Doc. 300.3.1/1

Date: 10/10/2020

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
Neapolis University

- **Town: Pafos**

- **School/Faculty: Economics, Administration and Computer Science**

- **Department: Economics & Business**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – Business Administration (4 years, 240 ECTS, Bachelor)
In Greek:
Πτυχίο στη Διοίκηση Επιχειρήσεων
In English:
 BSc in Business Administration
Language(s) of instruction: English/Greek

Programme 2 – Public Administration (1.5 years, 90 ECTS, Master)
In Greek:
Μεταπτυχιακό Πρόγραμμα στη Δημόσια Διοίκηση
In English:
 Master in Public Administration
Language(s) of instruction: Greek

Programme 3 – Business Administration (1.5 years, 90 ECTS, MBA)
In Greek:
Μεταπτυχιακό Πρόγραμμα στη Διοίκηση Επιχειρήσεων
In English:
 Master in Business Administration
Language(s) of instruction: English

A.   Introduction

Due to COVID-19 travel restrictions, the evaluation of the Department of Economics & Business at Neapolis University took place virtually via a Zoom meeting on October 8, 2020.

Prior to the meeting, we were submitted all relevant documents such as the Application for Evaluation-Accreditation of the BSc in Business Administration, the Application for Evaluation-Accreditation of the Master in Public Administration, the Application-Accreditation of the Master in Business Administration, the Department of Economics & Business Handbook, and documents that include analytical information about the faculty, the infrastructure, the quality assurance mechanisms and the teaching and research procedures.

The EEC had the opportunity to meet with the Rector Professor Pantelis Sklias, the Dean of the School of Economics, Administration and Computer Science, Prof. Maria Psillaki, the Head of the Economics & Finance Department Associate Professor Christos Christodoulou-Volos, and leaders of the programs Dr Nikolaos Apostolopoulos, Coordinator of the MBA, Dr Andreas Masouras, Coordinator of BSc in Business Administration, Dr Charalampos Chrysomallidis, Coordinator of Master in Public Administration.

Furthermore, the committee interviewed members of the teaching staff, a group of undergraduate students from the various years of the BSc programme, as well as postgraduate students, administrative staff in charge of admissions, registration, library facilities, IT and other administrative support staff. Then, we had a virtual visit of Neapolis University facilities. More specifically, we were shown the impressive exterior premises, various teaching areas, the Library, meeting rooms, staff offices, student accommodation, and some open areas.

Moreover, the internal evaluation 'Application' and associated documents, which were submitted by Neapolis University and examined, were considered complete, satisfactory and informative.

Finally, the EEC has to point out its disappointment and dissatisfaction that all faculty members had their cameras turned off during the remote evaluation. Thus, the Committee had not the opportunity of a face to face discussion with all members, although it was mentioned many times by the Chairman, members of the Committee and representative of the CYQAA to turn on their cameras.

CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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B.   External Evaluation Committee (EEC)

Name	Position	University
Aard Groen	Professor (Chair)	University of Groningen
Kevin Orr	Professor (Member)	University of St Andrews
Kyriaki Kosmidou	Professor (Member)	Aristotle University of Thessaloniki
Maria Averkiou	Student (Member)	Cyprus University of Technology

C.   Guidelines on content and structure of the report

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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*

- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - o *key performance indicators*
    - o *profile of the student population*
    - o *student progression, success and drop-out rates*
    - o *students' satisfaction with their programmes*
    - o *learning resources and student support available*
    - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The documentation, presentations and discussions during the remote visit provided the committee members with a good understanding of the three programmes. The programmes recruit largely from Cyprus and Greece, though there are plans to target other regions. The teaching staff appear committed to giving students a very good learning experience, not least during the pandemic when they pivoted to new arrangements, with good support from ICT staff. Quality Assurance processes are goo and embedded within the Department, School and University. There is good management oversight of the programmes. The small class sizes for some of the taught specialism present both advantages and disadvantages. The reliance upon visiting staff for considerable aspects of provision is a sign of the need for the Department to mature and develop its own capacity in line with the ambitious plans of the institution.

Findings for Business Administration (4 years, 240 ECTS, Bachelor)

This is a good programme, supporting the intellectual and social development of students, and preparing them to work in a range of organizations. The ethos of teaching and learning is supportive, and a range of appropriate methods are used. There is a clear progression across the levels of the programme. The students were supported effectively during the pandemic. The linkages with UK universities offer additional pathways for student as part of the 3+1 system. We suggest there may be further scope to make such partnerships more active to the benefit of programme development.

