Doc. 300.1.1

Date: Date.23rd October 2024

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**

  NEAPOLIS UNIVERSITY PAFOS

- **Town: Paphos**

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector:** Department/Sector

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

  In Greek:
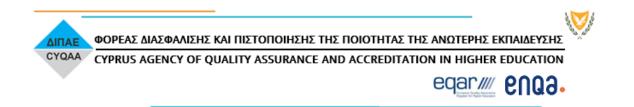
  Προπαρασκευαστικό Πρόγραμμα Εκμάθησης της

  Αγγλικής

  Γλώσσας

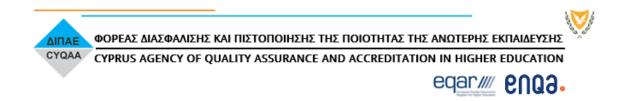 **In English:**

   English Language Foundation Programme

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

- **Programme's status:** New

- **Concentrations (if any):**

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].

In Greek: Concentrations

In English: Concentrations

A. Introduction

The meeting started with an introduction of the committee members and the representatives of Neapolis University. This was followed by a brief description of the university given by Prof. Pantelis Sklias, the Rector of the University. The university is a relatively new one but is expanding, and has become quite large compared to the size of the city of Paphos. The university has five schools (Law, Environment, Business, Social Sciences and Arts and Humanities, Engineering) and nine departments. A new bachelor programme on artificial intelligence has been recently accredited. The university is a full member of the European University Alliance operating at the margins of Europe and has received nearly EUR 4 million funding. The funding also has a work package on multilingualism. The Foreign Language Unit is based in the School of Social Sciences and Arts and Humanities and this is where the English Language Foundation Programme will be hosted. This unit offers Greek as a foreign language (Erasmus students + migrants). The English Language Foundation Programme is part of the university's strategic programme.

Next, Prof. Savvas Chatzichristofis gave a presentation on the quality assurance policies of the university. The university's quality assurance mechanisms were recently recognized by Sureplus Quality's Level A award. The university uses a variety of tools for quality assurance, for example Moodle for evaluating teaching quality. The university collects systematic information with three foci: teachers, students and courses. The university evaluates data thoroughly to reduce dropout rate and to monitor the profile of the graduate students. It is excellent that data is collected and analyzed about how students with different backgrounds and gender perform across programs. Performance evaluations of teachers take into account numerous relevant criteria. Teachers' self-assessment is another useful tool for QA. In this part of the visit the committee queried the university's admission criteria with regard to the second language school performance.

In the following part of the online visit, Dr. Eleni Gavriil, Acting Programme Coordinator, Mr. Simos Aristotelous, International Business Development Head Officer and Mr. Chrysostomos Tryfonos, Curriculum Designer were present. Mr. Chrysostomos Tryfonos gave a presentation on the objectives, learning outcomes, structure, content and teaching methodology of the programme. Dr. Eleni Gavriil then took over and described the teaching team and the programme committee. The evaluation committee was highly appreciative of the careful design of the programme and the detailed and ambitious learning outcomes.

The next session was a meeting with the administrative staff with whom admissions procedures and student support were discussed. The following staff members were present. Mr. Andreas Charalambous, Campus Director, Mr. Christos Panagi, Head Librarian Officer, Mr. Simos Aristotelous, International Business Development Head Officer, Mrs. Klea Papacosta, Registry Officer. The university has robust admissions and administrative procedures in place, and staff members present answered the panel's questions in satisfactory detail.

ΔΙΠΑΕ CYQAA

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

eqar//// enqa.

After this part of the visit, we met the programme teaching team. Mrs. Dionysia Tountopoulou, the Programme Coordinator could not be present due to a medical emergency. Mrs. Niki Christofi, a prospective course tutor substituted for her and Mr. Simos Aristotelous, International Business Development Head Officer participated in this session. Prof. Csizér asked questions about teaching methods and assessment that the team members answered competently.

The committee then had a relatively short meeting with the campus administration. and IT team where some questions about student support mechanisms and resources were raised.

