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

**Doc. 300.1.2**

Date: 13.12.2019

# Higher Education Institution's response

- **Higher education institution:**

  NEAPOLIS UNIVERSITY PAFOS

- **Town:** PAFOS

- **Programme of study (Name, ECTS, duration, cycle)**

  **In Greek:** Μεταπτυχιακό στο Διεθνές και Ευρωπαϊκό Οικονομικό Δίκαιο, Εξ Αποστάσεως, 90 ECTS, 2/3 ακαδημαϊκά εξάμηνα, Μεταπτυχιακό.

  **In English:** LLM in International and European Business Law, Distance, 2/3 academic semesters, 90 ECTS, Postgraduate.

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

- **Programme's status**
  **New programme:**          X

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

**We first of all express our gratitude to the EEC for its comments and recommendations. As we also believe that there is room for improvement, we have proceeded to respond accordingly in order to FULLY comply with the EEC's suggestions and recommendations.**

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

**Comment 1:** The committee feels that the study programme, as it currently runs, is a very good attempt to address some of the most pressing legal issues in the field of international and European economic law. However, the committee was less impressed by the depth of public information given to those interested to enroll in the programme, but more importantly the actual content of the programme, including the teaching material; the focus on practical aspects regarding international business law; or the sufficiency of the programme's research component. In addition, the committee would have liked to receive more information as to how the quality of the programme is guaranteed and whether a standard review process is regularly triggered with a view to ensuring that the programme complies with high academic standards in the field**.**

**Answer: Done.**The Programme Curriculum (See Annex 1, Programme Revised Curriculum) is enriched with important information and materials as following:

All courses' study guides have been reorganized and enriched with an up-to-date catalogue of international bibliography, such as books, monographs, book's chapters and academic articles. Teaching and study materials have been added in all courses' study guides and have been placed in each teaching week accordingly, increasing significantly the study workload.

In addition, the Programme Curriculum is reframed and enriched with more concise information about the Programme's Objectives and Learning Outcomes (PLOs), mapping of PLOs with LLM courses, specific students' admission requirements, an additional introductory course to law and legal studies, specific students' evaluation methods, explanation about written assignments, midterm assessment and formative assessment, including exercises that focus on practical aspects and promote research, as well as providing detailed information about the Dissertation Handbook [See Annex 3: Dissertation Handbook], the Assessment Guidelines for written Assignments [See Annex 4: Assessment Guidelines for written Assignments] and the Formative Assessment [see Annex 5: Formative Assessment], contained in separate Annexes. All of the above aspects are further elaborated in the following sections.

**Comment 2:** More specifically, the committee identified various overlaps among courses that call for a review that will streamline the content given to the students throughout the programme.

**Answer: Done**: The content of some courses have changed so as to avoid overlaps among courses. A representative example is the ''Internal Market'' study guide which has been redesigned so there is no overlapping with the study guide of the ''Competition Law'' Course. (See Annex 1 Revised Curriculum: Sections 10 and 17)

**Comment 3**: It also came to the committee's attention that, in view of the broad pool that the law school draws LLM students from, a crash course introducing the students with no legal background to the basics of law and legal theory but also an introduction to the relevant institutions and jargon relating to international business law is warranted**.**

**Answer: Done.** Having elaborated on the general admission criteria, (see Annex 1, Programme revised Curriculum, Section 3) these are based on the type and quality of previous studies, the grade

obtained in previous studies and the suitability of the candidate for the programme of study that has been applied for. **Candidates must possess a Bachelor Degree or equivalent in Law or any other field related to Law.** The University's admission policy is to make admission offers to applicants who are perceived as having the law and legal-related background and abilities to have a reasonable expectation of success in the programme to which they are made an offer and who are likely to benefit from university study.

Additionally, a non-mandatory course will be offered before the main taught programme for those graduates accepted for this degree, who have not had any recent exposure or experience in handling legal academic sources and working with legal texts and would like to refresh their knowledge of legal institutions and principles.

The course will provide students with a framework for legal research and writing, as well as a practical understanding of the process of identifying and organizing jurisprudence, national legislation, EU and international sources of law. Through this course, students are expected to enhance their analytical skills, and in particular the ability to use legal sources, express clear legal arguments and provide solutions to current legal problems.

**Comment 4**: Moreover, the syllabi shared with the committee currently fail to reflect the latest research developments in the field, as they do not include a list of recent journal articles for each one of the fields covered in the programme.

**Answer: Done**. Each course's study guide is enriched with additional bibliography, such as up-to-date articles from the top journals in the field for further reading of great relevance with the subject matter and the content of each week.

**Comment 5.** For instance, the programme alleges to take an empirical approach to the study of business law; yet, as it stands, the programme shies away from giving any indication as how this is set in motion. Furthermore, while the programme strives for strengthening the negotiation skills and initiate students to dispute resolution practices, a case law-based approach with a thorough analysis of cases (and practice with fictitious ones, eg in the form of a moot court among students or group presentations) appears to be missing from all courses.

**Answer: Done**. All courses' study guides have been redesigned including up-to-date reading materials, written exercises, activities to be assessed as well as formative assessment activities. The articles that are embodied in the bibliography, reflect the market tendencies that are totally necessary for the familiarisation of the students with the current practical topics.

