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

- **Higher Education Institution:**

University of Nicosia

- **Town:** Nicosia

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

- **Department/ Sector:** Department of Management

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

**In Greek:**

Διοίκηση Επιχειρήσεων Τουρισμού, Αναψυχής και  
Οργάνωσης Εκδηλώσεων (4 έτη/240 ECTS, Πτυχίο  
Διοίκησης Επιχειρήσεων)

**In English:**

Tourism, Leisure and Events Management (4  
years/240 ECTS, Bachelor of Business Administration)

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



- **Programme's status:** Evaluated and accredited by SEKAP

- **Concentrations (if any):**

In Greek: n/a

In English: n/a

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The external evaluation meetings took place in a hybrid mode. More specifically, Professor Dr Andreas Papatheodorou (EEC Chairperson) and Ms Charalambia Karatzaidou (EEC Member – student representative) attended the meetings in person at the University of Nicosia premises, while Professor Dr Beverley Wilson – Wunsch and Associate Professor Dr Wai Mun Lim (both EEC Members) attended the meetings via Zoom. Likewise, some members of staff attended the evaluation meetings in person while others were available online either because of suffering from COVID-19 or due to other engagements. In particular, the site visit took place according to the following schedule of meetings:

- A brief introduction of the members of the External Evaluation Committee
- An extensive meeting with members of the University's management team as well as members of the Internal Evaluation Committee. During this meeting, an introductory presentation on the institution was delivered by Professor Panayiotis Angelides, Vice-Rector for Academic Affairs and Quality Assurance. This was followed by presentations made by Professor Angelika Kokkinaki, Dean of School of Business, and Professor Despo Ktoridou, Head of Department of Management, of the School of Business. Finally, Dr Leonidas Efthymiou, the Programme Coordinator, presented the BBA in Tourism, Leisure, and Events Management Programme in detail.

During this meeting, the mission, vision, and international profile of the University / School / Department / Programme were highlighted. For the latter in particular, issues related to the curriculum (i.e. philosophy, the programme's standards, allocation of modules per semester, weekly content of each module, the learning outcomes and ECTS, teaching methodologies, admission criteria for prospective students, student assessment, final exams, the people involved in the programme's design and development) and the methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, conduct of written examinations / thesis) were discussed.

- A meeting only with members of the teaching staff in each module of the programme for all the years of study (Q&A session) discussing the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), other duties in the university and teaching obligations in other programmes, the content of each module and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG), the learning outcomes, the content and the assessment of each module and their compliance with the level of the programme according to the EQF and the assessment criteria.
- A meeting with members of the administrative staff where the discussion focused on the management of student affairs and especially of those students facing difficulties.

- A meeting with two (2) undergraduate students (from Greece and China) of the Programme and two (2) recent graduates (from Greece and Zimbabwe) – one currently pursuing postgraduate studies at the University of Nicosia and another working for the University. The meeting focused on the students'/graduates' impression from the Programme and their rapport with members of academic and administrative staff.
- A short meeting in the form of an exit discussion with the Dean, the Department Head, the Programme Coordinator, and other members of staff where some general comments and assessment of the site visit were provided.

During the day, Professor Papatheodorou and Ms Karatzaidou visited the library, teaching rooms, break-out rooms, classes, and the computer laboratories of the programme/study under evaluation. The other two EEC members had to rely on the virtual tour provided online by the University. All EEC members were able to watch a pre-recorded lecture delivered by a member of staff to students of the Programme provided online by the University.

The EEC confirms that staff were available during the whole day of the site visit for queries. Substantial time was spent on questions raised by the EEC members and subsequent productive discussion. The site visit started at 10:00 and finished by 18:00 Cyprus time.

The EEC made it clear from the start of the visit that the purpose was not only confirmation of compliance with the required standards, but also to help the University of Nicosia to further improve the Programme under re-evaluation in terms of both content and delivery. The discussions that took place were hence in line with a “peer review”, i.e., very open, future-focused and in a broader context than just the standards. The context the EEC deemed relevant for this evaluation, was characterized by the (general) challenges of higher education. Some trends and evolutions in the world of HE have been accelerated by the COVID-19 pandemic (e.g., online delivery, hybrid learning, etc.) and issues regarding globalization and internationalization, knowledge transfer and knowledge creation, impact of education and research, employability, etc. were equally discussed to better frame the importance of the standards and of continuous improvement.