The meeting concluded with an exit discussion with the Rector, Prof. Pantelis Sklias and Mr. Chrysostomos Tryfonos, Curriculum Designer where the panel thanked the university team for the thorough and detailed documentation and the informative answers in the different sections of the accreditation visit. The online visit concluded at 12.45 Cyprus time.

Name	Position	University
Prof. Judit Kormos	Chair	Lancaster University
Prof. Kata Wein Csizér	Member	Eötvös Loránd University
Prof. Miroslaw Pawlak	Member	Adam Mickiewicz University
Agathi Gavrielidou	Student member	University of Cyprus

B. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*
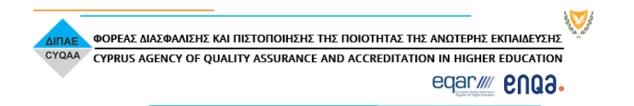
Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.
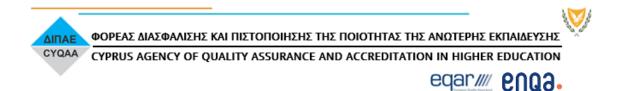
Strengths

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

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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*
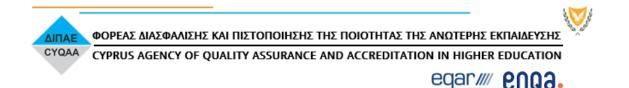
1.3 Public information

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.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*

- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*

- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*

- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*

- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*

- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*

- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
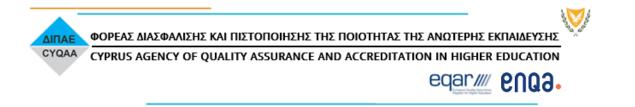
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

Based on the analysis of the documentation made available to the members of the EEC by Neapolis University Pafos (NUP) and the information obtained during the online meetings with the representatives of the institution, the following information can be reported:
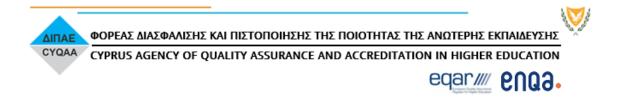
1.1. The university has developed transparent and to a large extent exemplary policies for quality assurance that will also be applicable to the foundation program in English. In line with the existing regulations, such policies are implemented and supervised by the Quality Assurance Committee which consists of representatives of NUP authorities, administrative staff (e.g., Quality Assurance Head), faculty members from different departments as well as students. In accordance with the guidelines established by the Cyprus Agency of Quality Assurance Guidelines, Quality Assurance Committees also function at the department level. The activities of the Quality Assurance Committee are prepared and supported by the Quality Assurance Coordinator (QAC), directly linked to the Rector's Office. The QAC meets at regular times with the top management for execution and follow-up of quality management matters. A number of other university bodies are also involved in the implementation of the policies of quality assurance (e.g., Department Councils and Department Assessment Boards). The procedures for quality assurance are detailed in the Quality Assurance Handbook. The tools employed for this purpose include: the PROSE online diagnostics which is used to develop a digital quality management system, MOODLE which allows administration of student questionnaires which

provide feedback on specific courses that is shared with the stakeholders, TARGIT, Business Intelligence and Analytics software, and CRM. The university has established key performance indicators (KPIs) to obtain information in three areas: (1) general info (number of students/gender/nationality, dropouts, graduates/grades/duration of studies, employability), (2) evaluation (staff evaluation, course evaluation, evaluation of services, facilities assessment), and (3) courses (final grades: weighted score per course student and program, number of students who used the second attempt: per course and program, components analysis: per course, student and program, and attendance analysis. Diverse tools are employed for the purpose of evaluation: student evaluations (e.g., objectives, learning and assessment methods, materials, the use if ICT, content), self-assessment reports of the teaching staff (e.g., teaching experience, use of new technologies, course development and management), course observation (e.g., teaching staff, resources), supervisors reports and institutional effectiveness evaluation (e.g., alignment with NUP mission). It is worth mentioning that NUP has created the Pedagogical Planning and Learning Process Unit which is responsible among others for the development of innovative training methodologies or the use of innovative tools, role exercises, simulation, etc. and new technologies in the learning process. Overall, the quality assurance policies followed by NUP are not only comprehensive but meticulously implemented, which is attested to by the fact that the institution was awarded the Sureplus Quality Label level A. Information about the quality assurance practices and procedures can be accessed through university online platforms and it is usefully summarized for students in accessible booklets.