Findings for Public Administration (1.5 years, 90 ECTS, Master)

The MPA emphasizes a high degree of student choice and specialisms. These include a general public administration route, and two further concentrations in health care management and education. We have some reservations about whether the general public administration route represents a specialism or should instead be seen as core offering. Staff use a range of methods to engage the students and support their learning. For the specialisations there is considerable reliance on external or visiting staff and we recognize that the Department is in a developmental phase. Building internal capacity is important to help the provision mature and develop further ownership of the programme. There is a very good focus on practice as well as theory, and the dissertation work provides a significant opportunity for students.

Findings for Business Administration (1.5 years, 90 ECTS, MBA)

The MBA programme has a good design, drawing on the US model, and focuses on practice (or 'real life everyday problems' as well as theory. The teaching staff are committed and use appropriate teaching methods. Very good learning and teaching technologies are used in support of the programme. There is an appropriate focus on both theory and practice. We feel there is ore scope to articulate the distinctiveness of an MBA in this institution. Beyond the location of the University, what is distinctive about the programme and which could persuade students to come and study here rather than with the myriad of other providers in Cyprus, or Malta, and the wider region. We suggest that work could be done to articulate the distinctiveness of the programme.

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Strengths

Strengths for Business Administration (4 years, 240 ECTS, Bachelor)
Good programme design
Possibility of additional pathways for students through the 3+1 agreements
Committed teaching staff

Strengths for Public Administration (1.5 years, 90 ECTS, Master)
Good emphasis on theory and practice
A desire to support students to explore specialisms which reflect their professional contexts

Strengths for Business Administration (1.5 years, 90 ECTS, MBA)
Appropriate pedagogy supported by technologies
Good scope for student choice
Engaged staff

Areas of improvement and recommendations

Areas of improvement and recommendations for Business Administration (4 years, 240 ECTS, Bachelor)
As noted elsewhere in this Report, there is a need to support the development of the research environment so that it can drive the teaching provision and help the department to mature. There is an opportunity to involve existing and future academic partners in this process, but the aim should be developing internal capacity.

Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)
We suggest an internal review the structure of the MPA to ensure that there is coherence between the three specialisms and the core, and that the size of classes for the specialist options are viable and appropriate to learning.

Areas of improvement and recommendations for Business Administration (1.5 years, 90 ECTS, MBA)

The successful delivery and development of this programme depends on the willingness of the institution to further develop the professional capacity of staff in line with the ambitions of the University.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		Business Administration (4 years, 240 ECTS, Bachelor)	*Public Administration (1.5 years, 90 ECTS, Master)*	*Business Administration (1.5 years, 90 ECTS, MBA)*
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Compliant
1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

2.1 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 and 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.*

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Findings

Findings for Business Administration (4 years, 240 ECTS, Bachelor)

In general the findings for the bachelor BA are positive.

The process of teaching and learning supports students' individual and social development. We have discussed with the professors and the students about the modes of delivery, the growth path towards academic critical thinking and concluded that the students receive good opportunities to develop their competencies in a full way of knowledge, skills and attitude. The learning processes are designed to have flexibility which was proven in the pandemic period.. Professors use different modes of delivery, ranging from standard lectures and handbooks to challenges for the students directly received from (local) companies. Also interesting is the growing use of simulation. So in several ways the students are challenged to take an active role, however, also with ample opportunity for the student to get guidance and mentoring. Students gave note of the awareness on how to act when they would have complaints,

Assessment procedures have been discussed by checking a number of exam questions, it was clear that the assessment system is adequate, however some improvements are possible in the academic nature of discussion of theory and methods, although we think that this is part of the development of students over years. Exams in year 3 and 4 can have more of this academic nature

The collaboration with a number of UK universities seem to have helped in organizing the educational system. However, the committee is a bit critical on the level of those role model universities, but for this phase of development it seems to work.,

Findings for Public Administration (1.5 years, 90 ECTS, Master)

The Master of public administration is also well organized. It offers the student ample opportunity to go in depth into more general Public administrative issues or go into two more specific fields health and education. The procedures for student learning are adequate. Students are encouraged with different methods to learn. The specialisations are clear, however it is the question to what extend the scientific work of the staff goes far enough. We see that for each of the specialisations students are taught by professors from elsewhere, we think the collaboration is stable enough to warrant continuous quality of the teaching, however it is a point of care for the future. The number of students in courses may also be very small, which can be a strong point, but also runs the risk of not much interstudent learning.