In general, the EEC found clear evidence of standard compliance and was impressed by the institution's infrastructure as well as its distinctive mission and vision to achieve academic excellence at an international level. The EEC commends the University of Nicosia for having a direct impact on the city's economy and the support that the University offers to business development by providing well-trained students in high demand on the “market”. The University has close connections to the business world and to HE partners across Europe and effectively helps



students to find jobs (Career Success Centre) beyond the support it offers its students throughout the whole learning experience (Student Success Centre). The EEC highly appreciates the engagement and resulting connections between academic / admin members of staff and students.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Dr Andreas Papatheodorou	Chairperson	University of the Aegean, Greece
Professor Dr Beverley Wilson – Wünsch	Member	International University of Applied Sciences, Germany
Associate Professor Wai Mun Lim	Member	University of Plymouth, United Kingdom
Ms Charalampia Karatzaidou	Student Member	Cyprus University of Technology

## 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

The University of Nicosia Charter can be found on its website. Specifically, its commitment to ensuring Quality Assurance is stipulated on page 21, Article 36. Additionally, the university's Academic Policies (also accessible via its website) detail the structures, regulations and processes that support the university's internal regulations. The Academic Policies can similarly be found within the Student Handbook, incorporating statements referring to students' rights and responsibilities.

The university's institutional values and code of practices have been formally documented to include its pledge in ensuring academic integrity and encouraging university members to report fraud (sections 5.21 & 5.22) as well as assuming responsibility for safeguarding against intolerance (section 7.0) against students or staff. A specific Academic Freedom Statement is also published on its website.

As stated in the University's mission statement, it seeks 'innovative partnerships with business and civic society institutions' and ensures that its programmes are relevant to professions by way of acquiring recognition and approval from professional bodies.

While the university leverages Turnitin and clearly inculcates the students about the severity of academic fraud via core modules, there appears to be no clear disciplinary process in place. The EEC recommends that a formal disciplinary process is documented to manage disciplinary offenses, including plagiarism. The nature and forms of plagiarism should be clearly laid out in the regulatory process.

#### 1.1 Design, approval, on-going monitoring and review

As part of its internal quality assurance mechanism, the university operates an Internal Programme Evaluation Process (IPEP) which includes the appointment of internal and external teams of reviewers. The updating of the evaluated programme was coordinated by the Department Curriculum Subcommittee Team with input from both internal and external academic reviewers, industry partners and students.

The evaluated programme operates a 9-stage Assurance of Learning (AoL) Assessment Process, where the five (5) learning goals (LGs) and five (5) learning outcomes (LOs) are mapped to each module. The eight (8) types of assessments were then mapped to the LOs, where modules were mapped against the assessment modes and LOs. This EEC applauds the programme team in its effort to conduct a systematic and measurable metric but recommends that the programme team should:

- (1) map these assessment modes to each module separately in order to have a better overview of the assessment plan,
- (2) ensure that the module outlines adopt the same LOs developed in the AoL, as the LOs found in the module outlines are not currently aligned,
- (3) clarify and rationalize the different learning pedagogies and assessment methodologies, and ensure that these are visible in module outlines and evaluations.

It is observed that highly sectoral-specific modules such as Tourism and Transport (TOUR101) are introduced in Year 1 of Semester 1. The EEC recommends that the programme team should introduce generic (yet contextualized) business-related discipline foundations in Years 1 and 2 before launching sectoral-specific modules in Years 3 and 4. The balance in the distribution and availability of mandatory and elective modules across the programme appear to lack rationale, as three (3) semesters had no electives while the final semester has three (3). It is also noted that the allocation of ECTS does not always appear to align with the assessed workload, for example the Senior Year Seminar (THOM475) worth 6 ECTS requires the submission of an 8,000 words report. Furthermore, the module outline indicated that one of its module objectives is to identify and use adequate tools (ie. market research, statistical analysis), however no compulsory modules prior to the Senior Year Seminar would have trained students in market research or statistical analysis.

## 1.2 Public information

The University of Nicosia website provides an overview of the evaluated programme, its assessment modes, requirement for graduation and programme learning outcomes. As of 31 March 2022, 1730hrs, the 'Admission' webpage under the evaluated programme was empty. The EEC therefore recommends that the programme team should either develop new related material and/or link the Admission webpage to the university's web page of 'Admissions Requirements' and 'Application Procedure'.

The university operates a Career Success Centre that advertises job openings including internships and provides students with career guidance via training, webinars, career days and guest speaker series. Success stories from past graduates can be found on the university's alumni webpage.



