Doc. 300.1.2

Date: 02/07/2025

Higher Education Institution's Response

- **Higher Education Institution: Neapolis University**

- **Town: Pafos**

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

  In Greek:

  ΠΡΟΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ (BSc) στη ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ (Εξ αποστάσεως)

  In English:

  BACHELOR OF SCIENCE (BSc) in BUSINESS ADMINISTRATION

  (Distance)

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
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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 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC found that more should be done by the programme and its modules in terms of endorsing the research goals of the institution. This could include: more research-led teaching by the teaching staff who can use their latest research insights to drive asynchronous and synchronous learning activities in their modules; teaching material in each module that go beyond textbooks to include further emphasis on cutting edge publications in top-ranked journals on the subject matter; a research project – this could be a standalone practical project, or an additional part of a more extensive module than the current research module; a clear indication of how the programme endorses the research goals of the university. Incorporating the ABS list in the evaluation of research outputs of academic staff would also help in this direction.	We share the Committee's view that the integration of research into teaching is important for the programme. In response, we would like to highlight the actions already in place as well as ongoing enhancements that reflect our commitment to research-informed teaching. 1. Research conducted by academic staff is actively embedded within the design and delivery of the courses. This is evident through the inclusion of research outputs by academic staff in teaching materials across several modules *(see Annexes 5.1–5.4, particularly paragraph 7.6, Bibliography and Sources)*. These resources reflect recent scholarly contributions and serve to introduce students to current themes and debates in the field of Business Administration. We consider research integration a tool ensuring that course content remains dynamic, evidence-based, and relevant to both academic and professional contexts. The incorporation of faculty-authored publications provides students with direct exposure to the intellectual capital of their instructors and enhances the academic depth of the curriculum. 2. The programme's educational material is deliberately designed to extend beyond the use of standard textbooks or online books. Across the curriculum, students engage with academic journal articles, peer-reviewed publications, and curated audiovisual content. This diversity of sources encourages and supports critical engagement, independent learning, and the cultivation of academic literacy. Free access to repositories and electronic libraries across the globe, offered by the NUP e-library services, further supports this purpose and encourages students to further search for extra bibliography. Materials are selected to reflect current scholarship, introduce theoretical pluralism, and provide contextually rich learning experiences. The inclusion of cutting-edge publications fosters an environment in which students are invited to analyze, critique, and build upon contemporary research in the field.	Choose level of compliance:

| | 3.   The methodology employed in the delivery of the distance programme ensures that students interact meaningfully with research content. The course design facilitates structured weekly progression from asynchronous to synchronous learning activities. Educational paths are constructed to promote sustained engagement with core materials and to scaffold critical thinking. In particular, several modules utilize scientific articles and faculty research outputs as starting points for weekly interactive activities such as case studies, group presentations, moderated discussion forums, debates etc. These are embedded as key components of the learning process and are designed to encourage reflective and applied learning. See indicatively **Annex 5.4, Weeks 2 and 6.**

4.   We acknowledge the Committee's suggestion regarding clearer alignment between the programme and the University's overarching research strategy. These recommendations are directly in line with our institutional vision, as articulated in the Research Policy **(Annex 6.1 NRU.POL.01) and the Policy for Transferring Know-How to Society and Production (Annex 6.2 NRU.POL.07).** Neapolis University Pafos promotes research-informed teaching across all academic levels. In accordance with §4.12 of the Research Policy, faculty members are encouraged to integrate their research findings into course content, employ inquiry-based learning techniques, and expose students to advanced research outputs. The effectiveness of these practices is regularly monitored through internal quality assurance mechanisms. Furthermore, each faculty member submits a rolling three-year research plan, which outlines not only their research objectives but also how these intersect with and inform their teaching duties.

5.   All modules in the programme already require students to interact directly with primary research materials through research-based assignments (midterm assignment is a main pillar for the completion of all courses) and literature-focused interactive activities (4 interactive activities are mandatory for the successful completion of courses), s**See Annexes 5.1–5.4.**
Additionally, to the Committee's suggestions, it is already included in the curriculum the Research Method course in the 7th semester. | |

