Doc. 300.1.1

Date: Date.

External Evaluation Report (Programmatic)

- **Higher Education Institution: College of Business Studies**

- **Town: Nicosia**

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

- **Department/ Sector: Business**

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

  In Greek:

  Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων

  In English:

  Master in Business Administration (MBA)

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

- **Programme's status
  New programme:** Yes
  Currently operating: No

A. Introduction

This part includes basic information regarding the onsite visit.

The online site visit took place on Wednesday, 9 July 2020.

The visit started at 11am with a brief introduction of the members of the External Evaluation Committee. The academic director, Dr Andri Kyrizi, gave a presentation about the history, mission, and objectives of CBS. It was followed by Dr Kyriakos Petrou's presentation of the existing programs and how the new MBA degree fits within the overall strategic plan of the college.

The EEC then met with members of teaching staff and had a QA session, which lasted about 60 minutes. The discussion centered on staff qualifications, areas of expertise, teaching and research synergies, curriculum design, student support, and the overall learning environment at CBS.

The EEC then met with three student representatives (alumni) who talked about their experiences while at CBS and how studying at CBS helped them advance their careers. The next meeting was with members of the administrative team to discuss admissions procedures, resources (IT, library) and how the administrative team supports the CBS mission.

The day ended with a presentation on quality assurance by Spyros Rayias CMC (Member of the internal evaluation committee) and a final closing statement by Dr Andri Kyrizi.

Besides the main application and supporting documentation, the EEC had access to an online video tour of the building and facilities of the college as well as additional material that was requested, including the PowerPoint presentations and the quality assurance report). The Staff at the college were very cooperative in helping the EEC accessing all necessary information.

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B. External Evaluation Committee (EEC)

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

C. Guidelines on content and structure of the report

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

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

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - o *is designed by involving students and other stakeholders*
  - o *benefits from external expertise*
  - o *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)*
  - o *is designed so that it enables smooth student progression*
  - o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - o *defines the expected student workload in ECTS*
  - o *includes well-structured placement opportunities where appropriate*
  - o *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*

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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 programme offered by CBS conforms fully with the College's Vision, Mission and Overall Strategic Objectives. A quality assurance mechanism is set up, so as to monitor the progress of the goal accomplishment, to practice oversight on issues of both academic and administrative nature and to assess feedback from internal and external stakeholders, such as students, teachers and an alumni association.

The CBS MBA programme is based on two main pillars. The reputation the college enjoys as a Banking and Finance specialising institution, and a large pool of potential recruits (thousands of them) members of the Association of Banking Employees. Based on the above, the college management designed an MBA programme offer, with a clear emphasis on banking and finance aspects, rather than the typical MBA consisting of courses from a much larger variety of disciplines. The programme has a smooth progression for the student, going from general to specific, although the programme director could consider moving the Strategic Management course towards the end of the programme, since it is a capstone course. Overall, the programme is designed in accordance with the purposes of the Higher Education of the Council of Europe (preparing students for employment, personal development, creating active citizens and development through learning and research).

Public information offered by CBS purports to communicate the MBA programme philosophy, objectives, learning outcomes and employment opportunities for graduates. Some discrepancies were observed however, when comparing the information posted on the site of the college under the MBA column and the contents of the application. Specifically:

1.   The site contains considerably more elective courses than does the application, most of these courses are geared towards the banking field.

2.   The compulsory courses carry 6 ECTS each on the site but 7 ECTS on the Application.

3.   The site mentions the "option" of taking a Thesis (12 ECTS) OR two elective courses. The application mentions only the option of a Compulsory Thesis (30ECTS).

The college has a mechanism for the monitoring of the management of the programme with clearly stated Key Performance Indicators (KPI's) student progression data, student satisfaction and career paths of the graduates. The data collected is used for strategic analyses as well as for day-to-day decision making.

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

CBS enjoys some advantages over its established competitors.
For instance, the undergraduate programmes, which have produced a large pool of graduates, could provide a supply of potential applicants for the new MBA programme.
Furthermore, the college has established links with the banking industry and the association of its employees, a dynamic group of people in search of alternatives amid the shrinking of the banking sector. These employees will need further training if they are to change employer, especially in other industries. Additionally, CBS offers the option to its MBA graduates, to receive a certificate (which is held in high esteem among banking employees, according to CBS officials) at no cost, when students choose four

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electives from the banking field, along with the MBA degree. All that at a very competitive price below the average of the industry's programmes.

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.

1. CBS must decide which information reflects its programme accurately and correct the inconsistencies between its site and its application as mentioned above.