Findings for Business Administration (1.5 years, 90 ECTS, MBA)

The MBA program is well organized, teaching staff stimulates the active learning strongly. Here there was also some more professors with good publications and we can imagine students can learn well in a mainly traditional management oriented MBA. The student learning is well described in EFQ terminology. The learning is here also well supported by modern educational technology.

Strengths

Strengths for Business Administration (4 years, 240 ECTS, Bachelor)

Good connections to industry

Well developed technological infra structure of IT for the online teaching
Students well supported in pandemic
Ample teaching staff, also some with more than sufficient research background

Strengths for Public Administration (1.5 years, 90 ECTS, Master)
Well organized
Good visiting staff with stable relation

Strengths for Business Administration (1.5 years, 90 ECTS, MBA)
Strong traditional MBA program. Well described against EQF standards. Students get good possibilities to broadly develop and to specialize.

Areas of improvement and recommendations

Areas of improvement and recommendations for Business Administration (4 years, 240 ECTS, Bachelor)
Although in general the program is of adequate level the committee asks attention for ensuring that critical academic thinking is well enough trained and assessed in exams,

Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)
The program is somewhat large set off against academic staff contracted in house. The two specializations in health and education partly are carried by partner professors from other universities. The committee raised the point of sustainability of this construction for the future. As a developmental period this can be adequate (and it seems to be), but we would challenge to grow the programs such that the necessary staff can be hired in house. The research support for the teaching can be improved in quantity and quality of the publications. One way to dos so is to organize research more in systematic programs.

Areas of improvement and recommendations for Business Administration (1.5 years, 90 ECTS, MBA)
The connection to research could be further improved.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*		
		Business Administration (4 years, 240 ECTS, Bachelor)	*Public Administration (1.5 years, 90 ECTS, Master)*	*Business Administration (1.5 years, 90 ECTS, MBA)*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Compliant	Compliant	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.*

Findings

Findings for Business Administration (4 years, 240 ECTS, Bachelor)

We met with all teaching staff involved with the programme. In their majority, members of the teaching staff have a PhD title as well as research work. There are members of the teaching staff that hold doctoral degrees awarded mainly by UK institutions. The members of staff we interviewed seemed to be engaged, professional and with good English language skills.

Moreover, they seemed to be pleased with their working conditions and the overall University working environment. They appeared to take teaching seriously and to be supportive of the initiatives regarding research (i.e. they all seemed to be doing some research and acknowledge the value of doing research for an educational institution and they committed to make a good effort to this direction).

Also, teaching staff seems to be in favour of participating in exchanges through the Erasmus plus mobility program. Referring to the BSc program, Neapolis University has an agreement with Middlesex University and Hull University. In addition, the involvement of the teaching staff with research activities implies travelling abroad and interacting with the relevant academic communities.

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?

It appears that feedback on teaching activities is provided via the existing quality assurance processes. Special seminars are organised by the University for training in teaching methods, adult education and new technologies.

How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?

Teaching performance is assessed via student feedback questionnaires for each course. The link between teaching performance and related remuneration of academic staff is not clear however.

Is teaching connected with research?

The subject specialization of the faculty members is almost related to the courses to be delivered. The members of the teaching staff appear to have sufficient publications in their field of expertise. The number of courses taught by the faculty members is claimed to be adapted to international academic standards and follows the guidelines of the CYQAA so that the quality of the studies is guaranteed and the teachers have sufficient time to conduct research, communicating the results of their research via conferences and publications, and disseminating their findings through lectures.

Overall, the committee recommends and encourages the inclusion of related research academic papers in the reading lists of the courses, as well as updating of the textbooks used across courses very often, if not already done.

Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?

There seem to be regular instances of communication and visits between Neapolis University faculty and other Erasmus plus partner institutions. We recommend an expansion of similar collaborations and mutual visits with other HEIs both domestically and abroad.

What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?

They assured us that each faculty member teaches maximum 4 courses per semester.

16 faculty members are assigned at the BSc Program. From these 16 faculty members, 13 are full timers and 3 are visiting professors/part timers.

The committee finds that the teaching load is relatively heavy and the faculty members do not have enough time to develop their research in top listed journals.