All courses' study guides include written exercises and methods of formative assessment that are thoroughly described under Section 10 of the Programme Curriculum "Assignments-Assessment". More specifically, all courses' study guides added exercises reflecting a more critical approach of the study programme (See Annex 1: Section 17). Such exercises include discussion forums with feedback from the teacher or peer. Several discussion forums strengthen the student's negotiation skills. In addition, a case law based approach and particularly a case study activity is included, according to which students are given a real or hypothetical legal case to thoroughly analyze. Case law study enables the confrontation of the students with the crucial topics of each law field in the students' daily professional life. In addition, some other exercises consist of: *Video recording*

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*according to which students analyze* a given audio recording and submit a report to the teacher and comment on each other's views. This activity can take several forms, as: A literature review, according to which students research a topic and prepare a report on that topic with proper citations to literature used, a peer review exercise according to which students judge the accuracy, credibility value of the work of other students and a quizzing exercise where students use an online quizzing programme to take a quiz.

**Comment 6:** More broadly, there seems to be a mismatch between the learning goals set out in the overall programme design and the actual goals of each course that forms part of the programme. Such a misalignment clearly affects the expectations of students and would need to be addressed soon so that they know what they can expect during the three-semester programme and what type of skills they will be improving before enrolling in the programme**.**

**Answer: Done**.The Programme's goals and learning outcomes (PLOs) have been redesigned so that they correspond to the revised and updated version of the courses' study guides. The correspondence between the Programme's learning outcomes and the learning outcomes of each study guide is summarized in the ''Mapping of PLOs/LLM Courses'' table. (See Annex 1: Programme Revised Curriculum: Section 2).

**Comment 7.** Crucially, the committee had serious concerns about students' workload relative to the ECTS students receive. A potential solution would be to increase the number of readings so that 7.5 credits for each course are justified. Another solution would be to decrease the number of ECTS given for each course to properly reflect the student workload required.
**Answer: Done**. The students' workload has been increased significantly, mainly through activities enhancing interaction, critical analysis, participation and formative assessment tasks as well as the reading material, being now part of all courses' study guides and placed in each teaching week accordingly.

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

**Comment 1:** Our only concern in that regard is that the course outlines did not make clear which learning outcomes are pursued by each teaching or assessment method, or other activity. The institution could meet that concern easily with appropriate sign-posting (e.g. to identify points that go towards developing critical thinking as 'critical reflection' points, etc.)
**Answer: Done.** At the end of each course's study guide, a specific table has been added, mapping the course's learning outcomes and the specific teaching and assessment method that is selected in each course.

**Comment 2:** We believe that the programme provides students with sufficient opportunities for active participation, but we would encourage the institution to come up with strategies to ensure adequate 'take-up' of those opportunities, e.g. by linking online discussion forums more closely to classroom discussion.

**Answer: Done.** All courses' study guides have incorporated exercises that promote students' active participation such as on line discussion forums linked with classroom discussion.

**Comment 3**: We were happy that the materials are adequate and the teaching notes are up-to-date, but we would emphasize the importance of keeping the bibliography in the course outlines updated, which wasn't always the case.
**Answer: Done.** All courses' study guides have been reorganized and enriched with an up-to-date catalogue of international bibliography, such as books, monographs, book's chapters and academic articles. See also previous answer about the study workload.

**Comment 4.** Our main concern was that the course outlines are basically prescribing textbook reading, and refer to hardly any articles or book chapters. This is a serious shortcoming, because it fails to expose students to cutting-edge research and to familiarize them with the most recent debates and questions. We strongly recommend that the institution revisit the course outlines with that in mind. As we state in section 1, we believe that this increase in student workload would actually enhance the value of the course for students, and justify the 7.5 ECTS credit weighting.
2.11-12 We are satisfied that the programme develops students' research skills and learning-by-inquiry. As noted in section 1, our concern is that the course outlines do not include any further reading, which limits the opportunities students have to determine the depth of their own study. We would recommend the addition of further reading in each week of the semester (except perhaps week 1 or 2).

**Answer: Done.** The number of reading materials has increased in all courses' study guides and placed in each teaching week accordingly, increasing significantly the study workload.

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

**Comment 1:** One problem might be that the workload of the faculty seems to be very high. The workload model/work-role model needs for adjustments to secure both a high teaching standard and a high research standard. Because of the very conventional approach of the programme, faculty should also be trained be international renowned experts and should attend international conferences, if possible. European and International Economic Law is vibrant and important area of law and only an active engagement culture of the faculty can ensure a high quality of the programme. The faculty should also take into consideration to add more practitioners.

**Answer: Done.** An Assistant Professor for Criminal Law has already been approved by the University's Council and is about to be elected in order to limit the teaching load of teaching staff. Additionally, Professor Michalis Pazartzis, NUP full time staff has also been added in the Program Faculty in order to complement in at least two courses which are part of his specialty, being expert on issues including international transactions and specialized topics of International Trade Law. Furthermore, the University supports and has already accepted during the current semester with full funding the participation of 2 academics teaching at this LLM at conferences and symposiums on relevant subjects, taking place abroad.

