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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. 300.3.1

Date: Date

External Evaluation Report
(Departmental)

- **Higher Education Institution:**
  Neapolis University in Paphos
- **Town:** Paphos
- **School/Faculty:** School/Faculty
- **Department:** Department in Accounting and Finance
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme 1

In Greek:
Πτυχίο στη Λογιστική Χρηματοοικονομική, Τραπεζική και στη

In English:
Bachelor's in Accounting, Banking and Finance

Programme 2

In Greek:
Μεταπτυχιακό στην Τραπεζική Χρηματοοικονομική και στις Επενδύσεις

In English:
MSc in Banking, Investment and Finance

Programme 3

In Greek:
Programme Name

In English:
 Programme Name

- **Department's Status:** Choose status

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

The committee virtually evaluated the Department of Accounting and Finance of the University of Neapolis in Paphis on July 20th 2020. We had the opportunity to discuss with faculty members, students, administrators and university representatives. Useful discussions took place and all our questions were properly addressed

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Marc Goergen	Professor of Finance	IE Business School
Professor Dimitrios Gounopoulos	Professor of Finance	University of Bath
Ass Professor Georgios Georgakopoulos	Associate Professor in Accounting	Agricultural University of Athens
Frantzeska Papagianni	Student Representative	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	*Non-compliant*
3:	*Partially compliant*
4 or 5:	*Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

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

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - 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 followed by or linked to the recommendations of how to improve the situation.

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

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

   1.1 Mission and strategic planning
   1.2 Connecting with society
   1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

     1 or 2: Non-compliant
     3:   Partially compliant
     4 or 5: Compliant

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning	**1 - 5**
1.1.1 The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2 The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3 The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4 The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5 The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6 Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7 The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
The mission statement and the strategic planning process are adequate and meet the department's needs.	

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The academic programs are in line with the mission statement and with the objectives of the department.

Provide suggestions for changes in case of incompatibility.

None

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The committee felt that the department is making efforts towards the educational advancement of the community

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	3
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3

1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The procedures on the recruitment of academic faculty should become more research oriented. Only with robust research and continuous publications in top journals (i.e. and not sporadically) the department will acquire reputations.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The ratio between Cypriot students and international students is heavily affected by external constraints. Given these constraints, there is a reasonable number of international students from various countries.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.
This is a small department and the role of the BSc in Accounting, Banking and Finance and the MSc in Banking, Investment and Finance is to contribute towards its growth

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

There is a good effort from colleagues to run the department efficiently. Efforts on international collaborations are appreciated as it will help in its exposure.

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

The committee realised that there is not a strong research environment. It recommends that a regular Research Seminar Series will be introduced (i.e. every 15 days a prominent academic will present her/his work).

It is critical to build up a Doctoral Program as this will help towards the development of a research culture.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

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2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas
2.1 System and quality assurance strategy   **2.2 Quality assurance for the programmes of study**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
	2.1.4.1 Teaching and learning	4
	2.1.4.2 Research	3
	2.1.4.3 The connection with society	5
	2.1.4.4 Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

The quality indicators are in good shape and meet the department mission. Moreover, the department is in the proces of developing an Assurance of Learning system, as required by AACSB.

2. Quality Assurance		
2.2 Quality assurance for the programmes of study		**1 - 5**
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	4
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
2.2.9	The Department flexibly uses a variety of pedagogical methods.	5
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.11	The Department analyses and publishes graduate employment information.	4
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	5

	2.2.12.2	Library	5
	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4	Technological infrastructure	4
	2.2.12.5	Academic support	5
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		4
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.		5
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		1
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		1
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		4
2.2.19	There is a clear policy on authorship and intellectual property.		3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Overall the department has got quality assurance that are being followed in order to advance.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Students expressed a high satisfaction level for all programs and support provided. The luck of a proper Doctoral Program is evident. Currently the department does not have any Doctoral Students.

Strengths

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

The academic faculty are a united and cohesive group working together to advance quality of teaching in the department.

