the programme and were impressed with the support that was provided to staff with regards to the delivery of e-learning. At the same time, the Committee did think that there were some aspects that may benefit from further attention. Most importantly, the content of the BA programme in International Relations and Security needs to expand to include more critical and contemporary research in the field. The Committee hopes that the points outlined in this report will be of value to the University as they continue to grow.

The Committee was grateful for the support provided by the University on the day and the materials that were distributed in advance. We are grateful to the contributions from staff and students and are particularly grateful for the excellent support from the CYQAA, in particular Emily Alexandridou.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Alasdair Blair	
Professor Annika Björkdahl	
Professor Christothea Herodotou	
Professor Georgios Karyotis	
Ms Anna Tzamantaki	

Date: 3 March 2023