2. A thesis is a compulsory requirement in most programmes and the EEC felt that it needs to be made compulsory at CBS MBA as well. As an alternative to a thesis, the programme may offer the option of the students' working on a research project or conducting an Independent study involving research or business report informing the practice of management. The business could also be linked to an industrial placement or internship.

3. The heavy reliance on Banking and Finance indicated by the large number of the electives in this field, makes the programme more focused in a discipline, at the expense of others, while an MBA programme is by definition a General Degree, educating managers in all aspects of business.

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	Partially compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

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

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 overall finding with the process of teaching and learning is that the proposed MBA class is going to be constrained by the lack of a sufficient number of students. The student experience may be limited when the target group is about 15 students or less. In some of the elective courses when the class size is in single numbers there is a concern about the student experience and level of interaction. In our view a normal MBA class should have at minimum of 25 to 30 students, so that the student learning experience benefits both from the teachers and the community of learners, reflecting on their own professional experiences and ongoing careers. No course should attract less than 10 students for providing an appropriate environment conducive to learning.

The teaching methods and tools available are of comparable standard to private colleges in Cyprus. The use of technology and online learning platforms is essential to support the programme, especially in case of for hybrid models of delivery for both face to face and in person classes. This could be a main consideration in case the COVID-19 situation worsens requiring specific measures to be implemented. For now, the teaching team are confident they can deliver the MBA course for next year face-to-face given the relatively small number of students initially.

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

The quality of faculty and teachers, all PhD qualified; a good mix of assessment methods for ensuring the achievement of learning goals and objectives, both for individual evaluation and small group project presentations with mid-term / final exams. The very small size of the class in conjunction with personal tutors for each and every student it may enable a personalised learning pathway.

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.

Increase the class size for achieving critical mass from cohort 1; balance the subject courses for a general purpose MBA – unless it's an MBA focused on banking and finance; be vigilant with the elective courses to attain a double digit participation and facilitate the building of a community of learners; keep up to date with digital delivery and the online platforms (Moodle, Zoom) to provide a hybrid model for delivery, both in person and from distance.

In the next stage of the development of the MBA programme, we recommend to scale up the size of the programme to foster a dynamic and vibrant learning environment and a sustainable business model.

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	Partially 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

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.*

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- *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 teaching team consists of 5 full-time and 2 part-time faculty members. All faculty are PhD qualified in subject areas relevant to the proposed MBA course, such as economics, finance, and business administration. The EEC panel believes that all faculty are enthusiastic and effective teachers. Although they are junior, early career researchers, they aspire to publish in peer review journals, with some success already. It is hoped that the new research centre will provide a hub for research activity in the college, to exploit potential synergies internally and externally.

Staff are satisfied with the work environment and support that the college offers. Such support takes the form of access to library resources, research data, and conference grants. During the online discussions with the teaching team, it became apparent that they are keen to incorporate research findings and knowledge into their teaching when applicable. The college supports and encourages innovation in teaching methods and approach.

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

All staff are PhD qualified in relevant academic subjects. Recruitment is driven by strict and transparent procedures whereby the PhD qualification requirement sets the threshold level for quality. A number of staff have strong links with industry, especially banking, which allows them to bring valuable practical knowledge into the classroom. Another strength is the small size of the college, which creates a friendly and collegiate environment for staff. It also allows for more flexibility to respond to changing needs and circumstances.

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 faculty consists mostly of early career researchers. As such, they can benefit from more senior academic staff joining the college to provide research leadership and mentorship. More experienced researchers can help boost the research output of the college and strengthen the synergies of teaching and research.

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	Partially 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

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

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 MBA programme accepts students with a bachelor's degree from recognised institutions of higher education. According to college officials the recognized institutions include public universities and some but not all private colleges. Students with a background not relevant to business are required to pass two foundation courses including Quantitative methods in Business and Accounting

Students can transfer as much as 10% of the ECTS of the programme, i.e. 9 ECTS, if they have attended another graduate degree programme and have taken courses with similar content to the MBA one.
The college has a strict non-discrimination policy described in its website.

A student progress monitoring mechanism is in place and helps the programme director and the individual tutor, assigned to each student, to counsel and assist whenever needed by the student and help provide feedback and guidance when necessary. Student certification is clearly defined in college provided information, as well as the learning outcomes and the status of the studies.

Overall, the college presents in a transparent way the admissions requirements, the monitoring of the student progression, the student recognition and certification both in its website and in its application.

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

The prior experience of CBS with its undergraduate programmes is helpful in establishing the guidelines for the Graduate student admissions, progress monitoring of students' performance, as well as their recognition and certification.

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.

Again, some inconsistencies exist between published (website) information and the information conveyed to us during our meeting with the college representatives. It is important to provide consistent uniform information to all external stakeholders.