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

**Comment 1:** The committee is concerned about whether the students with no legal background can understand and meet the requirements of an LLM and the relevant terminology and legal thinking without an introductory course about the fundamentals of the legal system and thinking.

**Answer: Done.**

As stated in our response the program is open to law and law related applicants. However, as mentioned above, a non-mandatory course will be offered before the main taught programme, for those law-related graduates accepted for this degree, who have not had any exposure or experience in handling legal academic sources and working with legal texts and lack basic knowledge of legal institutions and principles.

The course will provide students with a framework for legal research and writing, as well as a practical understanding of the process of identifying and organizing jurisprudence, national legislation, EU and international sources of law. Through this course, students are expected to enhance their analytical skills, and in particular the ability to use legal sources, express clear legal arguments and provide solutions to current legal problems. The syllabus of the course is also attached in Annex 1, Section 17.

## 5. Resources (*ESG 1.6*)

**Comment1.** The law student-teacher ratio should allow the academic staff to sustain close connections with the students and provide academic and psychological support. However, this university should take into consideration frequent consultation sessions with experts. It has been mentioned by the teachers and the students of the conventional programme that the S.K.E.PS.I.S. Center initiates contact with on-campus students twice within the course and they are also available for any student-triggered interaction.

**Answer:** Pastoral support for students is an integrated part of the University taking the form of dedicated lectures on specific issues, as well as Counselling and Consultation throughout the students' study cycle on a variety of related issues and support and guidance provided by dedicated staff to a series of issues occurred, even on an everyday basis and ad hoc. Dedicated Counsellor Services and students' pastoral support already exist and function within NUP on a continuous basis.

**Comment 2.** Improvement on resources relevant to qualitative methods could be possible, by extending, for example, the available software with the addition of tools such as nVivo.

**Answer: Done. NVivo 12 Plus** has been purchased and is in use (invoiced 21.08.2019/CSQUK-007541).

**Comment 3.** Additional books and updated editions of existing titles should be available to the students. So, EEC is urging the university to expand its library to better support the LLM programs.

**Answer:** NUP's library Law collection comprises of:
- ✓ 3.000 books (hard copies) available in the library
- ✓ 50.000 books mainly related to International Law
- ✓ 1.5 M scientifique papers, legislative docs, etc.

Additionally, NUP library has FULL access to the following Law Data Banks:

1. Westlaw UK (https://1.next.westlaw.com/)

2. Westlaw International (https://1.next.westlaw.com/browse/home/internationalmaterials?rs=IWLN1.0&vr=3.0&sp=wlnneapolis-1&transitionType=Default&contextData=(sc.Default)&bhcp=1 )

3. Lexis Nexis Academic (www.nexisuni.com )

4**.** Sakoulas Online.gr (https://www.sakkoulas-online.gr/ ) , which offers hundreds of books , 600 full law journal editions, 6.000+ studies, 65.000 commented decisions, 66.000 entries of legislation bodies.

5**.** Proquest (https://search.proquest.com/search/1621371?accountid=165531 ) , η συγκεκριμένη βάση περιλαμβάνει 400 χιλιάδες διδακτορικές διατριβές για το διεθνές δίκαιο.

6. Springer (https://link.springer.com/search?facet-discipline=%22Law%22)

7. Wiley online (https://onlinelibrary.wiley.com/topic/browse/000076 )

Wiley(https://onlinelibrary.wiley.com/action/doSearch?AllField=International+and+European+Business+Law )

8. Taylor and Francis (https://www.tandfonline.com/topic/4270?target=topic )

9.Ebsco

10.Oxford University Press

11.Cambridge University Press

12. Emerald

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

The basic concern the EEC had was to ensure that the pedagogy behind the distance learning programme would be appropriate. Transferring a conventional course into an online course requires much more than making the material available online. Special learning design needs are expected to be applied to make the students engaged and able to interact and collaborate with each other. Based on the above, the EEC has the following suggestions for improvement:

**Comment 1:** Distance learning requires digital literacy from both students and teachers. The university offers guides, tutorial, and short training sessions, while the academic staff is also supported, if needed, via an established service in the university. Also, the university is preparing to further enhance teacher training by offering formal education to teaching personnel. The suggestion of the EEC is to indeed move forward with this and make teacher-training part of the mandatory professional development for all teaching personnel involved in distance learning programs.

**Comment 2:** The University mentioned that experience in distance learning is mentioned during teacher recruitment. The EEC's suggestion is to make this mention a formal criterion for evaluation (but not necessarily a mandatory requirement). Candidates without prior experience or knowledge in distance learning should then be required to attend teacher training for distance learning upon hiring.