	6. Regarding the evaluation of research outputs, we appreciate the Committee's suggestion to adopt the ABS (Academic Journal Guide) list. We recognize its importance and widespread use in the Business, Management, and Economics disciplines. However, given the interdisciplinary nature of our institution, we aim to maintain a coherent and inclusive evaluation framework that reflects the diversity of academic fields represented at NUP. Specifically, the ABS list, while robust for business-related disciplines, does not adequately cover domains such as Computer Science, Engineering, or Law. In those areas, top-tier journals often fall outside the ABS registry. To ensure consistency and excellence across disciplines, we encourage faculty to publish in Scopus-indexed journals ranked in Q1 or Q2 quartiles, a criterion that is both transparent and internationally recognized. This approach, outlined in our Research Policy *(§4.4 and §4.5, Annex 6.1 NRU.POL.01),* allows each School to identify the most prestigious venues within its domain, with input from the Research Office and regular publication of recommended outlets. 7. The University's Research and Innovation Committee (RIC) plays a central role in shaping and refining our institutional research strategy. In line with NRU.POL.07 (Annex 6.2), the Committee oversees the integration of research and teaching, supports internal and external funding efforts, and ensures alignment with goals related to societal impact and innovation. Through initiatives such as innovation hubs, research dissemination mechanisms, and interdisciplinary collaborations, the RIC ensures that the research-teaching-society triad is operationalized effectively. These structures contribute directly to the enhancement of the academic quality and relevance of our programmes. 8. Lastly, our Research and Innovation Committee (RIC) continuously updates the institutional strategy to ensure research activities support both pedagogical innovation and societal impact, as detailed in NRU.POL.07 (Annex 6.2). Through open-access dissemination, integration of innovation hubs, and support for internal and external research funding, we strive to create a holistic ecosystem where teaching, research, and societal engagement are seamlessly interwoven.	
The EEC also recommends a greater involvement of the external advisory	We appreciate the EEC's recommendation regarding the increased involvement of the External	Choose level of compliance:

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| board in the development of the programme, particularly in terms of opportunities for industry-led projects and as a means to foster engagement within the student and broader alumni community. | Advisory Board (EAB) in the development of the Distance Learning BSc in Business Administration programme. We fully agree that industry engagement and stronger ties with the student and alumni communities are critical to ensuring the relevance and practical impact of the programme.
In response, the University is taking concrete steps to enhance the role of the EAB, as follows:
1. Strategic Input in Curriculum Design: We have formalized the inclusion of the EAB in the curriculum review process, inviting members to provide structured feedback on emerging trends, skills demand, and sector-specific competencies that can be reflected in course content and learning outcomes.
2. Industry-Led Projects and Case Studies: We have expanded our collaboration with industry partners represented on the EAB to introduce real-world projects, case studies, and guest lectures into the programme. This will enrich the learning experience and increase students' exposure to practical business challenges.
3. Student and Alumni Engagement: we planned to fix biannual networking events and webinars in collaboration with the EAB aimed at current students and alumni. These initiatives will support community building, career development, and ongoing engagement with the programme.
4. Advisory Board Meetings and Reporting: The EAB will meet more regularly, with structured agendas that focus on programme development and student impact. Key outcomes from these meetings will be documented and considered in academic and strategic planning.
We are confident that these measures will significantly strengthen the practical orientation of the programme and further enhance its value to students, alumni, and employers alike. | |

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Concerning the administration of online final exams, the EEC urges the university to carefully consider the implications of proctoring these exams. While ensuring academic integrity is crucial, it is also essential to stay abreast of the latest advancements in online examination technologies, which offer various methods to secure exams without compromising fairness or privacy for students. The EEC suggests exploring innovative solutions, including open-book formats or project-based assessments that balance integrity with a positive final exam experience for all participants.	We fully understand and share your perspective regarding the need to explore alternative approaches to online final exams. We are acutely aware of the evolving landscape of higher education and anticipate that universities, especially those offering distance learning, will increasingly seek innovative and pedagogically sound methods of assessment. At this stage, however, any reconsideration of our current practices must be undertaken in consultation with the University's Pedagogical Design Committee. This will ensure a thorough review of international literature and emerging best practices before any structural changes are introduced. Premature modifications without this academic due diligence would be ill-advised. That said, we are committed to initiating this process promptly and will keep the relevant authorities informed of any forthcoming pedagogical and technological shifts aligned with this direction.	Choose level of compliance:
The EEC has identified an issue concerning the implementation of the flipped classroom methodology. Although this approach is designed to foster interactivity and active student engagement, its effectiveness has been undermined by the optional nature of students' preparation prior to the teleconference sessions. As a result, students can choose not to engage with the pre-class materials, leading to teleconferences being conducted without the expected level of prior knowledge or active participation. This situation appears to stem from limited awareness of the pedagogical rationale and intended benefits of the flipped classroom approach. To address this, the EEC recommends enhancing communication with students about the purpose, structure and advantages of the flipped classroom, helping them understand their role and how to engage in the process. This clarification should be integrated into the early stages of	For all distance Programmes offered by NUP is really important to ensure that all pedagogical approaches—particularly those promoting active learning and student engagement—are well understood by students and appropriately embedded into the structure of the programme. At Neapolis University Pafos (NUP), the pedagogical orientation of students is offered prior to the beginning of each semester (winter or spring). Specifically, during the Induction Week, which is held one or two weeks before the official start of each academic semester, students attend a series of sessions covering both academic and administrative aspects of their studies. Within the academic sessions, the Distance Learning Unit (DLU) presents in detail the pedagogical methodologies adopted across the programmes, including the flipped classroom approach. These presentations clarify the theoretical rationale behind the method, its implementation in distance learning settings, and the active role expected from students. These sessions are	Choose level of compliance:

the programme, specifically during the student induction period, when students are introduced to the platform and key aspects of how their online courses are structured and delivered.	usually held by the DLU Director, Prof. Anastasia Reppa, or the Academic Curriculum Designer, Mr. Makis Tryfonos. Furthermore, all courses offer a Week 0. During the Week 0, which constitutes the preparatory week of the semester but precedes formal content delivery, all course tutors present the course structure and teaching methodology, with particular emphasis on the weekly progression, the integration of asynchronous and synchronous components, and the expectations for student preparation and engagement. Fully developed study guides *(see Annexes 5.1–5.4, paragraph Week 0 Preparatory week)* illustrates how these practices are consistently applied across the programme. To ensure students are fully informed throughout the semester, all educational materials, including asynchronous content, are uploaded on the Moodle platform prior to the semester's start. Among these materials, the Study Guide for each course plays a central role in guiding students. The Study Guides—already submitted to the EEC—include explicit references to the pedagogical framework and student responsibilities. Specifically, Section 8, "Learning Requires Guidance", provides detailed instructions for the structured and effective implementation of the course. Section 9, "Learning Requires Discipline", introduces an Educational Contract between students and tutors, which clearly outlines mutual expectations *(See Annexes 5.1–5.4).* As stated therein: "*We expect you to attend the live lessons having studied the material of the respective modules, in order for the lesson to be productive. During the lessons, you must be active, participate in the discussions and activities and work harmoniously with your classmates.*" The methodology of distance course delivery at NUP inherently supports student engagement with the educational material. Weekly interactive activities are structured to progressively lead students from asynchronous engagement (e.g., readings, video lectures) to synchronous parts. In many courses, scientific articles or research outputs are integrated into interactive learning activities such as case studies, presentations, forum discussions, or debates. These activities serve as both a preparation and a bridge to	

	synchronous sessions, where the flipped classroom model is implemented *(see Annexes 5.1–5.4).* It is important to underline that four graded interactive activities are strategically scheduled to take place prior to synchronous sessions, reinforcing the preparatory nature of the asynchronous materials. In parallel, tutors provide group feedback on non-graded activities, further supporting student preparedness and encouraging active participation in synchronous sessions. We are also committed to monitoring and supporting student engagement through Moodle analytics. The platform allows tutors, mentors, DLU and the IT department to identify students who are not actively engaging with the materials or activities. When such patterns are detected, timely interventions are initiated by relevant university services to provide academic support and re-engage students with the learning process.	
The EEC recommends that both Student Handbook and study guides be updated to include policies and best practices related to generative AI, along with academic guidance for students on the opportunities and risks these technologies present in education. This advice should also be extended to faculty staff.	**Done, see Annex 8 – NUP REG.PO.01 and point** *5.6 Plagiarism and Use of AI* **in Annexes 5.1 -5.4**	Choose level of compliance:

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC observes that the current policy does not require online teaching experience for faculty members to begin teaching online or transition from conventional programs. This approach may lead to problems, such as reduced student engagement and higher dropout rates. The university is strongly encouraged to revise its hiring criteria to require online teaching experience for new faculty members.	We recognize the importance of ensuring high-quality pedagogical practices in Distance Learning (DL) environments, particularly with respect to student engagement and retention. In this context, we would like to clarify the mechanisms in place at Neapolis University Pafos (NUP) to address precisely these concerns. **At NUP, all academic staff involved in Distance Learning Programmes**—regardless of their prior experience in online education—are required to undergo comprehensive and recurring training designed specifically around the pedagogical methods adopted by the institution. These seminars and training sessions are conducted annually and are accessible at any time in asynchronous form via the university's Moodle platform. This ensures continuous professional development and easy access to updated methodologies and technological tools. The content of these sessions is deliberately dynamic, as the field of Distance Education continues to evolve rapidly. The training covers a wide range of topics, including effective use of educational technologies, dissertation supervision in DL contexts, periodic review and enhancement of teaching methodologies, and the development of assessment frameworks. These seminars are implemented and coordinated by a team comprising the Director of the Distance Learning Unit, the Educational Technologist, members of the IT Department, and the Curriculum Designer. Particular attention is given to newly appointed academic staff assigned to Distance Learning programmes. For them, participation in the seminar entitled "E-Learning Seminar" (see Annex 7) is mandatory prior to engaging in any teaching duties. This seminar is structured around six core thematic areas critical to the effective delivery of online education: 1. Introduction to Distance Learning 2. Focusing on Learners (includes training on active learning strategies and the implementation of the flipped classroom model) 3. Creation of Educational Material 4. Distance Learning Technology 5. DL Assessment 6. Use of Moodle	Choose level of compliance:

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	The seminar is designed not only to impart theoretical knowledge but also to ensure practical competence. As part of the final stage of the seminar, participants are required to design and submit a complete teaching scenario. This includes formulating appropriate learning outcomes, planning and integrating synchronous sessions using the flipped classroom method with active and student-centered approaches, designing interactive asynchronous components, and constructing detailed assessment rubrics aimed at the qualitative evaluation of both learning outcomes and skill development. Upon successful completion, participants receive an official certificate verifying their readiness and ability to deliver courses in line with NUP's Distance Learning pedagogical framework. This ensures that all teaching staff, whether newly hired or continuing, meet a consistent and rigorous standard in their DL instructional practices. *In this way, while prior online teaching experience is not a prerequisite for recruitment, the university ensures that all faculty are comprehensively prepared and continuously supported to engage students effectively in a Distance Learning environment.*	
The development of a cohesive and forward-looking research strategy for the Business Administration faculty would contribute to stronger integration between research and teaching. This alignment could enhance the program's academic depth, improve its competitiveness in the higher education sector, and attract greater levels of industry-funded applied research.	*Done (see Annex 6.1 NRU.POL.01, Annex 6.2 - NRU.POL.07 and Annex 6.3 - NRU.WI.02 GUIDELINES FOR SUBMITTING APPLICATIONS FOR PARTICIPATION SCIENTIFIC CONFERENCES & FUNDING OF PUBLICATION COSTS)*	Choose level of compliance:
Finally, the University should enhance the visibility and communication of its scholarly achievements through a dedicated management research Centre. The improved dissemination of faculty research will not only increase transparency but also enhance the institution's academic profile.	Done. Neapolis University Pafos ensures the visibility and open access of its scholarly output through its **institutional repository, Hephaestus**, where all academic publications are uploaded. In addition, every funded publication is linked to an internal research seminar, during which the author presents the findings to fellow academics. This practice not only promotes internal knowledge sharing and collaboration, but also reinforces the transparency and research integrity. The process is formalized and governed by the University's official Research Policy.	Choose level of compliance:

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The admission requirements for this new Distance BSc are transparent but need further clarification. For example, it is unclear whether one or two reference letters are required. This needs to be clarified in the official admission information.	The admission requirements are clearly described in the relevant application form both of the Programme and of the candidate enrollment, as follows ***A candidate for the Distance Bachelor (BSc) in Business Administration must provide:*** ⬚ *the completed relevant application,* ⬚ *officially certified certificates from previous studies* ⬚ *certificate of knowledge of the English language,* ⬚ *two letters of recommendation* ⬚ *a report that expresses and justifies its interest in specific undergraduate studies*.	Choose level of compliance:
Currently, there are no clear defined guidelines available to students (or staff) on the ethical and responsible use of generative AI in group or individual assignments. We therefore recommend the establishment of a formal policy addressing the use of AI in teaching and assessments. These policies should be clearly communicated through written materials, such as the course guide provided for each module.	**Done, see Annex 8 – NUP REG.PO.01 and point** *5.6 Plagiarism and Use of AI* **in Annexes Study Guides 5.1 -5.4**	Choose level of compliance:
The EEC has some concern with student progression in terms of the use and application of theories with practice due to lack of a final 'thesis' project, business project or equivalent. Since Neapolis University Pafos stands on three pillars, excellence in: teaching, research and social contribution, we recommend to consider an optional track with a research (thesis project) to provide students, that are interested, with an opportunity to gain in-depth insights into particular topics of interest under supervision of academic staff.	Done. We would like to accommodate your suggestion for an optional final thesis project. **This will take place in the 4th and final year of the degree, during semesters 7 and 8. If the students choose to go for the final thesis project option, they would be doing it in place of the two elective modules they have to choose during semesters 7 and 8. In other words, the final thesis project module, would weigh 20 ECTS.** The fact that the research methods course (DBA472) is offered in semester 7 aligns well with the logic of beginning a final thesis project in the same semester. In the case that a student chooses to follow the final thesis project pathway, he or she will be asked to engage with at least three of the 17 Sustainable Development Goals (SDGs), as these are set out by the United Nations and also addresses the points raised by the EEC about the SDGs and the links between teaching and applied research in page 34. The presence of the course Strategic Sustainability, CSR and Ethics (DBA471)	Choose level of compliance:

	further strengthens the need and ability of the students to engage with the SDGs in their final thesis project.	
Currently, the impression of the EEC is that the attention is put more on the first and third pillar. Overall, the EEC recommends putting more attention and efforts at Neapolis University Pafos to create a dynamic research community and to aim for publications in high-ranked journals.	We fully agree. As a University, we are committed to continuously improving our research footprint. These efforts are already bearing fruit, as reflected in the attached Research Report. It is evident that Neapolis University Pafos research performance is improving year by year, and we are confident that, with the newly adopted research incentives, this upward trend will continue, *see Annex 9 Research Report 2024*	Choose level of compliance:

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5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC suggests the university anticipate potential challenges from attracting more international students across remote time zones, highlighting the importance of strengthening asynchronous online interaction and collaboration, while continuously adapting the DL methodology to accommodate emerging needs and diverse student circumstances.	In response, we would like to highlight that the design and delivery of the BSc in Business Administration programme already reflect a proactive approach to these challenges. **Specifically, synchronous sessions are scheduled at times** that aim to accommodate a wide range of time zones, thereby facilitating participation from diverse international student body. The use of the Microsoft Teams application has proven particularly effective in this regard, as it allows instructors to align meeting times that are mutually convenient, ensuring equitable access to real-time academic engagement. To further support student flexibility and inclusion, all synchronous sessions are recorded and promptly uploaded to the Moodle learning platform. This ensures that students who are unable to attend live sessions due to time zone differences or other commitments still have full access to the learning material and discussions. Moreover, the programme's DL methodology incorporates structured mechanisms for maintaining regular and meaningful communication between academic staff and students. Office hours are established for direct interaction, and faculty members are committed to responding to student inquiries within a maximum of 48 hours. In addition, the use of Moodle's chatrooms and discussion forums enhances direct communication and fosters the development of inclusive learning communities. These platforms are instrumental in encouraging peer-to-peer interaction and collaboration, thereby empowering students from diverse backgrounds to actively participate and engage with the course content and one another, irrespective of geographical location. We remain committed to continuously reviewing and adapting our DL methodologies in line with evolving student needs, technological advancements, and best practices in distance learning education to ensure a high-quality, inclusive, and accessible learning experience for all.	Choose level of compliance:

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Assessments should be designed to challenge students and encourage the demonstration of higher order cognitive skills such as critical thinking, independent analysis, synthesis of ideas, and creative problem-solving. Student input was that, particularly the assignments before the final exam, were less challenging, leading to the impression that the student's commitment to the programme counts for substantially fewer hours than the ECTS format prescribes.	This creation of proper assessment activities is a cornerstone of our pedagogical approach in the Distance BSc in Business Administration, and we welcome the opportunity to elaborate on how it is implemented across the programme. All courses within the programme are structured around a carefully designed learning path, as outlined in the respective Study Guides *(indicatively, see Annexes 5.1 – 5.4).* Each course includes a diverse array of interactive activities explicitly aligned with the intended Learning Outcomes of each unit and, more broadly, the Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs). These outcomes are developed in accordance with Bloom's Taxonomy and the European Qualifications Framework (EQF), ensuring that students are consistently required to engage in tasks that promote critical reflection, applied problem-solving, synthesis of information, and independent thought. Specifically, the types of activities students encounter include case studies, problem-solving exercises, development of presentations, peer reviews, academic article reflections etc. These tasks are designed not only to assess student learning but also to deepen understanding through applied, student-centered learning methodologies. Importantly, the creation and implementation of each activity are directly mapped to the achievement of the relevant Learning Outcomes, ensuring pedagogical coherence and transparency. A central and distinctive component of the programme is the use of the CESIM simulation platform, a specialized digital environment tailored for business studies *(see Annex 5.4).* Through CESIM, students are immersed in complex, real-life business scenarios where they are required to make strategic decisions under simulated market conditions. This process involves multi-dimensional thinking, application of theoretical knowledge to practice, collaborative engagement, and iterative problem-solving—all skills aligned with higher cognitive domains. The simulation tasks offer students the opportunity to develop contemporary business competencies, while also enhancing their readiness for real-world challenges.	Choose level of compliance:

In terms of workload, each course includes an estimated breakdown of the time required to complete all interactive tasks, assignments, and readings. These estimates are provided explicitly within the Study Guides *(see points a) 3.2.8. Workload and b) "How much time will you need to study?" in Annexes 5.1 – 5.4),* and are aligned with the credit allocation of the European Credit Transfer and Accumulation System (ECTS). This ensures that students engage with a learning experience commensurate with the academic standards and expectations of their credit load.