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)*

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> ### Sub-areas
>
> **5.1 Teaching and Learning resources**
> **5.2 Physical resources**
> **5.3 Human support resources**
> **5.4 Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

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 findings highlight the strong connection of faculty with the student body, i.e. personal tutor taking care of student welfare, and informal relationships with the top management team. Yet, it is still unclear the role of student support office in supporting students who follow a general-purpose MBA programme wishing to diversify and get jobs outside the banking and finance sectors. As the student body increases in the future more explicit procedures for conflict resolution and complaint management will need to be introduced.

There is a need for more learning resources as class sizes increase. There is also a need to strengthen the connection between research led-teaching. Online resources for mixed mode delivery could be extended to cover a wider range of full-text scholarly journal databases and book collections. The connection and collaboration with the University of Cyprus library could be utilised further. A wider range of faculty expertise to cover other areas in business and management, including marketing, strategy, innovation, and entrepreneurship, among others. could help support a more general, less specialised MBA programme. It will also allow to explore current issues in business and management at the meso- and micro-organisational level.

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

Good infrastructure with modern building facilities. Proximity to other higher education institutions to access resources.

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.

There is an inhouse library with limited online access to full text databases (e.g. Proquest). There is a need to gain online access to additional collections such as EBSCO, Science Direct, JSTOR, and Emerald. It is important for the college to maintain the staff-student ratio to acceptable level as the programmes scale up.

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 distance learning programmes *(ALL ESG)*

> ### Sub-areas
> **6.1 Distance learning philosophy and methodology**
> **6.2 Distance learning material at the appropriate level according to EQF**
> **6.3 Interaction plan and Interactive weekly activities**
> **6.4 Study guides**

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

6.3 Interaction plan and Interactive weekly activities

Standards

- *A specific plan is developed to safeguard and assess the interaction:*
    - *among students*
    - *between students and teaching staff*
    - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
    - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
    - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
    - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
    - *Self-assessment exercises and self-correction guide*
    - *Bibliographic references and suggestions for further study*
    - *Number of assignments/papers and their topics, along with instructions and additional study material*
    - *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

Findings

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

eqar/// enqa.

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	Distance learning philosophy and methodology	Not applicable
6.2	Distance learning material at the appropriate level according to EQF	Not applicable
6.3	Interaction plan and Interactive weekly activities	Not applicable
6.4	Study guides	Not applicable

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

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Sub-areas

7.1 Selection criteria and requirements
7.2 Proposal and dissertation
7.3 Supervision and committees

7.1 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*

7.2 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.*

7.3 Supervision and committees

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

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

You may also consider the following questions:

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

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.

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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	Selection criteria and requirements	Not applicable
7.2	Proposal and dissertation	Not applicable
7.3	Supervision and committees	Not applicable

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

Sub-areas

8.1 Legal framework and cooperation agreement
8.2 The joint programme

8.1 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*

8.2 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.

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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*
8.1	Legal framework and cooperation agreement	Not applicable
8.2	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 evaluation of the proposed MBA programme at CBS took place at a time of great economic uncertainty for the higher education sector. The online site visit was productive and efficiently organised. However, an actual visit to the college premises would have allowed the EEC members to gain a greater insight about the facilities, electronic resources, and the learning environment.

The EEC found that the college has a coherent and ambitious plan to expand its higher education offering to include a new MBA programme. It is envisaged the programme will help the college to capitalise on its reputation as a banking and finance centre of excellence. Overall, the proposed MBA is well designed and the teaching team are well qualified to deliver the programme at a high standard. The administrative staff are also enthusiastic and committed to support it.

The EEC felt that the programme team could consider the following recommendations to ensure the programme succeeds:
1. The MBA curriculum places emphasis on Banking and Finance, which is understandable given the reputation of the college in these areas. However, for a general MBA, some other areas could feature more highly in the curriculum, including Marketing, Human Resources Management, and Innovation. Another possibility is to market the new programme as MBA-Banking and Finance.
2. Achieving a critical mass of students is important for the overall student learning experience. A number of students of 30 or more is needed to create a dynamic and vibrant learning environment for the MBA students.
3. Including in the faculty more senior professors in the areas of banking, finance or related areas with a successful research track record could inspire and motivate early career researchers to develop their research profiles and strengthen their pedagogic impact.
4. Gaining accreditation and strengthening links with professional bodies is key for the programme's success and scaling up.
5. Considering expanding faculty in more diverse areas of expertise beyond banking and finance.

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E. Signatures of the EEC

Name	Signature
Yannis Georgellis (Chair)	
Dimitris Assimakopoulos	
Alexandros Sahinidis	
Demetris Hadjisavvas	
Click to enter Name	
Click to enter Name	

Date: 10 July 2020