

Doc. 300.1.1

Date: ...13/06/2019.....

External evaluation report

- **Higher education institution:**
College of Business Studies, Cyprus
- **Town:** Nicosia
- **Programme of study (Name, ECTS, duration, cycle)**
In Greek: Μεταπτυχιακό στη Διοίκηση
Επιχειρήσεων
In English: Masters in Business Administration
(MBA), 90 ECTS, 1.5 years or 2 years
- **Language of instruction:** English and Greek
- **Programme's status:**
New programme: X
Currently operating: ...

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

We undertook this evaluation on the basis of the appropriate norms for the College sector.

We were supplied with the document 200.1 that runs to 251 pages before our visit. During our site visit on the 10th of June 2019, we were given a number of presentations by faculty, staff and management. We were also provided with further supporting documentation, including the Quality Assurance Manual as well as policies on Admissions, Complaints Procedure, Data Protection, Equality and Diversity, Student Charter, Student Appeals, Anti-Bribery, and Anti-Slavery statement. In addition, we were given Faculty Workload Guidelines 2019-20, Study Guide (in English and in Greek), and the CVs of Academic staff 2019/20. We were given Guidelines for the MBA thesis, and copies of the power-point presentation about the College and the planned programme.

We found the documentation to be helpful in enabling us to understand the programme structure, its management and the wider context.

During our visit we visited the premises including the library, the computer lab, and the teaching rooms. We heard about the plans for further development of the buildings and infrastructure. We also met and interviewed four alumni from the Diploma in Banking Studies (2018/19), all of whom expressed interest in pursuing the College’s MBA, as part of its first cohort. They spoke of their experience as students and the impact their diploma has had on their professional skills and prospects.

Moreover, we noted that every effort was made to help us during the onsite visit and everyone seemed very flexible to accommodate the needs and preferences of the assessment committee.

We welcomed the opportunity to have an open and constructive dialogue with the college representatives.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dr Kevin Orr	Professor	University of St Andrews, UK
Dr Pernille Eskerod	Professor	Webster Vienna Private University, Austria
Dr Andreas Georgiadis	Associate Professor	Brunel University London, UK
Ms Margarita Panagi	Student	Technological University of Cyprus, Cyprus

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

Standards

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

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *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*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the programme of study offered*
 - *the selection criteria*
 - *the intended learning outcomes*
 - *the qualification awarded*
 - *the teaching, learning and assessment procedures*
 - *the pass rates*
 - *the learning opportunities available to the students*
 - *graduate employment information*

Findings

We were satisfied that the proposal to introduce this programme fits with the wider strategy of the College, and that there appears to be a viable demand for this new programme. We recognise that this is a new College and that the proposal has been developed at an early stage of its staffing plans. For that reason there appears to have been somewhat of a reliance upon external consultants rather than a process involving core permanent faculty members. We suggest that it is important that the final development of the programme reflects the inputs and involvement of College faculty. The faculty profile has many strengths – for example there is a very well qualified and capable Academic Director - but we were not convinced that the profile of the programme (e.g. module areas and content) is a good fit with the current profile of faculty. However, we acknowledge that the College has further plans to recruit in line with teaching needs. Equally there is scope to incorporate the specialisms of faculty in the design of the programme. In addition, some of the faculty member, incl. the programme coordinator will be hired from September 2019. Given the intention to begin the programme in September 2019, we suggest that there are risks involved in recruiting and integrating new staff so close to the launch. There are also elements of the design of the programme (e.g. module order), and the supporting resources for students, which we suggest need careful attention before any launch.

Strengths

- Clear, up-to-date, transparent and readily accessible information about the programme of study, including selection criteria, policies and resources available
- A good transition from the Institute of Banking Studies, to the College of Business Studies
- Commitment of the core faculty, with potential to build upon this further
- Enthusiasm from alumni about the value of their College experience
- Evidence that the programme will play a meaningful role in professional development and fulfil a demand within the market
- Excellent links with industry
- Valuable accreditation with the American Bankers Association which appears to offer a distinctive market advantage

Areas of improvement and recommendations

- An important need to ensure that programme and module content reflects up-to-date developments in relevant fields and that recommended reading materials reflect these advances.
- The need to integrate core staff with the finalisation of the design and content of the programme.
- For the programme to be sustainable we suggest there needs to be a shift away from the use of external consultants to a more internal integration and development of expertise and leadership of programme design and content. (For example, the profile and skills of the Academic Director points to the potential for doing so).
- Ensuring that the programme reflects the expertise and capacity of the College faculty
- The need to consider carefully the timing of the launch of the programme in relation to new key faculty being in post and for adequate team-based arrangements being established for programme coordination.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	7
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	7
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	7
1.3.2	The programme webpage information and material	7
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	9
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	8

1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	7
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	9
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	7
1.5.2	The programme's content	6
1.5.3	The methods of assessment	8
1.5.4	The teaching material	6
1.5.5	The equipment	8
1.5.6	The balance between theory and practice	6
1.5.7	The research orientation of the programme	6
1.5.8	The quality of students' assignments	7
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	8
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	7
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	6
1.9	New research results are embodied in the content of the programme of study.	6
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	N/A
1.11	Students' command of the language of instruction is appropriate.	9
1.12	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	6
1.13	The learning outcomes and the content of the courses are consistent.	8
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	9