**Answer: Comments 1 & 2 are responded jointly.**
**Done.**
1. TUTORS TRAINING FOR ALL (DISTANCE LEARNING CONTENT, INTERACTION etc.). Tutors Training on DL Methodology has been integrated into NUP staff development policy and strategy. This is addressed to: a) permanent Academic NUP staff that is willing to participate in DL programs and / or wishes to enhance its own professional advancement acquiring professional qualifications. B) Newly appointed staff to be employed as tutors in DL programs c) existing DL staff, already involved, in order to get acquainted with new skills and methodologies following DL developments.
2. TUTORS MENTORING PER PROGRAM
Specific mentoring is envisaged for the tutors of each program separately, addressing specific issues related to the particularities of the said program, including teaching methodologies, assessment methodologies, formative assessment, students' participation, feedback to students, other issues related to the program.
3. OTHER training as well as mentoring sessions and support includes:

- TUTORS TRAINING FOR MOODLE PLATFORM
- TUTORS MENTORING FOR LIBRARY
- TUTORS MENTORING FOR TURNIT IN
- LESSONS LEARNED AND AREAS OF IMPROVEMENT

**Comment 3:** Efficient/effective peer interaction and collaboration is a crucial skill that students need to develop in every higher education programme. As such, this is also explicitly mentioned in the list

of intended learning objectives of the programme. However, little is evident within the course descriptions and the assignments on how these two skills (interaction and collaboration) are going to be supported in the programme. The availability of the fora alone is not adequate for student to engage into meaningful interaction. Peer interaction should be part of the course design and assessment. This means that the students should be guided on how to collaborate and give each other feedback, for example. How to be critical, but constructive in evaluating each other's work, or how to delegate and orchestrate collaboration in group activities. Teacher-training literature offers practice information and guidelines that the teacher should consider. In general, the student should feel part of an active academic body and be able to use this academic body for social, psychological, and academic support. Unfortunately, it is not clear how a student in the distance learning programme is going to experience interaction with peers.

**Answer: Done**

DL Students receive extensive and in depth mentoring for: a) academic issues including teaching methodology, assessment methodology, participation, feedback, peer review; b) administrative and financial issues; c) technical issues such as the use of the platform; d) use of library and library possibilities; e) writing skills; f) research skills; g) student services; h) pastoral support; i) student welfare, etc. Mentoring is done: a) as part of their induction process; b) as part of their introduction to each separate programme c) as a continuous process, together with support throughout the process of their studies.

PASTORAL SUPPORT

Pastoral support for DL students is an integrated part of the DLU taking the form of dedicated lectures on specific issues, as well as Counselling and Consultation throughout the students' study cycle on a variety of related issues and support and guidance provided by dedicated staff to a series of issues occurred, even on an everyday basis and ad hoc. Dedicated Counsellor Services and students' pastoral support already exist and function within the DLU on a continuous basis.

ONLINE LECTURE SERIES – PARTICIPATION OF DL STUDENTS IN EVENTS ORGANIZED AT THE UNIVERSITY. Lectures organized at NUP are now available for DL students as well enabling them to be an active part of the academic initiatives undertaken at the University.

REPRESENTATION / ELECTION FOR NUP DL STUDENTS

DL Students elect their own representative per program. DL students now participate in the General Assemblies of their Department. We are proud of this initiative which is a pioneering step for student DL representation in decision making bodies of the University. Meetings may be formal, including teleconference with the Rector of University, the DL Unit as well as other stakeholders. A contact person has also been appointed for direct communication with DL students' representatives. The representatives have also elected the DL student representative in the Pedagogical Planning Committee.

**Comment 4:** Self-regulation and self-assessment are mentioned during the onsite visit, which means that the university acknowledges their importance. However, it is not clear how they are supported within the programme. For example, the self-assessment activities in the courses do not include feedback from the teacher (e.g., in the form of a model answer), or from peers (e.g., in a

peer review tasks). As such, these activities cannot be marked as self-assessment, but as practice exercises. Some form of feedback is needed for the student to be able to reflect upon his/her initial answer and be able to self-assess. Similarly, self-regulation means that the students are aware of their strength and weaknesses and they are able to organize and orchestrate their participation in the course in a way that would be more productive for them. This is important, but the EEC did not receive clear information on how the programme is going to achieve this. Consultation, feedback on continuous (or more regular formative) assessment (from Moodle or the teachers), peer discussion on planning, collaborating, and participation, etc. could help students in developing self-regulation skills. In addition, since peer interaction is missing, in general, from the programme, the EEC suggests to incorporate peer review activities along with the practice exercises. So, students will be able to answer individually these exercises, post them online for peers to read and comment, and get feedback that would allow them to self-assess their initial position.

**Answer: Done.** All courses' study guides (See Revised Study Guides) have added specific exercises of formative assessment promoting peer interaction and including feedback from the teacher or from peers. Such exercises consist of:

### *Peer Editing / Review*
Peer Editing / Review with an evaluative understanding level activity in which students judge the accuracy, credibility, value, etc. of the work of other students. In particular, most study guides have added exercises such as problem solving with peer assessment on the interpretation of legal notions, clauses, laws and contracts depending on the content of each module.

### *Discussion forum*

All study guides include discussion forum exercises according to which students are able to use the discussion forum in order to communicate with each other.

### *Quizzing*

Most study guides include quizzing exercises according to which students use an online quizzing program to take a quiz. This can be done in a moderated setting, or unmoderated.

### *Essays*

This category of assignments does not refer to the essay question on an exam. Rather, it is referring to well-developed essays that the students construct over a period of time with the occasional guidance and feedback of an instructor. Students are given a topic on which to write the essay. The topic may be self-selected, instructor-selected, or from a list of acceptable topics. The length of the essay can vary greatly as can the type of essay.

*Article Critiques*
Students are provided a list of journal articles to read. Each student is assigned an article to critique. Students then report on that article in the course and comment on other students' critiques.