The materials provided by the institution and the university website demonstrate that NUP has adopted clear-cut policies concerning academic ethics and integrity. One example is the implementation of explicit anti-plagiarism policies based on prevention, investigation and penalties when cases of plagiarism are actually identified. Policies are also in place to ensure academic freedom, gender equality, inclusion and diversity. The institution is actively seeking the involvement of external stakeholders which is evident, for instance, in the inclusion of advisory boards with each study program linking the academia with the industry and the job market as well as the availability of joint inter-university degrees.
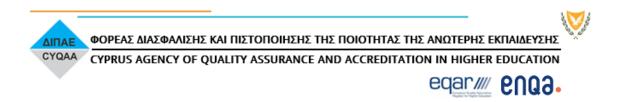
1.2. The foundation program in English is intended to cater to the needs of international students who wish to pursue higher educational degrees in Cyprus or domestic students who need additional language support. Moreover, the program constitutes a response to the needs of the labor market since English proficiency is now a prerequisite for many jobs. In line with the guidelines of the Cyprus Ministry of Education, Sport and Youth, the program aims to help students: (1) attain proficiency in all target language skills: listening, speaking, reading, and writing, (2) develop academic vocabulary and language necessary for Higher Education studies, (3) hone communication skills for academic and social interactions, (4) gain confidence in participating in class discussions and debates and presenting academic topics, and (5) improve critical thinking and analytical skills by means of reading and writing tasks. Apart form a focus

on linguistic goals, the program has a number of other, more general objectives such as the development of analytical skills and mindset to participate in one of the English Language examinations approved by the Council of Ministers in Cyprus, adept employment of strategies for reading and writing or utilization of various modes of communication adeptly, whether in familiar or unfamiliar settings in academia. In fact, 14 specific learning outcomes are envisaged, which might be too many and there is overlap between some of them, an issue that will need to be carefully considered when the program is in place. The foundation program is planned for two semesters, with a total of 16 50-minute periods spanning 13 weeks each. Each semester covers the following courses (I and II): Introduction to the language expectations of the course and Academic Environment, Listening and Speaking Skills Development, Reading Skills Enhancement, Writing Skills Enhancement, Academic Vocabulary and Language, Language Practice and Application. Careful analysis of the descriptions of the courses shows that this modular approach is justified. Importantly, students will be encouraged to use language forms (grammar, lexis) for communicative purposes. Noteworthy is also the focus on equipping students with adept language learning strategies and time-management techniques, developing their ability to locate requisite resources and reflect on their progress but also raising their awareness with respect to university life and academic culture.

 The analysis of the content of specific courses indicates that the program is consistent with current developments in society, enabling the development of important skills that go beyond the mastery of English such as critical thinking, collaboration or effective use of new technologies. Looking at the contents of all the modules, the envisaged learning outcomes, methodology and assessment criteria, there is no doubt that the objectives of the program will be successfully met. The program is coherent and allows smooth student progression. In light of the small number of the teaching staff, it can be assumed that the courses will be implemented in a consistent manner. Similar to other programs in NUP, the foundation program will be subject to regular review and evaluation. It was also made clear during the meetings that the program coordinator and the teachers will be working closely to immediately address any issues that might arise.

1.3.   The information about the program will be made public once it has been accredited, as is the case with other programs run by NUP.

1.4.   Information for effective management of the program is not yet collected because the program is not running. Based on the information that is currently collected as part of the quality assurance policies, one can have every confidence that such information will be regularly collected and analyzed by the institution, as is the case with the programs currently on offer.

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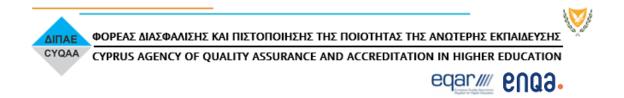
eqar//// enqa.