Beyond the cognitive and workload considerations, the activities are also carefully designed to cultivate an active learning community. The diversity of interaction aimed at fostering student engagement, reducing the risk of isolation typical in distance education, and preparing learners for deeper participation in synchronous sessions. Feedback—particularly group feedback—on all interactive tasks further reinforces this engagement, as it helps students identify and address learning gaps ahead of midterm assignments and final examinations.

Finally, interactive activities are not peripheral but integral to both the learning journey and the assessment process. They are systematically considered in the overall evaluation and grading framework, contributing substantively to the final course grade. This reinforces the academic value and expected student commitment to each component of the course.

A further critical component of the programme is the midterm assignment, included in all courses. This assignment requires students to apply the knowledge and skills they have acquired during the course to a subject-specific issue that is directly connected to contemporary and cutting-edge developments in the field of Business Administration. In doing so, students are expected to demonstrate their ability to engage with current academic or professional debates, while developing and applying research skills such as academic sourcing, analysis of empirical data, structured argumentation, and synthesis of ideas. As such, the midterm assignment serves not only as an assessment tool but also as a structured opportunity for students to cultivate academic inquiry and independent learning, *while connecting theory to real-world practice (see point Regarding the semester's assignment, this semester its topic will be: in Annexes 5.1 – 5.4).*

AI introduces problems into assessments that are difficult to solve with current technologies. Introducing oral components into distance learning examinations or assessments may provide opportunities to evaluate students more comprehensively, particularly in terms of articulation, argumentation, and real-time reasoning, where AI cannot contaminate the student evaluation.	*Done see Annex 8 – NUP REG.PO.01 and point 5.6 Plagiarism and Use of AI in Annexes 5.1 -5.4*	Choose level of compliance:
While students' employment experiences can add value to their education, the physical and mental demands of working while studying can impair academic commitment and campus engagement. The university is encouraged to develop clear policies and academic expectations that take these realities into account.	Done. We have undertaken the following measures: 1. Academic Advising and Support: Academic advisors and programme coordinators will be trained to proactively discuss work-study balance with students during orientation and academic counselling sessions. This will help identify students at risk of over-commitment and guide them accordingly. 2. Flexible Study Options: Our distance learning programmes already provide a degree of flexibility that supports working students. We have enhanced this flexibility through more asynchronous content, extended assignment windows where appropriate, and modular study pathways that can accommodate varying levels of student availability. 3. Monitoring and Well-being Services: We have mechanisms to monitor student engagement and academic progress established, enabling early intervention where signs of strain appear. In addition, we are expanding access to mental health and well-being services, including tailored support for working students. 4. Stakeholder Communication: We ensure that all students are clearly informed about academic expectations and support systems during induction, and that these messages are reinforced regularly throughout their studies. We are committed to supporting our students in managing their academic and professional commitments effectively, and we believe these measures will help create a more supportive and sustainable learning environment.	Choose level of compliance:
Neapolis University Pafos should formalize and strengthen its partnerships with stakeholders to better support students in balancing their academic and professional responsibilities. Potential measures include:	Done., see relevant response in 4.3 above and b.1 respectively	Choose level of compliance:

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Adding a Business Project into the programme with structured academic oversight. Establishing covenants that define appropriate Sustainable Development Goals (SDGs). As one of the stakeholders explained to the EEC, the SDGs can provide a framework for Industry-Government-University collaboration to develop social value for a broad range of stakeholders. This can bring focus to both research and teaching of the Neopolis University Pafos. Facilitating intercultural distance learning. As one of the stakeholders very well explained to the EEC, one of the great opportunities of distance learning is that it can offer facilities for intercultural learning and global network building. This competence is of critical importance for the economic growth of Cyprus as a vital hub between various continents (Asia, Europe, Africa). The EEC fully supports this view and strongly recommends that these two elements become part of the underlying vision of the BSC distance learning programme.		
The establishment of a Research Center can be a promising step to activate the research culture at Neapolis University Pafos. A strategic plan should be developed to integrate research more fully into the core mission.	Done.To strengthen its research culture, Neapolis University Pafos has established two active centres: the Neapolis Innovation Research and Development Center and the Neapolis Pafos Research and Innovation Centre. These centres serve as strategic hubs for interdisciplinary research, international collaborations, and competitive project development. They play a vital role in aligning research initiatives with institutional priorities and societal needs, thus integrating research more deeply into the university's academic mission.	Choose level of compliance:
Faculty involved in delivering academic Programmes should be supported and incentivized to engage in relevant, high-quality research activities. This includes allocating time for research within workloads, providing access to resources, and offering professional development in research methods and grant writing. The institute should have clear	The University supports faculty engagement in research through a structured workload allocation mechanism., see **Annex 10_ Workload Calculator.** Using the Workload Calculator teaching hours are automatically reduced based on measurable research activity, such as authorship of journal articles, participation in funded projects, and supervision of PhDs. For example, publishing in a Q1 journal earns 250 hours of research credit. This system ensures equitable distribution of duties, promotes research excellence, and provides a clear incentive structure for academic staff to pursue high-impact,	