The department is delivering seminars to the community in its effort to come nearer to the local people

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

It is urgent to create a proper Doctoral Programme in Accounting and Finance. This could improve the research quality of the department and also inform current teaching.

We live in a very competitive environment and many business schools in Europe have acquired accreditation for AASCB, EQUIS and AMBA. We have not heard any such ambitions from Neapolis. This is something that they should start thinking.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration
(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The administration staff implements formal procedures and effectively deals with various tasks.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Interviews with administration employees and staff indicate that the operations of the department run smoothly.

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

The small size of the department allows for effective informal solutions to operational issues.

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

Efforts should take place to increase the full-time faculty.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	Compliant

4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	4
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.		

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4. Learning and Teaching		
4.2 Organisation of teaching		**1 - 5**
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. **The committee felt that the department has proper admissions criteria. Small classes have been formed in order to be achieved high quality education. We did not have evidence of feedback being provide to the student on their assignments.**		

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department offers good quality BSc. program. Students from the City of Paphos prefer the education offered at Neapolis University. They report that it is more convenient for them to study in their city. This helps them save on rent.

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

The committee felt that the department is making a good effort to offer the highest possible level of education to the students.

The committee needs to praise the institution for holding small classes of student where they will be able to have better contact with academics and the learning environment.

The department has a number of senior academics who with their experience can deliver excellent teaching in classes.

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

Currently the department has a small international community (i.e excluding Greek students). We would encourage the department and the University to take advantage of the commonwealth community it belongs to and attract students (i.e. already actions have taken place towards bringing students from Nigeria)

We consider that academics teach a lot and efforts should take in the future in order to allow them for more research time.

The committee has the impression that some of the days are overloaded (9 hours of teaching) at the same time students do not have teaching in some other days. A balance is required in this matter

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

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

> *1 or 2: Non-compliant*
> *3: Partially compliant*
> *4 or 5: Compliant*

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1 The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2 The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3 The visiting Professors' subject areas adequately support the Department's programmes of study.	5
5.4 The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5 The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6 The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7 The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8 Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
Click to enter text.	
Also, write the following: - Number of teaching staff working full-time and having exclusive work - Number of special teaching staff working full-time and having exclusive work - Number of visiting Professors - Number of special scientists on lease services	

> The department currently has an increasing number of visiting professor (academics). Over the tme I thing it should become a priority to create a strong team of permanent academics.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

A large proportion of the teaching load is performed by tenure-track academics, while 13 practitioners are hired. As a result of this mix, the learning process in all the programs is a combination of normal teaching with a strong practical emphasis.

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

Students are highly satisfied from the quality of learning and teaching. Academics are always available to the students and help them in solving questions.

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

Certain module outlines are out of date and they do not provide the students with the latest published textbook(s). The feeling of the committee is that academics should improve annually their module outlines.

The committee would encourage stronger collaboration with the University of Middlesex. The department can organize visits in the City of London where in addition to teaching in the premises of London the students can see various businesses in the Financial District of London.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
5. Teaching Staff	Compliant

6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
6. Research	**1 - 5**
6.1 The Department has a research policy formulated in line with its mission.	4
6.2 The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	3
6.3 The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4 The Department has the appropriate mechanisms for the development of students' research skills.	3
6.5 The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.6 The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.7 The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	3
6.8 The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	2
6.9 The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

> **The committee feels that research is the weaker part in the department. There has been a very good addition lately, but existing members should become more active.**

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Low active research environment, with few research seminars and visitors. Faculty members do not seem to develop internal collaborations.

The EEC have not seen any effort towards the direction of applying for research grants which would help the department financially.

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

It appears that few academics are active into research (based on the productivity of articles). The committee noticed that out of the 4800 citations half come from one member of staff that was recently appointed.

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

No Financial incentives to publish in top journals.