Strengths

- comprehensive and detailed procedures for assuring quality control within the institution particularly helpful is the use of dedicated software to make sure that the relevant procedures are in implemented
- taking concrete steps to ensure that students are familiarized with university policies (summaries of relevant documents presenting regulations in an accessible form)
- the inclusion of the module Introduction to the language expectations of the course and Academic Environment which focuses on a number of important skills which are not purely language-related
- detailed course descriptions specifying the objectives, context, learning outcomes, teaching methodologies and assessment procedures

Areas of improvement and recommendations

- the learning outcomes for the program are overly ambitions and sometimes overlaps are visible; it is recommended that they are reconsidered once the program starts running

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
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**
>
> **2.2 Process of teaching and learning and student-centred teaching methodology**
> **2.3 Practical training**
> **2.4 Student assessment**

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

Standards

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

2.2 Practical training

Standards

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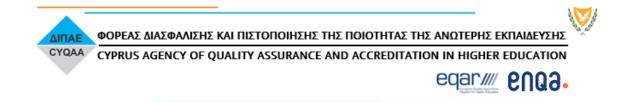
2.3 Student assessment

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

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*

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

eqar//// enqa.

- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

The submitted materials provided detailed information on the structure and content of the courses. Based on these documents and the subsequent Q&A, we were able to ascertain that the proposed program is well-structured and the requirements are adequate. The aims and intended learning outcomes are thoroughly detailed, including a variety of materials, strategy training, and contextual considerations, while also allowing students to engage in creative and critical expression.

The content of the course aligns well with the intended learning outcomes. Language development and its EAP (English for Academic Purposes) aspects are adequately emphasized, and the courses are structured in semesters in a way that allows for tailor-making them to meet the incoming students' needs. The course structure is coherent, and skills are developed in an integrated manner. Student-centered approaches are appropriately prioritized, with student engagement and differentiation playing central roles. The teaching methods encourage students to take an active role in shaping the learning process.

Course materials are based on students' needs, and the use of authentic materials enhances differentiation both in the classroom and in homework tasks. The curriculum also integrates technology effectively, using platforms like MS Teams and Moodle to facilitate learning in a way that allows students to focus on their interests and strengths while addressing their weaknesses.
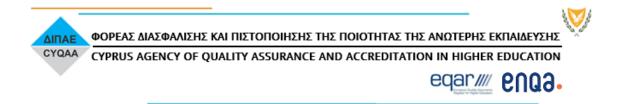
The teaching methods align with 21st-century transversal skills, and it is commendable that efforts are made to foster student autonomy. Both formative and summative assessments accompany the teaching and learning processes, and students are assessed through a variety of tasks, such as interactive activities like quizzes, simulation games, case studies, discussions, critical reflections, and written tests. Peer assessment is also planned, contributing to the development of student autonomy.

Overall, we can say that this foundation program prepares students well for their subsequent studies in higher education in Cyprus.

Strengths

The program offers differentiated learning opportunities to students.
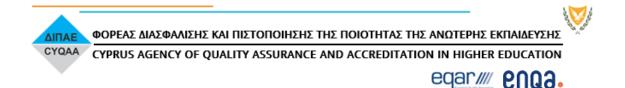
Skills are developed in an integrated way.

Teaching methods and assessment are varied and align with the 21st century's transversal skills.

Areas of improvement and recommendations

The learning outcomes may be overly ambitious and there are some minor overlaps within the various points made. The documentation might have given a bit more information about how the material covered in the two semesters will be divided.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Not applicable
2.3	Student assessment	Compliant

3. Teaching staff *(ESG 1.5)*

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

3.1 **Teaching staff recruitment and development**

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 **Synergies of teaching and research**

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

Teaching staff recruitment procedures are described in excellent level of detail in the submitted documentation. The documentation also gives an account of the timeline of the promotion process and clearly states when academic staff is eligible for promotion. Opportunities for professional development include attending conferences and workshops, participating in Erasmus projects and mentoring. Seeking and acting on student feedback is an integral part of improving teaching quality. Teaching effectiveness is reviewed annually.