### 1.3 Information management

The programme team confirms that student satisfaction surveys (in relation to teaching and learning resources) are conducted twice a year and these are collated and analyzed centrally before being forwarded to the Academic Affairs Committee and Departmental Head for further action.

The Department appears to operate a robust Alumni Relations team that tracks the career paths of graduates and highlights their success stories. Specifically, the programme team has reported that their graduates are able to acquire a relevant job within the first year of graduating. It is also evident from the Dean's (School of Business) presentation that the profile of the student population is collected, monitored and analyzed.





### Findings

The EEC found ample evidence of compliance w.r.t. study programme and study programme design and development.

### Strengths

- A very thorough module Outline for the two internships with processes clearly outlined for all stakeholders
- The 9-stage Assurance of Learning (AoL) Assessment Process, where the five (5) learning goals (LGs) and five (5) learning outcomes (LOs) are mapped to each module, providing a clear overview of achievable learning outcomes

### Areas of improvement and recommendations

- To include journal recommendations in all module outlines. For example, journal recommendations were included in Sustainable Tourism (TOUR450)
- 'Assessment methods' indicated in the module outlines should be clarified and become more consistent. For example, they should all include assessment weighting. For example, the module 'Special Topic' listed 'Field Trip' as an assessment mode and it would be helpful to clarify how the field trip is assessed.
- To consider re-designing the module THOM475 – Senior Year Seminar to ensure that students are equipped with the skills prior to undertaking the module and (ii) the assessed workload is appropriately aligned with the allocated ECTS.
- Consider introducing generic (yet contextualized) business-related discipline foundations in Years 1 and 2 before launching sectoral-specific modules in Years 3 and 4.
- Consider mapping assessment modes to each module separately in order to have a better overview of the assessment plan for the programme
- Ensure that the module outlines adopt the same LOs developed in the AoL
- Consider clarifying and rationalizing the use of different learning pedagogies and assessment methodologies, and ensure that these are visible in module outlines
- Consider documenting a formal disciplinary process to manage disciplinary offenses, including plagiarism. The nature and forms of plagiarism should be clearly laid out in the regulatory process.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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**

The process of teaching and learning is in line with the European standards and all procedures discussed at the meetings are standard university practice in the EU. The programme is student-oriented and aims at cultivating and developing critical thinking, teamwork, knowledge building, technological education and basic skills that students must have to adapt to modern challenges in their chosen careers.

All teaching materials are available to the students. The advent of the COVID-19 pandemic saw the teaching staff making a successful transition to a blended delivery model in a very short period of time. Library and Lab resources appear ample in terms of ensuring the programme learning objectives and module level objectives are met.

The EEC met with a group of students and graduates who expressed considerable satisfaction with their educational experience as well as with the support they received from the teaching and administration staff. A point of slight concern is that all four students/graduates were offered a scholarship and one of them currently works within the Institution. The EEC hopes that this has not compromised their ability to provide an objective assessment of the situation.

The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, using a variety of pedagogical methods and facilitating the achievement of planned learning outcomes. The teaching personnel undergo professional development through pedagogical training and regular meetings with Academic Advisors as well as taking into consideration their publications for future promotions.

The students of this programme are given the opportunity to become part of the Institution's research and publications as well as to participate in Erasmus and other joint activities with universities abroad.

## 2.2 Practical training

The connection between theory and practice is at a satisfactory level. The students learn to use academic models and methods and techniques in their projects. Students are involved in research, event organizing and hands-on projects.

Internal and external events and seminars are being organized fully by the students, giving them the opportunity to apply their knowledge gained in the theoretical modules.

Internship is also well-incorporated within the programme, spreading over two semesters. The students have the opportunity to become part of the industry and gain new skills by experienced professionals. The internship is being reviewed by a teacher-supervisor throughout the semester.

The university is a Hosco member which gives students access to local and international internship opportunities and to assume responsible roles within the industry.

## 2.3 Student assessment

The assessment system and criteria regarding student module performance are clear, adequate and well-communicated to the students. Student assessment is both formative and ongoing, while students are provided with feedback both formally and informally on a regular basis.

Students are taught in small groups and are continuously monitored and assessed through various methods such as Oral Presentations, Interactive communication during lectures, Lab Exercises , Article Critique , Midterm and final exams.