*Presentations*
Students may also present a given topic to the class or a group of students typically using conferencing software.

**Comment 4:** Critical thinking and deeper reflection is mentioned in the programme, but a better alignment between learning objectives, teaching activities, and learning assessment should exist in the programme. For example, it is not clear where and how critical thinking is going to be supported (e.g., which courses and during which activities). In that regard, some of the practice exercises could include open-ended and more challenging topics for the students. For example, the suggestion that the answer of an exercise can be found in a specific page in the textbook could be seen as task based on memory recall and not critical thinking that would require to compare, synthesize, and filter information to reach a conclusion. In general, asking students to deal with complexity and irregularity has been marked in the literature as factors that could push students towards critical thinking.

**Answer: Done.** All courses' study guides added exercises which require a more critical thinking approach reflecting the revised learning objectives and learning outcomes of the study program and each course's study guides. Moreover, all study guides added specific rubric tables presenting the not only the alignment between teaching activities and learning assessment but also grading and non-grade assessment per assignment exercise, as illustrated in the examples below:

## *Assignments Details*

| Written Exercise | Quiz | Oral Presentation | Problem Solving | Online Exam | Case Study |
|---|---|---|---|---|---|
| √ | √ |  | √ |  |  |
| 10% | 5% |  | 5% |  |  |

## *Formative Assessment (non-graded):*

| Peer Assessment | Discussion boards/forums | Video activity | Online Activities | Oral presentation |
|---|---|---|---|---|
| √ | √ | √ |  |  |

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## ADDITIONAL REMARK FOR SECTION 6 (DISTANCE LEARNING PROGRAMS)

**An Annex entitled <u>NUP DLU DOCUMENTATION PACK</u> has been added to the response addressing the issues raised under Section 6 (Additional for Distance Learning Programs).**

More precisely:

1.      NUP has been successfully implementing a teacher – training approach for all staff involved in distance learning programs.

We hereby attach provide proofs for the following elements, among others:

1.1.    TUTORS TRAINING FOR ALL (DISTANCE LEARNING CONTENT, INTERACTION etc.)    . Tutors Training on DL Methodology has been integrated into NUP staff development policy and strategy.  This is addressed to: a) permanent Academic NUP staff that is willing to participate in DL programs and / or wishes to enhance its own professional advancement acquiring professional qualifications. B) Newly appointed staff to be employed as tutors in DL programs c) existing DL staff, already involved, in order to get acquainted with new skills and methodologies following DL developments.

1.2.    TUTORS MENTORING PER PROGRAM

Specific mentoring is envisaged for the tutors of each program separately, addressing specific issues related to the particularities of the said program, including teaching methodologies, assessment methodologies, formative assessment, students' participation, feedback to students, other issues related to the program.

1.3.    TUTORS TRAINING FOR MOODLE PLATFORM

1.4.    TUTORS MENTORING FOR LIBRARY

1.5.    TUTORS MENTORING FOR TURNIT IN

1.6.    LESSONS LEARNED AND AREAS OF IMPROVEMENT

2.      NUP DL students being an integral part of the NUP academic community. Proof provided for the following, among others:

2.1.    MENTORING OF DL STUDENTS

DL Students receive extensive and in depth mentoring for:

 a) Academic issues including teaching methodology, assessment methodology, participation, feedback, peer review;

 b) Administrative and financial issues;

 c) Technical issues such as the use of the platform;

 d) Use of library and library possibilities;

 e) Writing skills;

 f) Research skills;

 g) Student services;

 h) Pastoral support;

 i) Student welfare, etc.

 Mentoring is done:

 a) As part of their induction process;

 b) As part of their introduction to each separate programme

 c) As a continuous process, together with support throughout the process of their studies.

2.2.    PASTORAL SUPPORT

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Pastoral support for DL students is an integrated part of the DLU taking the form of dedicated lectures on specific issues, as well as Counselling and Consultation throughout the students' study cycle on a variety of related issues and support and guidance provided by dedicated staff to a series of issues occurred, even on an everyday basis and ad hoc. Dedicated Counsellor Services and students' pastoral support already exist and function within the DLU on a continuous basis.

2.3.     ONLINE LECTURE SERIES – PARTICIPATION OF DL STUDENTS IN EVENTS ORGANIZED AT THE UNIVERSITY. Lectures organized at NUP are now available for DL students as well enabling them to be an active part of the academic initiatives undertaken at the University.

2.4.     REPRESENTATION / ELECTION FOR NUP DL STUDENTS
DL Students elect their own representative per program. DL students now participate in the General Assemblies of their Department. We are proud of this initiative which is a pioneering step for student DL representation in decision making bodies of the University. Meetings may be formal, including teleconference with the Rector of University, the DL Unit as well as other stakeholders. A contact person has also been appointed for direct communication with DL students' representatives. The representatives have also elected the DL student representative in the Pedagogical Planning Committee. (see also points 2.5 and 2.6).

