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

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Date: 24 November 2020

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
University of Nicosia

- **Town:** Nicosia

- **School/Faculty:** School of Business

- **Department:** Department of Management

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – [Title 1]
In Greek:
Programme Name
In English:
 BBA in Business Administration
Language(s) of instruction: English

Programme 2 – [Title 2]
In Greek:
Programme Name
In English: Masters of Business Administration
Language(s) of instruction: English

Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
 PhD in Business Administration
Language(s) of instruction: English

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit was conducted from Thursday 12 November until Friday 13 November 2020 via Zoom-link due to Covid-19 and related travel restrictions. The evaluation panel met with the management from the university, the faculty, the department and students. In addition to presentations and discussions, the evaluation committee also had the chance to listen in on teaching via WebEx platforms. This virtual onsite visit was preceded by comprehensive documentation including a video of the University of Nicosia campus.

B. External Evaluation Committee (EEC)

Name	Position	University
Christian Nielsen	Head of Business School	Aalborg University
Anthony McDonnell	Professor of Human Resource Management & Head of Department of Management & Marketing	University College Cork
Cleopatra Veloutsou	Professor of Brand Management	University of Glasgow
Panos Ntoas	Post-graduate Student	University of Cyprus

C.   Guidelines on content and structure of the report

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

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

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

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

  ### Findings

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

  ### Strengths

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

  ### Areas of improvement and recommendations

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

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

- *The EEC should state the conclusions and final remarks regarding each 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 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.

Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

The Department appears to follow the university regulations that exist in relation to quality assurance expectations and based on the written reports and our virtual visit these appear to be largely in line with what one would expect for the programmes of study. There appears to be a strong desire by the leadership and faculty on a collective basis to work together on having high quality programmes being offered to students. In addition, other key stakeholders have involvement in quality assurance including students and external industry representation. There are overall programme objectives in place for all programmes, along with associated learning outcomes at both the programme and module levels though there is scope for reviewing these in context of being able to assure/measure student achievement of these. Student progression and success appeared to be very positive across the programmes under consideration.

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

Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Programmes follow the university regulations on quality assurance processes

Employability rates of students across the programmes appear strong ranging from >85% on BBA to >90% for MBA.

Pass rates appear to be very strong which is unsurprising given the exceptional level of support offered by staff.

Modules within the programme appear to be largely kept current and updated regularly

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.

Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Greater clarity on how much assessment exists across the programme is needed and its relevance to the programme learning objectives. An assessment matrix for both the BBA and MBA programmes are recommended and in so doing there should be included considerations of how assessment maps explicitly to the programme learning outcomes.

You should consider revising both programme and module learning outcomes so that they are more easily discernible in terms of students meeting them or not.

Consider reducing the number of learning outcomes in some modules in particular. There is a wide range from 5 or 6 to upwards of 15 in some modules and based on the hours involved in teaching and expected student learning hours it is not clear how all could be key learning outcomes.

Using Bloom's taxonomy to develop learning outcomes appropriate for each level could help (for example "apply" is not a high level outcome that one would be expected to get from an MBA programme).

The total number of courses offered seem to be very high considering both the number of students and the number of staff available to teach. It might make sense to revisit the number of courses offered on all levels and to consider if it makes sense to offer this number of courses in all taught programmes and levels.

It is recommended that the Department undertake more reflective reviews where they identify specific areas of focus in the short and medium term.

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

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

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

Sub-areas

    2.1 Process of teaching and learning and student-centred teaching methodology
    2.2 Practical training
    2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

- *The criteria for 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.

Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

The support offered to students by teaching staff is exceptional. It was very evident from site visit meetings that there is a passionate and engaged teaching team where the interest of students are both centre and above all else. While this can be viewed as exceptional there are also concerns as to whether it amounts to far too great a degree of 'hand-holding' of students at these levels of study. Consequently, there are some concerns in respect to whether the balance is right in terms of being so student focused that less responsibility is taken by the student to proactively take control of their learning. As very limited detail was provided on assessment it was not possible to make a proper evaluation (e.g. we didn't see assessments/exams etc) however based on assessment activities listed on the module outlines some concerns exist.