Dionysia Eleni Tountopoulou, who is the programme co-ordinator, holds an MA in Teaching English as a Foreign Language from Lancaster University (UK) and an MA in Education Management from King's College London (UK). The other teaching staff member, not listed in the documentation but whose CV was shared
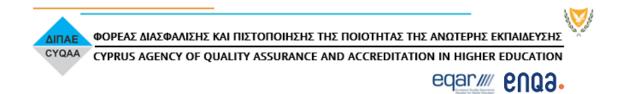
with the panel and who participated in the accreditation visit, Mrs. Niki Christofi, is also highly qualified and is currently completing her PhD.

Strengths

Great care is taken to ensure that recruitment, hiring and promotion procedures are fair (e.g. specifying level of family connections acceptable in the committee) and the appeal processes. There is an excellent and well-rounded system for evaluating and improving teaching quality and effectiveness through student feedback, self-assessment, classroom observation and supervision reports.
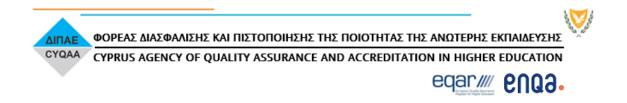
Areas of improvement and recommendations

There is some overlap in proposed teaching staff with other institutions, Mrs. Niki Christofi was listed as a staff member in another application for an institution in Paphos. If she works for both institutions, workloads will need to be co-ordinated and policies for employment at several institutions might need to be drawn up.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Not applicable

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.*

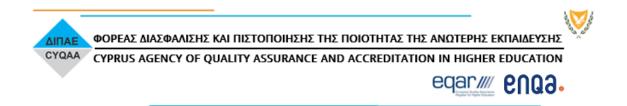*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

Admission requirements are externally regulated, but the institution lists additional criteria such as high school performance and letters of recommendation. As this is essentially a language programme, these might not be required and other institutions only consider admission criteria stipulated externally. Students are assessed regularly through written and oral tests and in class interactive activities and their progress is carefully monitored. Student attendance and performance are closely monitored.
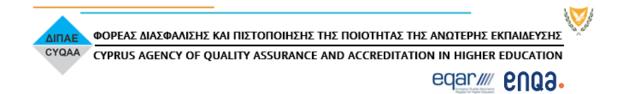
Strengths

The institution very helpfully lists all exams in a table. The description of the admissions process is detailed and thorough in the documentation. It is excellent that the admissions procedures contain specific information for students with special needs and disabilities and there is an opportunity for appeals.

Areas of improvement and recommendations

None

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
4	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Not applicable
4.4	Student certification	Not applicable

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

Sub-areas

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

5.1 Teaching and Learning resources

Standards

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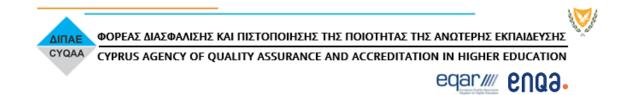
5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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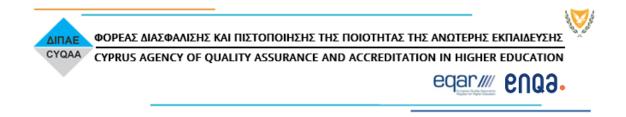
5.4 Student support

Standards

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

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*

5.1 Teaching and Learning Resources

Findings:

Neapolis University offers a comprehensive set of teaching and learning resources, including access to Moodle for online course materials and interactive learning tools such as whiteboards. The library provides extensive access to both printed and electronic materials, with over 20,000 books and 1.5 million e-books. EBSCO Discovery Service supports literature research, and tools like Mendeley help students manage references. A student-centred approach is emphasized, with flexible learning modes and online materials, accessible via Moodle and MS Teams. Lecture support materials are regularly provided digitally, ensuring access to students in diverse learning environments.

Strengths:

Teaching resources are integrated well with technology, ensuring students have access to the materials needed for their studies. The use of platforms like Moodle allows flexibility for both traditional and distance learners. This is supported by IT services available even on weekends, accommodating the needs of students, including those in online master's programs. The program integrates practical components such as case studies, group projects, and simulations, promoting active learning and critical thinking.

Areas for Improvement:

None

5.2 Physical Resources

Findings:

The physical resources at Neapolis University, including libraries, study rooms, and IT infrastructure, are well-equipped to support the needs of students. The library offers silent study rooms, wired and wireless internet access, and adequate seating. Facilities are equipped to handle changes in student numbers, with room for expansion as needed.