2.5.     STUDENTS REPRESENTATIVE CONSULTATION MEETING WITH THE RECTOR AND THE DL DIRECTOR

2.6.     STUDENTS REPRESENTATIVE PARTICIPATION IN THE DL PEDAGOGICAL PLANNING COMMITTEE

3.     Proof from existing DL programs is provided to prove, among others, interaction, the critical and analytical components of the teaching and the assessment methodology as well as feedback and peer discussion. More precisely students' activities as well as formative assessment techniques which require students' participation and interaction are an integral part of the DL programs run by NUP.  Peer review activity is also entailed. Critical thinking and analysis is envisaged within the activities and the assessment methodology of the separate courses including the analysis if scientific papers, the critical perception of a given situation and/or a case study, etc.

3.1.     BASIC DOCUMENTS OF DL UNIT ON INTERACTION
3.2.     PROOF FROM PLATFORMS ON EXISTING COURSES ENTAILING:
3.2.1.   INTERACTION,
3.2.2.   CRITICAL AND ANALYTICAL SKILLS FOR STUDENTS,
3.2.3.   FEEDBACK FROM TUTORS,
3.2.4.   STUDENTS PARTICIPATION

1.1.     TUTORS MENTORING FOR ALL (DISTANCE LEARNING CONTENT, INTERACTION etc.):
1.1.1. DLU Working Methodology Document for Teaching Staff on Interaction between students, students and teaching staff, students and study guides/material of study, including teleconferences and assessment.
1.1.2. Mentoring Material for Program Coordinators by DLU Director 28-09-2019
1.1.3. Proof of Mentoring for Program Coordinators by DLU Director 28-09-2019
1.1.4. Mentoring Material for Tutors by DLU Director 07-10-2019
1.1.5. Proof of Mentoring Tutors by DLU Director 07-10-2019

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1.2.TUTORS MENTORING PER PROGRAM

1.2.1. Mentoring Material Tutors per Program by Program Coordinator

1.2.2. Proof of Mentoring Tutors of Public Administration - Educational Administration by Program Coordinator 01-10-2019

1.2.3. Proof of Mentoring Tutors of Business Administration (MBA) by Program Coordinator 05-10-2019

1.2.4. Proof of Mentoring Tutors of Public Administration – Health Administration by Program Coordinator 03-10-2019

1.2.5. Proof of Mentoring Tutors of Public Administration – General Administration by Program Coordinator 10-10-2019

1.2.6. Proof of Mentoring Tutors and Courses Coordinators – Public Administration by Program Coordinator 18-11-2019


1.3.    TUTORS MENTORING FOR MOODLE

1.3.1. Mentoring Material Tutors for Moodle Educational Platform by Chief Information Officer

1.3.2. Proof of Mentoring Tutors for Moodle Educational Platform by Chief Information Officer


1.4.    TUTORS MENTORING FOR LIBRARY

1.4.1. Mentoring Tutors Material for Online Library Use

1.4.2. Proof of Mentoring Tutors Material for Online Library Use by Library Manager 23-10-2019


1.5.    TUTORS MENTORING FOR TURNIT IN

1.5.1. Plagiarism Policy

1.5.2. Mentoring Material of Turnit in tool use by Library Manager 06-12-2019

1.5.3. Proof of Mentoring Material of Turnit in tool use by Library Manager 06-12-2019


1.6.    LESSONS LEARNED AND AREAS OF IMPROVEMENT

1.6.1. "Lessons Learned and Areas of Improvement" Mentoring Material for Tutors from External Evaluation Reports 16-10-2019

1.6.2. Proof of "Lessons Learned and Areas of Improvement" Mentoring for Tutors from External Evaluation Reports 16-10-2019


2.1.    MENTORING DL STUDENTS

2.1.1. Induction Week for Mentoring DL Students Schedule

2.1.2. Proof of Induction Week for DL Students: Mentoring for Moodle by Chief Information Officer 07-10-2019

2.1.3. Induction Week for DL Students: Mentoring Material DL Students for the Meaning and Content of distance learning, participation, interaction, assessment by DLU Director 08-10-2019

2.1.4. Proof of Induction Week for DL Students: Mentoring DL Students for the Meaning and Content of distance learning, participation, interaction, assessment by DLU Director 08-10-2019

2.1.5. Induction Week for DL Students: Mentoring Material for DL Students welfare by Students Affair Officer 09-10-2019

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2.1.6. Proof of Induction Week for DL Students: DL Students welfare by Students Affair Officer 09-10-2019

2.1.7. Induction Week for DL Students: Mentoring Material for DL students Online Library Use and Student ID's by Library Manager 10-10-2019

2.1.8. Proof of Induction Week for DL Students:  Online Library Use and Student ID's by Library Manager 10-10-2019

2.1.9. Proof of Induction Week for DL Students:  Pastoral Support 11-10-2019

2.1.10.        Induction Week for DL Students: Mentoring Material for Administrative Services and Secretarial Support by Administration Coordinator of DLU 12-10-2019

2.1.11.        Proof of Induction Week for DL Students: Administrative Services and Secretarial Support by Administration Coordinator of DLU 12-10-2019