It is necessary to subscribe to Accounting databases (i.e. WRDS)

EEC would encourage the staff to place more efforts towards research. The committee saw evidence of good quality research, but this is sporadic without any momentum.

The Department should create more mechanisms that ensure compliance with international rules of research ethics, both in relation to research activity and to the rights of researchers.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
6. Research	Partially Compliant

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7. Resources *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The Department has enough financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The university has modern facilities, and this helps on creating a friendly educated atmosphere

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

There is evidence of subscription to certain databases (i.e. mainly related to the banking area)

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

Students can benefit from modern and state of the art facilities of the University

The department has visiting professors, which are important for bringing near academia with practice

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

Greater emphasis should be given towards inviting leading scholars and Editors of leading journals.

The department appears to have sufficient fund available for research but at the same time the EEC has the impression that member of staff do not fully take advantage of this.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	Partially Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

- The committee received and read the department's application in advance and visited the department on December 9-10, 2019. The Rector Professor Pantelis Sklias and the Head of the Department Professor Andreas Hadjixenophontos presented the university and the department. We also met faculty members, teaching staff, students and administrators. All our questions and requests for additional information were addressed.

- The documentation that was provided to the EEC was of reasonable quality and sufficient detail. For example, some of the documentation used the future tense ("the […] programme will be offered full-time" and "expected number of students"). More specifically, this evaluation should have been an opportunity to revisit actual student numbers on the programmes, to compare them to expected student numbers and to reflect on the reasons why actual student numbers ended up being very different from expected student numbers. It would have welcome if the University or School had provided more details such as details about the commencement of the programmes on offer, the number of students on each programme (per year, if applicable), including details about the cohorts that had already graduated. For the latter, it would have been helpful to report information on student performance, student destination after graduation, etc. Given that the University has still relatively modest student numbers, it should not be too onerous to collect this type of information.

- Neapolis University Pafos is a relatively new university (it was founded as recently as 2010), but with good facilities. Despite its young age, the Department of Economics and Business is well staffed and there is some research culture as evidenced by a research seminar series and publications in international journals by the academic staff.

- The Department of Accounting and Finance aspires to be a reference point for the quality of education and excellence in research at an international level. The Department's vision is based on common goals and mutual commitments between the academic staff and the students of the Department. The aim of the Department is for students to acquire modern knowledge and skills that will enable them to integrate and contribute in the best way to the scientific-socio-economic and cultural development. The vision of the Department is to have graduates who will participate critically in the progress of science, the evolution of the University and the well-being of the community in terms of freedom, meritocracy and respect for different views.

- Students seem to choose the University for its location or proximity to Pafos rather than its reputation. The University seems popular with students from Pafos, the proximity enabling such students to live with their parents (hence, saving on the rent) and/or to hold a job during their studies. This anecdotal evidence suggests that the University and School might need to make more efforts in terms of building a reputation. This might involve seeking accreditation with bodies such as EQUIS. The School might also want to strengthen its existing relationships with Middlesex and Hull Universities.

- During the presentations, some anecdotal evidence was provided that the School's quality assurance processes have worked well, resulting in e.g. course changes. The EEC would have appreciated if this information, including details about the courses that had been changed as well as the rationales for the changes, had been included in the evaluation documentation.

- The EEC felt that more investment was needed in financial databases. The availability of such databases would help both students and academic staff. First, students would be able to accustom themselves with the main financial databases. Although, this would be particularly beneficial for the

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postgraduate students undertaking a dissertation, the ability to use such databases may also enhance the employability of undergraduates. Second, access to these databases would also help the academic staff with their research.

- The EEC would have welcomed more information on how research performance is assessed for the academic staff. More generally, while there is evidence of research activity, such as research output, more needs to be done in term of improving the quality and quantity of the publication output.

E.   Signatures of the EEC

Name	Signature
Professor Marc Goergen	
Professor Dimitrios Gounopoulos	
Ass Professor Georgios Georgakopoulos	
Ms Frantzeska Papagianni	

Date: 22/07/20