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)?

Both from our review of the internal evaluation report of the program as well as from our discussions with faculty such evaluations take place and are taken into account in the quality assurance processes of the University. The committee asked for more evidence about how student feedback further informs program development.

Findings for Public Administration (1.5 years, 90 ECTS, Master)
We met almost all faculty members teaching in this program. All faculty members teaching in this program have a PhD in their subject area. There are permanent and visiting professors. Most faculty members have a sufficient research record. The research and writing activity of the members of the faculty focus on various subjects related to the content and scope of the program. As a result, this contributes to their teaching activity.

Findings for Business Administration (1.5 years, 90 ECTS, MBA)
We met all 12 faculty members teaching in this program. All faculty members teaching in this program have a PhD in their subject area. There are full timers and most of them have a sufficient research record. The members of staff we interviewed seemed to be engaged, professional and with good English language skills. The research and writing activity of the members of the faculty focus on various subjects related to the content and scope of the program. As a result, this contributes to their teaching activity.

Strengths

Strengths for _Business Administration (4 years, 240 ECTS, Bachelor)_
Although Neapolis University Pafos is a relatively new university, (founded in 2010), the Department of Economics & Finance is well staffed and there is some research culture as evidenced by research seminars and publications in international journals by the academic staff.

We found it very promising that there is a mix of senior and junior faculty teaching on the program with diffusion of experience from the more senior faculty to the more junior academics. Although junior faculty are at an early stage of their careers, they seem willing to improve the quality of their teaching and research. Faculty seemed to be well integrated and in good working terms.

The modern premises and facilities of the University enhance both the teaching and learning environment on campus. Although, the University has invested in databases, the committee felt that more investment was needed in economic databases since the availability of such databases would help both students (undergraduate and postgraduate) and academic staff. Access to these databases could help the academic staff with their research.

Moreover, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of through the existing Quality Assurance Framework in place.

Strengths for _Public Administration (1.5 years, 90 ECTS, Master)_
Although Neapolis University Pafos is a relatively new university, (founded in 2010), the Department of Economics & Finance is well staffed and there is some research culture as evidenced by research seminars and publications in international journals by the academic staff.

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Moreover, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of through the existing Quality Assurance Framework in place.

Areas of improvement and recommendations

Areas of improvement and recommendations for Business Administration (4 years, 240 ECTS, Bachelor)

The committee would like to have 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 terms of improving the quality and quantity of the publication output. Neapolis University could encourage the "good research" and the publication to top listed journals. That means that Neapolis University could formally incorporate a certain level of research quality indicators (based on e.g. the ABS journal quality lists, that is publications in ABS 3, ABS 4 and ABS 4* journals) and peer-reviewed work so that online publications and conference submissions (which sometimes may not be peer reviewed) are discussed with respective communities. It was pointed out through our discussion that incentives are given to the teaching staff referring to their publications. We see good attempts, but we believe that the academic staff of Neapolis University could make few steps on the research level.

Even though the existence of research seminars was pointed out to the committee during the interviews there was no detailed evidence in the internal evaluation report of these seminars and whether faculty presented their work to colleagues in order to obtain feedback, a practice that may improve the quality of the research and research related teaching in the institution. The COVID-19 global situation could foster the introduction of virtual research seminars inviting renowned speakers from abroad to present their work at little or no cost.

Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)

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Even though the existence of research seminars was pointed out to the committee during the interviews there was no detailed evidence in the internal evaluation report of these seminars and whether faculty presented their work to colleagues in order to obtain feedback, a practice that may improve the quality of the research and research related teaching in the institution. The COVID-19 global situation could foster the introduction of virtual research seminars inviting renowned speakers from abroad to present their work at little or no cost.

Areas of improvement and recommendations for Business Administration (1.5 years, 90 ECTS, MBA)

The committee would like to have 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 terms of improving the quality and quantity of the publication output. Neapolis University could encourage the "good research" and the publication to top listed journals. That means that Neapolis University could formally incorporate a certain level of research quality indicators (based on e.g. the ABS journal quality lists, that is publications in ABS 3, ABS 4 and ABS 4* journals) and peer-reviewed work so that online publications and conference submissions (which sometimes may not be peer reviewed) are discussed with respective communities. It was pointed out through our discussion that incentives are given to the teaching staff referring to their publications. We see good attempts, but we believe that the academic staff of Neapolis University could make few steps on the research level.