1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	9
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	9
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	6
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	10
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	9
1.20	The admission requirements are appropriate.	9
1.21	Sufficient information relating to the programme of study is posted publicly.	9
1.22	The teaching methodology is suitable for teaching in higher education.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

As above, we have scored a number of criteria as 6 out of 10 to highlight the need to carefully consider certain aspects related to the programme design and management. We see these particular issues as being closely inter-related. The main observation we offer as a committee is for the need ensure the programme is up-to-date and, in the future, systematically refreshed. In particular, the reading list included gives us concern that some aspects of the content are somewhat outdated. We feel that the sequence of the courses could be revisited, (e.g., including Organisational Behaviour earlier in the programme). We suggest there is scope to include modules that reflect contemporary topics acknowledged to be needed in the banking industry such as service management, service marketing, and the impacts of digitalization.

The programme's content

Provide information on:

1. Employability records
2. Pass rate per course/semester
3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS

Please circle one of the following for:

Study programme and study programme's design and development

Non-compliant

Partially compliant

substantially compliant

Fully compliant

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *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.*

Findings

We were impressed by faculty members' commitment to using a range of teaching methods appropriate to an MBA and with their appreciation of the distinctive needs of such a cohort of students. The models of assessment planned seemed appropriate to the learning outcomes of the programme.

Strengths

- Assessment is appropriate to the programme and supports learning development.
- The process of teaching and learning includes different methods and modes.
- Excellent emphasis on critical thinking.
- Support for the development of students' research skills.

Areas of improvement and recommendations

- The need (as flagged in Section 1) to ensure that relevant theoretical developments are incorporated and blended with practical application.
- Teaching tools and materials should be regularly updated.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	10
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	7
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	10

2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	8
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	9
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	9
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	7
2.10	It is ensured that teaching and learning are continuously enriched by research.	7
2.11	The programme promotes students' research skills and inquiry learning.	8
2.12	Students are adequately trained in the research process.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Teaching, learning and student assessment

Non-compliant

Partially compliant

substantially compliant

Fully compliant

3. Teaching Staff (ESG 1.5)

Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

Findings

The current pool of faculty (whilst good on their own terms) is small and not sufficiently balanced in terms of academic expertise in relation to the scope of the programme. Because of this, there seems to be some need to recruit more staff with teaching experience and knowledge appropriate to the programme outline. Looking ahead, it is important for the College to invest and support on the professional development of faculty in relation to the production of research publications that can feed into teaching. We recognise the potential of existing core faculty and believe that this is a strong base for the College to build on, if the current faculty is supplemented appropriately with faculty within the field of management.

Strengths

- Professional expertise and commitment of the Academic Director
- The commitment of the College to create a stimulating research environment through investing a new research centre and the targeting of 20% of profits towards research support.

Areas of improvement and recommendations

- Ensuring alignment of faculty expertise and programme content (as per previous sections of this report).
- Further opportunities for continuous development of staff in relation to pedagogy e.g. through attending seminars and teaching focused events and conferences.
- Deliver on the College's commitment to further recruitment and involvement of visiting staff.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	7
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
3.2.1	Subject specialisation	6
3.2.2	Research and Publications within the discipline	6
3.2.3	Experience / training in teaching in higher education	7
3.3	The programme attracts visiting professors of recognized academic standing.	7
3.4	The specialisations of visiting professors adequately support the programme of study.	7
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	7
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	8
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	8
3.8	The teaching load allows for the conduct of research and contribution to society.	7
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	7
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	7
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	7
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.2.1 and 3.2.2 above reiterate our earlier observations in this Report about the alignment of staff profile with the scope and content of the proposed programme.

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

Please circle one of the following for:

Teaching Staff

Non-compliant

Partially compliant

substantially compliant

Fully compliant

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Findings

There is good evidence of student support and engagement both in relation to learning and teaching and the wider student experience.

Strengths

- Appropriate recognition of higher education qualifications, periods of study and prior learning, including professional experience.
- Evidence of a very good approach to pre-defined and published regulations regarding student admission, progression, recognition and certification.
- Involvement of students in evaluation of staff and review of the programme
- A good emphasis on career progression and employability of students
- Good infrastructure and processes to support student welfare, e.g. accommodation, finances etc.

Areas of improvement and recommendations

- There could be further clarity on how information on performance indicators, progression, staff evaluations, drop-out rates, etc. is collected, monitored and analysed in the College.

1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	10
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	10
4.3	The programme's evaluation mechanism, by the students, is effective.	9
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	8
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	9
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	9
4.9	Students are satisfied with their learning experiences.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Students

Non-compliant

Partially compliant

substantially compliant

Fully compliant

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
** Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

Findings

In general, we find resources available and fit for purpose. There are certain aspects, however, that can be improved. Our recommendations on how to achieve this are listed below.

