Doc. 300.1.1

Date: 23 October 2020

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
College of Tourism and Hotel Management

- **Town:** Nicosia

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

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

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

  In Greek:

Διοίκηση Επιχειρήσεων (18 μήνες, Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων, 90 ΠΜ)

  In English:

  Business Administration (18 months, Master in Business Administration) 90 ECTS

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

- **Programme's status:** Currently Operating

A. Introduction

This part includes basic information regarding the onsite visit.

The online visit took place on Wednesday 21 October 2020.

The visit started at 10am with introductions and a meeting with the Director of the College of Tourism and Hotel Management (COTHM), Mr Adamides, who gave a short presentation of the Institution.

The External Evaluation Committee (EEC) then met with: the Academic Director of the college, Dr Hadjistylli; the course coordinator Professor Christoforou; Mrs Stavrou, Head of academic affairs; Mrs Christodoulou, Lecturer; and Mrs Michaelides, Senior lecturer. A 10-minute presentation of the MBA program by Professor Christoforou was then presented, followed by a 20-minute presentation by Dr Andri Hadjistylli. Following the presentations, the EEC had the opportunity to ask questions on the structure, content and development of the program.

In the afternoon, the EEC met members of the teaching staff involved in the MBA teaching. The discussion covered academic qualification, staff development, research, workloads, assessment, and resources. Later in the afternoon, the EEC met with three postgraduate students who shared their experiences studying at the COTHM. This was followed by a meeting with members of the administrative team.

The visit concluded with a meeting and general discussion with the director of the college, the academic director and the course coordinator. The discussion focused on clarifying issues on resources, library provision and the development of the MBA program.

Overall, the EEC felt that the online visit was very productive, with all staff of the college being very collaborative and helpful in answering all questions. Additional resources that the EEC requested during the visit were made available online without delay. During the online visit, there were few issues with the quality of the internet connection, but these were dealt without any major disruption.

The representative of the CY.Q.A.A, Mr Lefkios Neophytou did also an excellent job in facilitating the online visit, ensuring that all sessions ran smoothly.

B. External Evaluation Committee (EEC)

Name	Position	University
Yannis Georgellis (Chair)	Professor of Management	University of Kent
Dimitris Assimakopoulos	Professor of Information Systems, Technology & Innovation Management	EMLYON Business School, France
Alexandros Sahinidis	Professor of Management	University of West Attica, Greece
Konstantia Melekki	Student	University of Cyprus

C. Guidelines on content and structure of the report

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

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

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

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

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

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

- 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.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

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.

The MBA is well designed as a generalist program, covering all the main topics and areas in Business and Management necessary for future managers to provide leadership in private and public sector

organizations. There are well-defined learning outcomes and the aims and objectives of the program are well-articulated in the documentation. Faculty and administrative support staff enthusiastically support the program and various initiatives for its future development.

The study program includes compulsory courses in the areas of Human Resources Management, Marketing, Finance, Statistics, Entrepreneurship, Organizational Behavior, and Leadership. A thesis is also a compulsory component of the program. The optional courses cover the broad thematic areas of Project Management, Management Information Systems, Economics and Organizational Communication.

The design of the MBA program has been developed by drawing on the guidelines of the CYQAA. The COTHM adheres to well-established internal quality assurance processes for the design and approval of programs.

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

The MBA offered by the COTHM has been in existence for many years, but without formal accreditation. The EEC feels that the program is well designed and supported by expert faculty and sufficient resources to be accredited. The college is committed to Quality assurance procedures, which offers reassurances for the quality and sustainability of the program in the longer term.

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.

The MBA program strikes a good balance between the development of technical skills and knowledge as well as softer managerial and leadership skills. The program could benefit from a greater integration of research and teaching, with more evidence of faculty research informing the curriculum.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

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

You may also consider the following questions:

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

Findings

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.

The College of Tourism and Hotel Management has a pronounced international orientation in its programs, including its MBA program, in which the entirety of its student body is coming from Southern Asian countries such as India, Bangladesh, and Pakistan. The college collaborates with a number of institutions in

several other countries as well, such as Russia, the U.K and Poland. The stated goal for the Institution's administration is nevertheless to enhance its MBA recruitment among the Cypriot and Greek student segments.

The MBA classes are taught in the college premises with the presence of its students normally. When this is not feasible, such as in the case of the pandemic, the teaching method used is synchronous online teaching, with the students attending their classes from their computer. The lectures are recorded and uploaded to the "Edmodo" platform, for those unable to attend the live lecture. Students appear content with these methods used by the college, which apparently suit their needs. Practical training is not part of the program, although the college does use its network from its hotel management programs to offer some job opportunities (mostly summer jobs), within the constraints of the law, since the foreign students typically have no permission to work.

The coursework is highly relevant and resembles that of a standard MBA program. The faculty appears to be working closely with the students, which is a rather easy task considering the small number of students enrolled. The students the EEC spoke with appear to be satisfied with their overall relationship with the college.

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

The COTHM enjoys some advantages over its competitors. Its international exposure allows for the transfer of knowledge and practices from other institutions and further the strengthening of its multicultural student community.

The participation of faculty members in the Erasmus program and other types of collaboration with foreign universities and organizations, helps staff become more effective in communicating with their students.

The recent emphasis of the college in research demonstrates its intent on becoming academically stronger in its effort to claim a higher stake of the local MBA "market".

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.

The college needs to increase its intake to create the potential of the students from the peer learning, while helping out its staying viable. The small class size increases the college costs also.

The administration of the college and the program director could expand their potential recruitment pool to other countries as well beyond the southern Asian ones, given the connection they have with other institutions from Russia, Poland and other eastern European countries.