Lecturers also evaluate students' performance through weekly tasks and assignments. In the last semester there is the Senior Year Seminar which prepares the students for their final assignment. The subject of the assignment is selected by the student and he/she is supervised by a specific lecturer throughout the semester.

During the meeting with the teaching staff, it was mentioned that the overall performance of the students is being conducted individually for each one of them, paying attention to details and always trying to understand the root of each failure. Assisting all students to succeed is the main goal of each assessment.

### Findings

The EEC found ample evidence of compliance w.r.t. student-centered learning, teaching & assessment.

### Strengths

- students participate in focus groups and brainstorming sessions
- students participate in research and paper writing
- strong bond between the institution and the industry
- practice is aligned with the theoretical background
- modern teaching and learning tools are in use (e.g. simulation, hospitality softwares)
- assessment of the students is conducted weekly and is based on specific tasks
- mid-term exams are conducted and grades are monitored by lecturers to secure improvement

### Areas of improvement and recommendations

- module titles should become more reflective of the content and contextualized accordingly
- reading lists should be updated to reflect latest developments in the area
- the aims and objectives of the Senior Year Seminar should be clarified so as to improve the overall student experience
- the Erasmus Programme and related mobility opportunities should be more actively promoted to students

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	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**

The ranking of academic staff within the School of Business is characterized by an inverse pyramid, i.e., out of thirty-seven (37) full-time members of staff, sixteen (16) are Full Professors while only three (3) are Lecturers. When asked, Professor Kokkinaki attributed this to the shortage of new recruitment due to the financial crisis that prevailed during the previous decade as well as because of COVID-19. So, while very few new members of academic staff were recruited, existing ones had the opportunity to progress in their career and get promoted. This seems to be evident also among the staff teaching at the Programme as most of them seem to have been with the Department for 10+ years. Interestingly, Dr Efthymiou, the Programme Coordinator, was the only one among those who participated in the staff meeting that was employed fairly recently, i.e., in 2018. The very fact that teaching staff have been together for so much time may create a sense of bonding and allow them to work efficiently in a collaborative spirit. On the other hand, this may prove a point of concern as it denies the Department from fresh thinking.

Regarding the development of teaching staff, the University of Nicosia supports attendance of conferences by providing an annual individual allowance of 2,000 euros. Moreover, the Department organizes various seminars to train its staff on teaching and pedagogical methodologies in collaboration with other Departments and Schools within the University of Nicosia. Teaching staff also seem to benefit from professional development activities undertaken by the Institute of Hospitality, which has a close relationship with the

Department. Members of academic staff are also actively involved in the Erasmus staff mobility programme.

### **3.2. Teaching staff number and status**

Thirty (30) full-time faculty members support the Programme from various disciplines; moreover, there are three (3) Visiting Professors specializing in Tourism and four (4) adjunct faculty members in their capacity as industry experts. The great majority of teaching staff are PhD holders. Those that do not hold a PhD have very substantial industrial experience and/or have participated in tourism and hospitality related research and consulting projects. Although this may somehow compensate for the lack of a doctoral degree, the Department should strongly encourage, incentivize, and help full-time members of staff who are not PhD holders to enrol in related doctoral programmes. In any case, the EEC would like to commend the Department for relying on experienced and committed professionals to deliver its academic Programme.

As expected, members of academic staff are evaluated by the students after the module delivery. Student response rates in the related semi-structured questionnaires are not very high but this is admittedly a global problem stemming beyond the level of the University of Nicosia. The Department also practises a system of peer class observation and self-appraisal. A personal development plan is also discussed on a yearly basis between the academics and the Dean. No 360° evaluation process is implemented in the Department as members of academic staff are not given the opportunity to evaluate either the Head of the Department and/or the Dean. This may be a good HRM suggestion to enhance transparency in academic governance. Given that most members of academic staff have been with the Department for too many years, a senior colleague/mentorship programme is rather unnecessary at present – nonetheless, this should be actively implemented as soon as new members of staff are recruited.

### ***3.3. Synergies between research and teaching***

The School of Business in general and the Department of Management in particular are research active as evidenced by the number of staff publications and participation in research projects co-financed by the European Union and other (inter)national organizations. The Department provides various incentives to enhance research activity such as release time from teaching and monetary allowances. Based on the discussions with teaching members of staff, it seems that their workload is balanced. Moreover, the results of the undertaken research are constructively used to inform the curriculum. When asked, members of teaching staff argued that they do take ownership of the curriculum and are allowed to introduce minor changes, e.g. in the module outline and the reading lists to reflect latest research and industry developments. Students are also involved in research projects (e.g. helping with the distribution of questionnaires) but also with the organization of events, which is of great importance in an events management Programme such as the one under re-evaluation.