2.1.12.        Plagiarism Policy with Turnit in tool use presentation 06-12-2019

2.1.13.        Mentoring Material for assignments – presentation 06-12-2019

2.1.14.        Turnit in Tool Use by Library Manager presentation 06-12-2019


2.2     PASTORAL SUPPORT

2.2.1   Mentoring material: Εισαγωγή σε σειρά διαλέξεων σε κοινωνικά θέματα 14-10-2019

2.2.2   Proof of: Εισαγωγή σε Σειρά διαλέξεων σε κοινωνικά θέματα στα πλαίσια της δια βίου μάθησης και προσωπικής ανάπτυξης για την ενημέρωση και στήριξη του φοιτητή

2.2.3   Mentoring Material: Διαχείριση άγχους 14-10-2019

2.2.4   Proof of: Διαχείριση άγχους 14-10-2019

2.2.5   Material - Πολυπολιτισμικότητα στην εκπαίδευση 15.10.2019

2.2.6   Proof of – Πολυπολιτισμικότητα στην εκπαίδευση 15.10.2019

2.2.7   Material – Multiculturalism in Education 16.10.2019

2.2.8   Proof of – Multiculturalism in Education 16.10.2019

2.2.9   Material – Διαχείριση χρόνου και καλές πρακτικές για τη μέγιστη απόδοση στο Πανεπιστήμιο 29-10-2019

2.2.10 Proof of - Διαχείριση χρόνου και καλές πρακτικές για τη μέγιστη απόδοση στο Πανεπιστήμιο 29-10-2019 (Μέρος Α)

2.2.11 Proof of - Διαχείριση χρόνου και καλές πρακτικές για τη μέγιστη απόδοση στο Πανεπιστήμιο 31-10-2019 (Μέρος Β)

2.2.12 Material – Time management and good practices for your best performance at the University 11-11-2019

2.2.13 Proof of - Time management and good practices for your best performance at the University 11-11-2019

2.2.14 Material of – Δημιουργία και εξέλιξη καριέρας για φοιτητές 21-11-2019

2.2.15 Proof of - Δημιουργία και εξέλιξη καριέρας για φοιτητές 21-11-2019

2.2.16 Material – Handling Stress and avoiding burnout (English) 26-11-2019

2.2.17 Proof of – Handling stress and avoiding burnout (English) 26-11-2019

2.2.18 Material of Critical thinking - an educational goal - From Socrates to today's University 09-12-2019

2.2.19 Proof of - Critical thinking - an educational goal - From Socrates to today's University 09-12-2019

2.2.20 Upcoming lecture – Κριτική Σκέψη – ένας εκπαιδευτικός στόχος – Από τον Σωκράτη στο σημερινό Πανεπιστήμιο 16-12-2019

2.3    ONLINE LECTURE SERIES – PARTICIPATION OF DL STUDENTS IN EVENTS ORGANIZED AT THE UNIVERSITY

2.3.1   Παρουσίαση βιβλίου Λέκτορα Ανδρέα Μασούρα 23-10-2019

2.3.2   Reuse of Robot Action Components based on simple language instructions 30-10-2019

2.3.3   Επιστημονικό Συνέδριο: «Γεροσκήπου: Ιστορία και Πολιτισμός» 16-11-2019 (Μέρος Α)

2.3.4   Επιστημονικό Συνέδριο: «Γεροσκήπου: Ιστορία και Πολιτισμός» 16-11-2019 (Μέρος Β)

2.3.5   Επιστημονικό Συνέδριο: «Η Ευρώπη των δύο Παγκοσμίων Πολέμων» 22-11-2019

2.3.6   Επιστημονικό Συνέδριο: «Η Ευρώπη των δύο Παγκοσμίων Πολέμων» 23-11-2019

2.3.7   Διάλεξη με θέμα «Η ελληνική κυριαρχία στα νησιά του Βορειοανατολικού Αιγαίου και στα Δωδεκάνησα: Ιστορικές, διπλωματικές και πολιτικές συνιστώσες» 29-10-2019

2.3.8   Ανοικτή Διάλεξη με θέμα: "Έρευνα και Παραγωγή Υδρογονανθράκων στην Κύπρο και την Ανατολική Μεσόγειο" 09-12-2019

2.3.9   Η Οργάνωση Νέων Επιστημόνων του ΔΗ.ΣΥ Πάφου διοργάνωσε διάλεξη με θέμα: «Εναλλακτικές επενδύσεις: από τη θεωρία στην πράξη, η περίπτωση της Κύπρου» 29-10-2019

2.3.10 Ο Καθηγητής Σόλων Ξενόπουλος μιλά για το πνεύμα του BAUHAUS, την σχολή σχεδιασμού που λειτούργησε στην Γερμανία τον μεσοπόλεμο, και αποτέλεσε πυλώνα του Μοντερνισμού.