Even though the existence of research seminars was pointed out to the committee during the interviews there was no detailed evidence in the internal evaluation report of these seminars and whether faculty presented their work to colleagues in order to obtain feedback, a practice that may improve the quality of the research and research related teaching in the institution. The COVID-19 global situation could foster the introduction of virtual research seminars inviting renowned speakers from abroad to present their work at little or no cost.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Business Administration (4 years, 240 ECTS, Bachelor)	Public Administration (1.5 years, 90 ECTS, Master)	Business Administration (1.5 years, 90 ECTS, MBA)
3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Partially compliant	Partially compliant	Partially compliant

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

> **Sub-areas**
>
> **4.1. Student admission, processes and criteria**
> **4.2. Student progression**
> **4.3. Student recognition**
> **4.4. Student certification**

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

Findings

Findings for Business Administration (4 years, 240 ECTS, Bachelor)

1. Student admission in general is well arranged.
2. General admission criteria: Candidates must possess a Secondary School Certificate. The general admission criteria are based on the type and quality of previous studies, the grade obtained in previous studies and the suitability of the candidate for the program of study that has been applied for.
3. English language requirements: Satisfactory knowledge of English is essential in principal level B2.
4. The program Coordinator is actively involved in the review of applications.
5. Admissions appeal process: Where an applicant is dissatisfied with a decision of the University, relating to admission to the program, the applicant may appeal to the relevant Admissions Office within 10 working days from the notification of the decision.
6. Each application reviewed on its own merit

Students performances are well described against standards. Furthermore, the possibility fo students to do a double degree in Middlesex university indicates an adequate international level of universities comparable to Middelsex University or University of Hull. The committee wonders whether these role models represent a high ambition level.

Findings for Public Administration (1.5 years, 90 ECTS, Master)

Students have a bachelor diploma of a university. However not necessarily in public administration, but can also be a Bsc in the field of education or health, to be preprared for those specialisations. Also some adjacent type of bachelors like political science or economics can give access to this master. The committee puts questions to the heterogeneity of the learners background in public administration. The first part of the program are used for creating a equalized level of the students on general public administration topics before entering the specialization parts.It remains a question if this in the end leads to the adequate academic level within the discipline.

Findings for Business Administration (1.5 years, 90 ECTS, MBA)

The intake procedures of the MBA are leading to an international intake. The admission process seems to take this into consideration by reviewing each student specifically. Mostly students are part-time students, but also a minority fulltime. The background of the students usually also includes working experience, which may work well on the practical oriented discussions, but puts

also an extra effort to the teaching staff to enable academic/research based learning. The program complies with international standards.

Strengths

Strengths for Business Administration (4 years, 240 ECTS, Bachelor)
The program admission, progress and certification is in line with international standards.

Strengths for Public Administration (1.5 years, 90 ECTS, Master)
Due to relatively small numbers the progress of students is mentoredin a relatively personal way. The diverse background of students is well leveled.

Strengths for Business Administration (1.5 years, 90 ECTS, MBA)
Progress of students is well monitored, checked with advice board and can relate to sufficient research base of a number of staff members.

Areas of improvement and recommendations

Areas of improvement and recommendations for Business Administration (4 years, 240 ECTS, Bachelor)
The connection to UK universities certification is commendable, however for longer term a more independent accreditation is recommended.

Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)
The MPA seems to have systematic intake, progress and certification procedures, however it is based on a small core faculty, part of which are visiting professors. The committee commends the work of the staff as a whole, but for longer term a more independent staff inside the university seems necessary, including a stronger research base. Ambitions and means to make this work need to be developed

Areas of improvement and recommendations for Business Administration (1.5 years, 90 ECTS, MBA)
Although on this part of the assessment mostly satisfied, the committee would like to advice to to keep on the right level of standards, and although we see for some of the staff members an sufficient level of research output to support the master level of the Mba against international standards, we see the need to rise this level in the coming year to stay in line with what is expected of an research university's MBA.

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

Sub-area	*Non-compliant/ Partially Compliant/Compliant*

		Business Administration (4 years, 240 ECTS, Bachelor)	Public Administration (1.5 years, 90 ECTS, Master)	Business Administration (1.5 years, 90 ECTS, MBA)
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

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

Sub-areas

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

5.1 Teaching and Learning resources

Standards

- *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.*

Findings

Findings for Business Administration (4 years, 240 ECTS, Bachelor)
The committee got the impression that the facilities are in order. Also in the covid 19 pandemic the school is well able to teach and an compliment must be made to the IT staff enabling student & staff to switch fast to online and hybrid. The human support is also well arranged in this program,. All other fysical and support facilities are good.