#### Findings

**The EEC found evidence of overall compliance w.r.t. teaching staff (faculty).**

#### Strengths

- **existence of a solid teaching team of experienced and well-qualified professionals who use their research to inform the curriculum and encourage students to engage in research undertakings;**
- **a supportive academic environment with appropriate incentivisation of staff development and an emphasis on international collaborations.**





Areas of improvement and recommendations

The EEC strongly advises the College:

- to undertake every possible effort (from a financial and HRM point of view) to help existing full-time members of staff enrol into PhD programmes as well as to employ new, junior academics with fresh ideas, enthusiasm and passion
- to introduce a 360o evaluation process to enhance transparency in academic governance

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

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

The admissions requirements for the programme are properly documented and available for students to review. The regulations are established and communicated clearly. The policies for admissions meet the typical criteria for a well established programme of studies in a EU country. The regulations are transparent and the potential student should be able to easily find the required information and procedures for application.

### **4.2 Student progression**

#### Standards

Each student has access to the Programme and the Department Heads and Administrative Staff who typically hold meetings with each student to check their progress throughout the programme. The student's grade is used as an indicator of success, and where there are issues the student is given the help needed to progress through the programme. Nonetheless, when students systematically underperform (usually defined as having a GPA below 2.0), then they are asked to drop out of the programme further to a probation period which is granted before a final decision is made. It should be noted, however, that the Department did not provide the EEC with specific progression and drop-out rates stating that these would be rather inconclusive given the small number of students currently in the programme.

### 4.3 Student recognition

#### Standards

Prior learning is recognised and there are systems in place for the fair recognition of higher education qualifications. The University collaborates with other institutions of higher learning and quality control organisations to ensure these are in line with standards set by the governing organisation in countries of operation.

### 4.4 Student certification

#### Standards

There are pre-defined and published regulations regarding student certification. The University follows international standards set for recognition of study results and prior learning.

#### Findings

The University has well-thought out procedures for students' entry application, study progression and graduation procedures. As in most well-established universities, a secondary school leaving certificate or equivalent is required for entry. Students' general aptitude for learning is checked also and preference is given to students that display leadership skills and management thinking. Students with experience in the tourism and hospitality industries are particularly welcomed; nonetheless, despite their possibly long work experience in the industry, mature students are not offered exemption (i.e. recognition of prior learning) from modules, i.e. they need to follow the entire curriculum and even undertake the internship as this is also attached to the production of a specific report.

#### Strengths

- students with experience in the industry are welcomed
- students seem to perform well in their programme of study
- students are offered the opportunity to develop leadership skills and management potential

Areas of improvement and recommendations

- The EEC would encourage the Department to consider introducing an entry examination in addition to the personal interview to ensure the quality of candidates admitted into the programme.
- Given the very small number of admitted students (only 39 between the academic years 2017-18 and 2021-22 with only two (2) in the current academic year), the EEC suggests that the Department should put substantial effort to raise the number of student admissions in the following years.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

The standards for the teaching and learning environment are met. Adequate and readily accessible teaching and learning resources, equipment materials and aids exist. The resources are also suitably designed for flexible modes of learning and teaching and there are adequate learning resources in these student centred learning facilities.

### **5.2 Physical resources**

#### Standards

A virtual and physical tour of the campus shows the programme is conducted in an environment conducive to learning. Ergonomically and aesthetically the campus is well set up. The campus is presentable. The facilities premises, IT infrastructure, libraries and study facilities are adequate to support the programme.

### **5.3 Human support resources**

#### Standards

Human support is given to the student throughout their programme and the university does not seem to be short on resources, in this regard. They seem to have adequate tutors/mentors, counsellors, advisers, qualified administrative staff, and committed supporters of the study programme.

## 5.4 Student support

### Standards

There is a student welfare service that supports students with academic issues, learning difficulties (e.g. dyslexia) as well as personal problems (including disabilities and special needs). In addition both faculty and administrative staff seem to monitor and support students in as many ways as they can and this seems to be done both individually and collectively. Students feedback is very positive as students expressed their feeling of being a part of a family at the institution.