2.3.11 Διάλεξη Δρ. Πάνου Ραζή με θέμα «Ξεκλειδώνοντας το σύμπαν» 15-04-2019

2.3.12 Focus Group φοιτητών Πανεπιστημίου Νεάπολις για τη νεανική επιχειρηματικότητα μαζί με Δρ. Ανδρέα Μασούρα

2.3.13 Διάλεξη με θέμα «Οι γαλάζιοι ωκεανοί της επιχειρηματικότητας» από τον Δρ. Ανδρέα Μασούρα 02-12-2018

2.3.14 Παρουσίαση του Α' Βραβείου Αρχιτεκτονικού Διαγωνισμού Ιδεών «Ανάπλαση και Επανάχρηση πρώην εξορυκτικών περιοχών λιγνίτη στην περιοχή της Δυτικής Μακεδονίας»

2.3.15 Ομιλία της καθ. Σίλιας Νικολαΐδου του Πανεπιστημίου Θεσσαλίας και τέως Αν. καθηγήτρια του Μετσόβιου Πολυτεχνείου

2.4    REPRESENTATION / ELECTION FOR NUP DL STUDENTS

2.4.1   Policy of DL students representation

2.4.2   Proof of Online elections procedure

2.5    STUDENTS REPRESENTATIVE CONSULTATION MEETING WITH THE RECTOR AND THE DLU DIRECTOR

2.5.1   Proof of - Τηλεσυνάντηση εκπροσώπων εξ αποστάσεως προγραμμάτων με τον Πρύτανη και την Διευθύντρια της εξ αποστάσεως μονάδας 21.11.2019

2.5.2   Proof of - Πρακτικά τηλεσυνάντησης εκπροσώπων εξ αποστάσεως προγραμμάτων με τον Πρύτανη και την Διευθύντρια της εξ αποστάσεως μονάδας 21.11.2019

2.6.    STUDENTS REPRESENTATIVE PARTICIPATION IN THE DL PEDAGOGICAL PLANNING COMMITTEE

2.6.1. Proof of – Συνεδρίαση Επιτροπής Παιδαγωγικού Σχεδιασμού της Μονάδας εξ αποστάσεως 2019-2020 με τη συμμετοχή του εκλεγμένου αντιπροσώπου των εξ αποστάσεως φοιτητών στις 03-12-2019 (για την αναβληθείσα συνεδρίαση στις 26-11-2019)

2.6.2. Proof of invitation - Συνεδρίαση εξ αναβολής της Επιτροπής Παιδαγωγικού Σχεδιασμού των εξ αποστάσεως προγραμμάτων με την συμμετοχή του εκλεγμένου εκπροσώπου των εξ αποστάσεως φοιτητών 03-12-2019 (για την αναβληθείσα συνεδρίαση στις 26-11-2019)

2.6.3. Proof of invitation – Τακτική συνεδρίαση της Επιτροπής Παιδαγωγικού Σχεδιασμού των εξ αποστάσεως προγραμμάτων με την συμμετοχή του εκλεγμένου εκπροσώπου των εξ αποστάσεως φοιτητών 26-11-2019

3.1.    BASIC DOCUMENTS OF DL UNIT ON INTERACTION – as part of the Tutors Training, among others

3.1.1.  DLU Working Methodology Document for Teaching Staff on Interaction between students, students and teaching staff, students and study guides/material of study, including teleconferences and assessment.

3.1.2.  Interconnecting NUP academic community

3.2.    PROOF FROM PLATFORMS ON EXISTING COURSES ENTAILING (indicative from already existing and running programs):
•       INTERACTION
•       CRITICAL AND ANALYTICAL SKILLS FOR STUDENTS,
•       FEEDBACK FROM TUTORS,
•       STUDENTS PARTICIPATION

3.2.1.  Proof of DMPA530|01 Course Διαχείριση Χρηματοδοτικών Πόρων στο Δημόσιο Τομέα
3.2.1.1.        Proof of DMPA530|01 Discussion Forum
3.2.1.2.        Proof of DMPA530|01 Κριτικός Σχολιασμός Video 1
3.2.1.3.        Proof of DMPA530|01 Κριτικός Σχολιασμός Video 2
3.2.2.  Proof of DMBA620|01 Course Ποσοτικές Μέθοδοι
3.2.2.1.        Proof of DMBA620|01 Forum 1ης Δραστηριότητας
3.2.2.2.        Proof of DMBA620|01 Forum 2ης Δραστηριότητας
3.2.2.3.        Proof of DMBA620|01 Forum 3ης Δραστηριότητας
3.2.3.  Proof of DIRSS611 Course Page
3.2.3.1.        Proof of DIRSS611 Article critique 1
3.2.3.2.        Proof of DIRSS611 Article critique 2

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

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

## B. Conclusions and final remarks

Overall, we believe that the programme has lots of promise and that it is both viable and important for the institution's future development. We believe that, as it stands, it is only partially compliant with the Agency's requirements, so some work will be needed. However, we are confident that the institution should be able to meet those requirements by attending to our recommendations. The main points are summarized below.

Streamline the content of the programme to avoid overlaps

Introduce regular review of the content of the programme to strengthen quality

Given that the programme is open to non-lawyers, ensure students become acquainted with foundational concepts & ideas early on, and consider adding a crash-course introduction at the beginning of the programme.

Address the mismatch between the current workload and the ECTS crediting of each course, as the current workload falls short.

Align learning outcomes and weekly teaching goals.

Adjust the teaching workload to allow staff to undertake more research at a higher level.

Increase peer interaction & enhance learning design to accommodate the learning outcomes in the teaching.

**We claim that NUP has addressed the issues above and the programme can now be accredited. Details and proof has also been submitted.**

## C. Higher Education Institution academic representatives

| Name | Position | Signature |
|---|---|---|
| **Prof. Pantelis Sklias** | Rector | |
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Date: 13.12.2019