Findings for Public Administration (1.5 years, 90 ECTS, Master)
Also for pubic administration this is well arranged

Findings for Business Administration (1.5 years, 90 ECTS, MBA)
Also the master in Business Administration is well equipped with resources and support

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

Strengths for Business Administration (4 years, 240 ECTS, Bachelor)
Simulation tools are available and well supported by IT. Students were satisfied about the support they get.

Strengths for Public Administration (1.5 years, 90 ECTS, Master)
Facilities are well developed.

Strengths for Business Administration (1.5 years, 90 ECTS, MBA)
IT infrastructure works well for the students and staff.

Areas of improvement and recommendations

Areas of improvement and recommendations for Business Administration (4 years, 240 ECTS, Bachelor)
On the resource and facility side the committee sees no immediate improvement necessary.

Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)
On the resource and facility side the committee sees no immediate improvement necessary

Areas of improvement and recommendations for Business Administration (1.5 years, 90 ECTS, MBA)
On the resource and facility side the committee sees no immediate improvement necessary

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Business Administration (4 years, 240 ECTS, Bachelor)	Public Administration (1.5 years, 90 ECTS, Master)	Business Administration (1.5 years, 90 ECTS, MBA)
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

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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:*
    - o *the stages of completion*
    - o *the minimum and maximum time of completing the programme*
    - o *the examinations*
    - o *the procedures for supporting and accepting the student's proposal*
    - o *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:*
    - o *the chapters that are contained*
    - o *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - o *the minimum word limit*
    - o *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.*

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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?*

N/A

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-areas		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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D.   Conclusions and final remarks

Summarized:

The Department of Economics & Business offers many academic graduate and postgraduate programs. All programs are compliant to most of the standards. However, the permanent staff is not enough to run all these programs and that also infuences the research base underlying the programs. Much of what the committee has seen is in what we would call a developmental stage. Considering the age off the programs this is not surprising, however, for the coming years the strategy needs to focus a stronger research base of the staff of the university and consequently higher ambitions considering the ambition level, to be able to fully comply to the mission/vision of the school and comply to high international standards especially for the master education level.

More in particular we see the program bachelor business administration as the relative strongest program.
Also the conclusion on the MBA is that this is compliant, however, both suffer from a relative heavy teaching load, and in the growth trajectory we advice to attract new staff with strong research background.
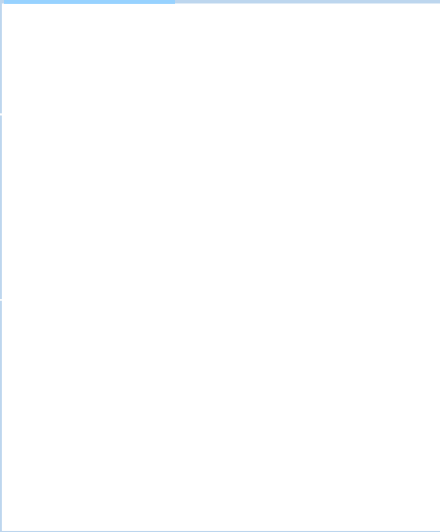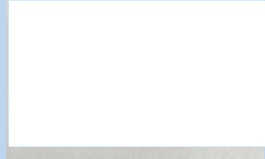
For the postgraduate program Master in Public Administration, that very strongly relies on visiting professors (academics) this problem is most visible. The more as they claim to support three specialisations, health, education and deepening the public administration. In supporting especially two field of public administration the program does work in important directions of the labour market, however, with the small core staff it leads to relative weak research output on average.

Due to the above, the committee finds that the teaching load is relatively heavy and the faculty members do not have enough time to develop their research in top listed journals.

Finally, the committee would encourage the internationalization and the collaboration with other universities. Moreover, we encourage a stronger collaboration and students' exchange with the University of Middlesex and Hull University in order for the students to enhance their horizons.

E.   Signatures of the EEC

Name	Signature
Aard Groen	
Kevin Orr	
Kyriaki Kosmidou	
Maria Averkiou	

Date: 10/10/2020