Strengths:

The combination of physical and electronic resources in the library ensures comprehensive support for research and learning. Silent study rooms and ample seating further enhance the learning environment. The university provides consistent IT support, even on weekends, which is critical for students in online programs or those requiring extra assistance outside regular hours.

Areas for Improvement:

While resources are adequate, more detailed information on how physical resources are adapted for students with disabilities could be helpful in ensuring inclusivity. As the student population grows, there should be a clear plan for scaling physical resources such as library space and IT facilities.

5.3 Human Support Resources
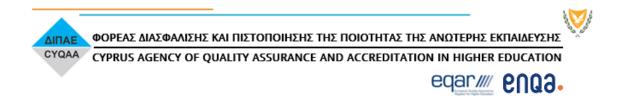
Findings:

Human support resources include academic advisors, tutors, and counsellors who are available to assist students throughout their studies. Each student is assigned an academic advisor, and faculty are trained to guide students toward appropriate resources when necessary. Counselling services are offered through the Counselling Centre (SKEPSI), which provides individual, group, and family counselling sessions. Workshops and events such as time management and stress management are open to the public and available to students.

Strengths:

The well-structured academic advising system ensures that students receive personalized guidance in both academic and personal matters. Advisors help students develop realistic educational goals and monitor their progress. The Counselling Centre offers comprehensive mental health support, addressing a wide range of student needs, including academic stress and personal difficulties. It provides essential support, particularly to international students and students with special needs. Workshops that focus on personal development, such as time management, stress management, and exam preparation, are available and professors direct students toward them as needed.

Areas for Improvement:

It may be beneficial to establish more frequent mentoring or advisory sessions to ensure regular check-ins on student progress, particularly for at-risk students. While services are available, there could be a stronger emphasis on proactive student engagement to ensure that all students, including international and part-time students, make use of these resources.

5.4 Student Support

Findings:

The university provides comprehensive student support, addressing the needs of a diverse student body, including mature, part-time, and international students. International students receive support for logistical matters, such as assistance with visa processing. Financial support options are available to students, including scholarships and emergency funds. The Foundation Program offers financial aid on an annual basis, based on academic performance and socioeconomic conditions. The university encourages student mobility and participation in international opportunities, such as Erasmus+, fostering a global learning environment.

Strengths:

The university provides assistance with visa procedures, taking international students to Nicosia for visa-related matters, ensuring that their transition into the country is smooth. Neapolis University offers financial support to students facing financial difficulties. Scholarships and emergency funds are distributed annually based on a mix of academic and socioeconomic criteria, ensuring that students in crisis can receive the help they need. The university's policies ensure that students with special needs receive the necessary support, such as customized learning environments and exam accommodations.

Areas for Improvement:

None

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

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

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

> ### Sub-areas
> 6.1 **Selection criteria and requirements**
> 6.2 **Proposal and dissertation**
> 6.3 **Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
    - *the stages of completion*
    - *the minimum and maximum time of completing the programme*
    - *the examinations*
    - *the procedures for supporting and accepting the student's proposal*
    - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
    - *the chapters that are contained*
    - *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - *the minimum word limit*
    - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*

- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

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

Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

C. Conclusions and final remarks

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

The EEC concluded that the program under consideration has the potential to deliver quality education of the expected standards that complies with the standards of the CYQAA. The visit was well organized and the submitted documentation contained a relevant level of detail and was very carefully compiled. The institutional representatives answered the panel's questions thoroughly and were responsive to suggestions. The EEC was very much impressed by the quality assurance mechanisms applied at Neapolis University and the careful analysis of student progression data that informs curriculum design and student support. The teaching methods applied are contemporary and student-centered. The university has wide ranging experience in working with international students and has highly supportive procedures in place to assist their integration in the student community. The teaching team has the relevant experience and expertise in teaching English for academic purposes. Learning, teaching, infrastructure, student support and administrative resources are excellent. We wish NUP success in launching the foundation year programme.

D. Signatures of the EEC

Name	Signature
Judit Kormos	
Kata Csizér Wein	
Mirosław Pawlak	
Agathi Gavrielidou Click to enter Name	

Date: 25th October 2024