### Findings

Student needs take priority at University of Nicosia and high emphasis is placed on the development and success of each individual student. Students are supported in many ways throughout their study programme. The faculty play a major role in the students' life and there is constant one-to-one personal support from each faculty member. Students are given academic as well as personal support in order to succeed in the programme.

Examples of how students are supported is shown through the referral opportunities provided if/when they fail in their exams. Additional tutor help (occasionally coming from last-year students on a remuneration basis) is given to weaker students in order to help them succeed.

### Strengths

- good student-faculty relationships
- students who do not succeed in exams after a first attempt are asked to meet with the faculty for discussion
- student progress is monitored, in that faculty members actually call the students per telephone to check on them when there are signs of academic tardiness
- Students with learning disabilities are given help through the strong support system by faculty and administration staff.
- Those experiencing psychological and emotional health issues have the support of the faculty, staff and students who are members of the department of psychology of the university. In other words, there is in-house care for these students.



### Areas of improvement and recommendations

The EEC suggests that the Department should set the alumni group under its auspices to further links between past and current students in the form of business coaching and offer of job opportunities.

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

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



### C. Conclusions and final remarks

The EEC confirms the evidence of standard compliance at current levels of faculty and students.

The EEC specifically commends the University of Nicosia and its School of Business and Department of Management:

1. for having a direct impact on the local economy as evidenced by the impressive infrastructure for academic operations and student welfare (e.g. residences, sport facilities)
2. for its vision to promote academic excellence and internationalize its profile furthering and existing and developing new connections with the business world and HE partners in Europe and elsewhere
3. for its efforts to actively and effectively help students find jobs (direct career services) beyond the support it offers its students throughout the whole learning experience (work-study support);
4. for its highly appreciated direct, personal connections between staff, faculty and students.

Points of discussion and areas for further improvement:


1. While it is evident that the Programme is set on solid quality foundations, the EEC was rather surprised not to have been provided with a Policies and Procedures Handbook with details on the processes followed by the University to internally assure and control its quality-of-service delivery. In fact, most of the information regarding the quality assurance strategy of the University (in general) and the Programme (in particular) was derived from Annex 5 – Quality Standards and Indicators of the application document as well as from the related discussions held with the management team and other members of staff during the site visit. Having this in mind, the EEC believes that the University / Programme would benefit from the preparation of such a handbook with detailed processes and related flow-charts. Seeking certification of quality standards, e.g., in the context of ISO-9001 would also help especially as the University is currently in the process of seeking AACSB and EQUIS accreditation.
2. The EEC is also concerned about the structure of the curriculum, which does not seem to follow the standard progression from generic (yet contextualised) business-related discipline foundations in Years 1 and 2 to sectoral-specific modules in Years 3 and 4. The EEC has also some concerns about the balance between required and elective modules across the Programme's semesters but also about the allocation of ECTS given the workload of students especially in the context of the Senior Year Seminar. Further details on these issues have been provided in other sections of the report; the management team is encouraged to seriously consider this advice to successfully restructure the Programme.



3. The EEC is also concerned about the use of rather outdated book references and lack of journal academic articles in the module outlines as provided within the main application document. The Programme Coordinator and other members of staff reassured the EEC that the actual information provided to students is much richer and up to date compared to what is found in the main documentation. In any case, the EEC strongly encourages the Programme Coordinator and other colleagues to take appropriate action on this matter.
4. The EEC is also concerned about the financial sustainability of the Programme given the very small number of admitted students (only 39 between the academic years 2017-18 and 2021-22 with only two (2) in the current academic year). As it is evident that the COVID-19 pandemic caused turbulence in the tertiary education sector, the management team reassured the EEC that the University supports the continuation of the Programme possibly given the ability to mix students from different programmes into common classes. Nonetheless, the School / Department should put substantial effort to raise the number of student admissions in the following years. At the same time, mixing students from diverse programmes can also prove to the detriment of student experience if no sufficient contextualization is provided. Rendering the Programme financially sustainable is also of utmost importance to facilitate new staff recruitment and allow existing members of staff to further develop themselves.
5. The EEC is somewhat concerned about the choice of students who were selected to be a part of the accreditation process. If all the students are scholarship holders, and/or have dual roles (i.e. as both students and employees) at the university, then it is questionable how objective these students can really be since they are not the typical student of the university.



#### D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Dr Andreas Papatheodorou	
Professor Dr Beverley Wilson – Wunsch	
Associate Professor Wai Mun Lim	
Ms Charalampia Karatzaidou	

**Date:** 03/04/2022