Strengths

- Excellent software packages and platforms are in place via a contract with an education specialist
- Good access to additional electronic resources via College subscriptions
- Student welfare support, such as counselling is available and adequate
- Teaching space and equipment is modern and appropriate
- Modern audiovisual technology is available and accessible alongside 24/7 ICT support for students and faculty
- Space for students' socialization is available

Areas of improvement and recommendations

- More up-to-date hard copies of core textbooks of the courses are needed to support this distinctive new programme and need to reflect the observations offered earlier in this Report in relation to contemporary publications and trends in the industry.
- The faculty complement is currently small, and it is important for the College to address recruitment of tutors in a timely fashion.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	9
5.2	The library includes the latest books and material that support the programme.	7
5.3	The library loan system facilitates students' studies.	7
5.4	The laboratories adequately support the programme.	9
5.5	Student welfare services are of high quality.	9
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	9

5.7	Suitable books and reputable journals support the programme of study.	7
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	9
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	7
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Resources

Non-compliant

Partially compliant

substantially compliant

Fully compliant

6. Additional for distance learning programmes (ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *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.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *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.*
- *A study guide for each course, fully aligned with distance learning 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, 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*

Findings

Strengths

Areas of improvement and recommendations

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	
6.2	The institution safeguards the interaction:	
6.2.1	Among students	
6.2.2	Between students and teaching staff	

	6.2.3 Between students and study guides/material of study	
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	
6.5	Student performance monitoring mechanisms are satisfactory.	
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	
6.8	Assessment consistency is ensured.	
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	
6.11	The supporting infrastructures are easily accessible.	
6.12	Students are informed and trained with regards to the available educational infrastructure.	
6.13	Procedures for systematic control and improvement of the supportive services are set.	
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	
6.17	Students' weekly assignments are appropriate for the level of the programme.	
6.18	Feedback on students' assignments is regular through concrete and published procedures.	
6.19	The quality of students' final exams is ensured and evidenced.	

6.20

The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for distance learning programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

7. Additional for doctoral programmes (ALL ESG)

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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

Findings

Strengths

Areas of improvement and recommendations

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	

7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	
7.13	There is a clear policy on authorship and intellectual property.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for doctoral programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

8. Additional for joint programmes (ALL ESG)

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *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.*
- *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*
- *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.*

Findings

Strengths

Areas of improvement and recommendations

from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	
8.5	The joint study programme is based on the needs of the target group and of the labour market.	
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	
8.9	The partner universities ensure the economic sustainability of the joint study programme.	
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	
	8.10.2 The collaboration between/among the institutions delivering the programme	
8.11	The jointness of the programme development is effective.	
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for joint programmes

Non-compliant* *Partially compliant* *Substantially compliant* *Fully compliant

C. Conclusions and final remarks

The proposed programme has a lot of potential. It fits with the wider strategy of the College, and there appears to be a viable demand for this new MBA.

The legacy of the Institute of Banking Studies appears to be very positive for the College and its plans. We saw high levels of commitment from the core faculty, and significant potential to build upon this further. We were struck by the enthusiasm of alumni about the value of their College experience and their appetite for further study, including on the MBA. In this way, there is considerable evidence that the programme will play a useful role in professional development and meet a market demand.

The College enjoys excellent links with industry and this has great potential to be of benefit to the MBA programme, the student experience, and the professional and career development of students in line with the objectives of an MBA. There is a very good emphasis on career progression and employability of students.

The potential for accreditation by the American Bankers Association offers a good point of distinctiveness for the College's programme.

We see a welcome emphasis on critical thinking and an incorporation of the development of students' research skills within the programme. The College is committed to investing in its research environment through the creation of a research centre. There is an explicit commitment to channel 20% of profits towards research support. This commitment is important to the mature development of the institution.

We are impressed by the systematic approach to the provision of key information about the programme and wider policies and procedures of the College. Excellent software packages and platforms are in place.

This is a new College with a small number of core faculty. We recognise that there are plans for further recruitment and this needs to be managed carefully and in a timely manner to ensure the quality of the programme. The final iteration of the programme needs to involve the inputs of the College's core faculty so that they have ownership of its design and content. Some elements of the design of the MBA (e.g. module sequence), and the supporting resources for students, need attention before the launch of the programme.

We suggest a need to consider the timing of the launch of the programme in relation to key faculty being in post (e.g. Programme Coordinator). The small staff base suggests a risk factor which needs to be carefully assessed and managed. Careful consideration should be invested into ensuring a close alignment of core faculty's research expertise and qualifications and program design and courses' content.

Based on our reading of the submission in its current form, we identify a need to ensure that the programme content reflects current developments in relevant fields and that recommended reading materials reflect these advances in knowledge. Students should be able to access 'state of the art' publications in support of their engagement with this to support this distinctive new programme. The sequence of some of the modules could be reconsidered. In addition, there is scope to include contemporary topics such as service management, service marketing, and digitalization in the scope of the curriculum.

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Dr Kevin Orr	
Dr Andreas Georgiadis	
Dr Pernille Eskerod	
Ms Margarita Panagi	

Date: ...13.06.2019.....