policies to prevent collaboration with predatory publishers that do not meet basic academic, professional, and ethical standards.	ethical, and relevant research. Clear policies are also in place to prevent collaboration with predatory publishers, safeguarding academic standards.	
Building strong links between teaching and applied research in a business project will enrich the learning experience for students and contribute to the university's visibility and standing within both academic, professional, and broader stakeholder communities.	Done, see above in 4.3 relevant response	
The Neapolis University Pafos is encouraged to review and update existing courses regularly to ensure they reflect current developments in the fields of sustainability, international business, artificial intelligence, digital transformation, and other dynamic areas that are reshaping industries and society at large. These topics should not be treated as supplementary or elective; rather, they must be embedded as core components of the programme to ensure graduates are well-equipped for the evolving demands of the labor market. Interdisciplinary approaches and project-based learning should be explored as effective pedagogical strategies for integrating these complex and dynamic topics into the curriculum.	NUP places significant value on continuous curriculum enhancement and pedagogical innovation, and we welcome the opportunity to clarify how the BSc in Business Administration programme currently addresses, and will further strengthen, the dynamic and interdisciplinary areas outlined in the Committee's feedback. 1. Curriculum Integration of Dynamic and Emerging Topics The programme's structure has been consciously designed to embed key topics such as sustainability, digital transformation, artificial intelligence (AI), and international business not as peripheral or elective themes, but as integral and recurring elements across the core curriculum. This is reflected in the following courses: *The course Operations Management (Annex 5.2)* incorporates sustainability as a core theme in Unit 10: Sustainability and Green Operations, which addresses environmentally responsible operational strategies, circular economy principles, and sustainable supply chain management. Furthermore, Unit 9: **Technology Integration and Automation in Operations and Unit 12: Innovation and the Future of Operations Management** ensure students engage with current and emerging technologies including AI, automation, and digital platforms that are reshaping the field. *The course Digital Business (Annex 5.3),* which is a compulsory course, provides students with direct exposure to contemporary digital developments. Units 10–12 specifically focus on Big Data, Artificial Intelligence, and New Trends, ensuring students are acquainted with both foundational theories and practical applications in digital ecosystems. Additionally, Units 5 and 8, covering FinTech and Blockchain, reflect the programme's responsiveness to ongoing technological disruptions in business practices.	

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The course Entrepreneurship and Innovation (Annex 5.4) explores innovation not only as a business function but as a strategic mindset. The course includes Units 3, 6, 9, and 10, which focus on innovation sourcing, strategic direction, and typologies of innovation, providing fertile ground for interdisciplinary approaches. It also explicitly includes Entrepreneurship & New Trends as the concluding unit, ensuring that students reflect on and engage with global entrepreneurial transformations.

The course Introduction to Business (Annex 5.1) includes Unit 3: The Global Marketplace, which introduces the principles of international business, and Unit 4: Business Ethics and Corporate Social Responsibility, which instills an early and critical understanding of sustainability and ethical considerations in business. These units provide foundational competencies that are revisited and deepened in later stages of the programme.

2. Interdisciplinary and Project-Based Learning Approaches

All interactive activities reflect the learning outcomes mentioned in each unit/week. Thus, each interactive activity reflects interdisciplinary approaches offered by the courses and offers students the opportunity in participating in the creation of small projects in each week/unit. This is also facilitated by the selection and design of various types of interactive activities required engagement with case studies, real life problems, peer review or presenting a business report.

At the same time all courses require a midterm assignment. The assignment's structure reflects a deliberate pedagogical choice to foster integrative thinking, applied research, and real-world problem-solving, thus preparing students to meet the dynamic demands of the modern labour market.

Indicatively, the following course assignments exemplifies how interdisciplinary content is embedded and how project-based learning is used to advance critical competencies:

Operations Management (Annex 5.2)
Assignment: "Analyzing the Impact of Lean Operations and Just-in-Time (JIT) Systems on Supply Chain Efficiency in Global Manufacturing"

This midterm assignment encourages students to explore the interconnection between operations management, global supply chains, and sustainability. By requiring the selection of a real-world global manufacturing company and the application of operational theories (Lean and JIT), the assignment

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invites analysis that crosses disciplinary boundaries—drawing from logistics, sustainability, and strategic management.