Practical training opportunities would enhance the viability of the program, if the college could develop them further, becoming more attractive to local students as well. The use of the networks of COTHM in the field of tourism could help cultivate a potential pool of employers for general MBA holders also.

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

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

3. **Teaching staff** *(ESG 1.5)*

Sub-areas

3.1 Teaching staff recruitment and development
3.2 Teaching staff number and status
3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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.

The COTHM has a stated interest in conducting research and disseminating it in both academic and professional fora. It has a Tourism and Hotel management research center, established in 2020, as the administration informed the EEC members, which under the tutelage of four faculty members encourages the students to participate in research.

The college also is the co-editor of Tourism Today Journal, with two of its faculty members sitting in the editorial board of it.

The publication productivity to date has been rather moderate and there is space for improvement.

Strengths

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

The teaching staff of COTHM's MBA is of appropriate rank and status, with more than 75% of them holding a PH.D. and teaching Full-time.

The development of the new research center by the COTHM will be indirectly helping the MBA program also, by infusing the research cultural values to both the faculty and students.

The participation in programs such as the Erasmus will help the college and the program accumulate experience and knowledge, through mobility of both students and teachers. Teachers of the MBA program, participate in other programs offered by the college and those programs have bilateral agreements with several universities abroad.

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The program with the support of the college invites professors from other universities, benefitting both the faculty and students.

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.

The major issue the college MBA program needs to address is its enrolment, which is difficult to tackle considering the fierce competition characterizing the local education industry. Choices must be made by the administration about the continuation of the program in the near future. The problem may be related to the college's primary image of a hotel management school rather than a general business school. The college may upend this Tourism related school reputation and shift its brand to a more generalist school of business one, opening new avenues for growth, not without a risk of losing part of its reputation nevertheless.

The limited amount of research characterizing the program so far, appears to have been addressed, given the initiatives by the college administration, with the new research center.

The COTHM, may experiment with marketing tools available to try to attain a higher number of students, via more scholarships, lower prices, etc., and focus on long term profitability through scale rather than using pricing comparable to competitor programs.

Another alternative for the program could be the offering of the program in a distance learning mode, making it more amenable to students from Greece and elsewhere, provided corresponding incentives would be offered to attract them. A distance learning program could also be offered in tandem with the conventional one.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	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*

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4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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.

The admissions criteria for the MBA program are appropriate. To be admitted into the program, candidates must hold a recognised Bachelor's degree and proficiency in English. For proof of English proficiency, applicants must provide evidence of satisfactory command of English either through the TOEFL or IELTS qualification. The admissions criteria are publicized and are available by the Admissions office and are also available on the website.

Students applying for transfer credit must file a 'Transfer Credit Evaluation form' at the Admissions Office together with a non-refundable fee. Overall, the MBA program complies with all requirements of the CYQAA and European and International standards regarding student admission, progression, recognition and certification.

Strengths

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

Transparent processes in place to ensure student admissions, progressions, recognition and certification comply with national and international quality assurance standards. Furthermore, the college is an equal opportunity provider offering flexible admissions to perspective students. Support is given in relation to finding part-time or full-time job positions over the summer break which is another strength of the institution.

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.

Although there are no specific areas of improvement to recommend, an alumni network would be beneficial in order to keep track of the progress of previous graduates. This would be helpful in relation to enhancing the numbers of perspective applicants. Given the current global reality, continuous updating and upgrading of technology platforms is also something necessary in student progress monitoring and recognition of achievements.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	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.).*

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- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

You may also consider the following questions:

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

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.

The MBA program is supported by adequate learning, physical, and human resources. Students are satisfied with the physical environment (classrooms, building, and other facilities). Faculty and support staff are equally satisfied with the resources available and they are highly motivated and committed to provide

the best possible learning experience for the students. The use of electronic resources and online communication is also adequate and helped running the MBA program during the pandemic.

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

There is a good working relationship among faculty, administrative staff, and students, which contributes to the efficient delivery of the MBA program. Tutors and the staff are friendly and helpful, as students mentioned.

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.

The library resources could be improved to include additional databases (besides EBSCO).

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

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

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

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*
    - *reports per semester and feedback from supervisors*
    - *support for writing research papers*

![CYQAA logo and header]

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

- o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

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

Findings

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

7. Additional for joint programmes *(ALL ESG)*

Sub-areas

    7.1 Legal framework and cooperation agreement
    7.2 The joint programme

7.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
    - *Denomination of the degree(s) awarded in the programme*
    - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
    - *Admission and selection procedures for students*
    - *Mobility of students and teaching staff*
    - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
    - *Handling of different semester periods, if existent*

7.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Findings

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
7.1	Legal framework and cooperation agreement	Not applicable
7.2	The joint programme	Not applicable

D. Conclusions and final remarks

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

The program is well-designed to cover all the main areas in Business and Management normally expected to be included in a general MBA degree. Besides the core courses, there is a good range of electives that offer students opportunities to extend their knowledge in specialist areas. Faculty members have expertise in their respective areas and keen to engage with research activity. Administrative staff are dedicated and committed to supporting the students and the program in general. Many staff are working for the college for several years and have seen its progress and development over the years.

The EEC recommends potential improvements in two main areas:

1) Develop the research center further to include more members of academic staff (currently four members) and continue growing the network of international collaborators.
2) Expand library resources to include more online databases and journal collections.

E. Signatures of the EEC

Name	Signature	
Yannis Georgellis (Chair)		
Dimitris Assimakopoulos		
Alexandros Sahinidis		
Konstantia Melekki		

Date: 23 October 2020