The research design incorporates literature review, case study analysis, and performance metrics (e.g., inventory turnover, lead times), pushing students to bridge theory with evidence-based practice. Furthermore, students must present realistic assumptions grounded in academic literature, which reinforces analytical rigor and relevance. This assignment aligns with sustainability, international operations, and the adoption of automation technologies—core concerns highlighted by the EEC.

Digital Business (Annex 5.3)

Assignment: Report and Presentation on Metaverse or AI Applications in Industry

This assignment is structured to blend technological understanding with sector-specific analysis, promoting both interdisciplinary awareness and digital literacy. Students select a topical issue—such as the use of AI or the Metaverse in tourism or e-commerce—and produce a comprehensive report complemented by an oral presentation.

The task necessitates engagement with emerging technologies, consumer behaviour, digital transformation, and sector-specific dynamics. Through research, analysis, and communication of findings, students integrate business strategy with technological innovation. This assignment particularly responds to the EEC's recommendation to treat digital transformation and artificial intelligence as core educational elements, while also encouraging public speaking and digital communication skills—key competencies for contemporary business graduates.

Entrepreneurship and Innovation (Annex 5.4)

Assignment: Creation of a Business Plan

This assignment is inherently interdisciplinary and project-based. Students are required to conceptualize and design a start-up enterprise, applying knowledge from entrepreneurship, marketing, operations, finance, and strategy.

The project includes a market analysis, SWOT assessment, business model canvas, pricing strategy, and a short financial plan supported by Excel-based documentation. By integrating multiple business functions and requiring practical outputs (e.g., job structure, cost analysis), this task simulates real entrepreneurial decision-making. Additionally, students must consider local economic conditions and the potential social impact of their proposed business,

aligning with the EEC's suggestion to embed societal relevance and sustainability in the curriculum.

Introduction to Business (Annex 5.1)

Assignment: Essay on Teamwork and Intelligence in Contemporary Business

Though introductory in nature, this reflective essay develops students' understanding of organizational behavior, teamwork, and strategic intelligence—drawing from management theory, motivational psychology, and communication studies.

By analyzing the quotation from Michael Jordan in a business context, students are encouraged to explore the interdisciplinary aspects of leadership, human resource management, and corporate culture. This forms a foundation for more advanced interdisciplinary projects in later stages of the programme.

Ongoing Enhancement and Reflection

In addition to the individual assignments, formative feedback, peer discussion, and tutor guidance are embedded throughout the course delivery to support student learning. Moreover, the programme is actively developing a capstone experience that will further integrate interdisciplinary themes and apply project-based methods to real business challenges—often in partnership with local or international stakeholders.

In conclusion, the programme assignments are carefully designed to operationalize the principles of interdisciplinary and experiential learning. They enable students to synthesize concepts from multiple business domains, apply emerging knowledge from fields such as AI and sustainability, and develop solutions that are practical, evidence-based, and context-sensitive. This ensures our graduates are not only academically competent but also agile, innovative, and prepared for complex global environments.

3**. Forward-Looking Curriculum Review**

Additionally to the EEC's recommendation, we implement a curriculum review which scheduled yearly. This process, with assistance of the external stakeholders' participation in the dedicated Advisory Boards, assess the potential to further reinforce dynamic content areas across additional modules, ensuring that sustainability, internationalization, and digital competencies are represented even more extensively and cohesively throughout the programme. This review will also explore opportunities to further embed experiential learning components, enhance interdisciplinary linkages, and incorporate real-time digital simulations and industry challenges. It is NUP's commitment and part of the university's mission

	statement to providing students with a future-oriented, academically rigorous, and industry-relevant education. NUP will continue to adapt the Business Administration curriculum to reflect the complex realities of global business practice and the transformative forces shaping the environment around it.	
The EEC would like to reiterate its appreciation for the welcoming and highly supportive atmosphere that Neapolis University Pafos has cultivated for its entire academic community. The university's emphasis on student support and mutual respect is commendable and distinguishes it as a unique and nurturing place of higher learning.	Let us first express our satisfaction and warmest thanks for the positive and productive comments of the EEC as well as the important and valuable recommendations. Since, it is our belief and principle that there is always room of improving the quality of the University's provided services and of the said Programme as well, we have listed in the current response and the attached Annexes, all the important responses in order to fully respond to the EEC recommendations, made throughout the report and improve in terms of academic excellence the said Programme.	

C.

D. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Pantelis Sklias	Rector	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
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Date: 02/07/2025