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

Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Programmes offer distance and in person options so there are different modes of delivery open and students were positive towards this.

The vast majority of module outlines appeared to be current and up-to-date in terms of key reading materials and content.

There is a very strong mutual respect evident between faculty and students.

Some good use of modern teaching methods across 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.

Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

It is recommended that faculty consider whether students are taking enough of an active and leadership role in their learning process. While students were very complimentary, we would have some concern as to whether a greater sense of autonomy could be instilled in students especially at an MBA level.

There is a need to consider the level of assessment on the programme. Specific regard should be given to how assessment ties together across the programme to achieve the programme learning outcomes and whether some tasks could be cut back (i.e. address possible over-assessment). An assessment matrix across the programme would be welcome that shows explicit links to learning outcomes.

Some module outlines need to be updated in terms of key reading lists being more current.

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

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

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

> **Sub-areas**
>
> **3.1.Teaching staff recruitment and development**
> **3.2.Teaching staff number and status**
> **3.3.Synergies of teaching and research**

3.1.Teaching staff recruitment and development

Standards

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

3.2.Teaching staff number and status

Standards

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

3.3.Synergies of teaching and research

Standards

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

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

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

Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

The documentation and meetings demonstrated a high quality and committed teaching staff. The vast majority are PhD qualified with most being research active. It wasn't clear if formal teaching qualifications were common or supported in the university. The staff was receiving compulsory additional training in elements such as online teaching. It needs to be noted that this additional training was not taken into account as workload, but it was added as a task over and above the normal working commitments.

The engagement with subject specific academic research varied. Some of the academics are indeed producing a lot of internationally rated outputs, while others prefer to focus more on teaching and less in research. Monetary insntives

The normal workload appeared to be 3 courses per semester, but it seems that there is the option to apply for some reduction if the research output is significant. It was somewhat surprising that there is no clear allocation for the supervision of the PhD researchers.

Positively, in spite of what appears to be very substantial workloads, improvements in the quality of research output have been evident. We would have concerns as to the current staffing situation believing that there is a need for substantial investment in additional teaching staff to be able to deliver the low student classes, multiple programme pathways, while not negatively impacting on the positive improvements made on research outputs.

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

Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

A highly committed teaching staff was clearly evident from multi-stakeholder meetings. We commend the strong team-based approach that came across during the site visit.

Well qualified teaching staff.

Year on year improvements in faculty research outputs evident.

The teaching reduction scheme is a welcome support for research.

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.

Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Workloads appear very high which will ultimately prove detrimental to furthering high quality research and increasing in key rankings.

There is a need to consider the investment in additional faculty to deliver on the Department's mission. Much concern exists over the continued viability of the existing staff being able to undertake the level of teaching that they do and maintain research active status. The capacity to provide PhD supervision also needs some consideration given staffing numbers and workload.

There is merit in considering whether so many concentrations make sense in the undergraduate programme. Some concentrations appear more general and lack clear cohesions for a concentration, while the number and expertise of staff to deliver all concentrations looks problematic. It is recommended to consider having less concentrations on this degree.

It is recommended to consider further encouragement of faculty to be research active and to pursue a quality over quantity approach in this.

Consider whether greater synergies could be achieved in offering of modules. This may include considering larger classes than 30 students in some modules which would provide some potential workload benefits.

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

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

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

> **Sub-areas**
> **4.1.** Student admission, processes and criteria
> **4.2.** Student progression
> **4.3.** Student recognition
> **4.4.** Student certification

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

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4.4 Student certification

Standards

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

You may also consider the following questions:

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

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

Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

The teaching history of the institution seems to have secured very detailed regulations for student entry and recruitment. All the information is well documented and accessible to all interested parties.

The system seems to be relatively centralised in the University level, with limited investment in department level support.

The various programmes seem to have a focus on delivering content that is relevant to practice and there is an interest for international co-operations with other institutions and practitioner bodies that can provide accreditations.

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

Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Very detailed regulations that are well articulated.

Competent systems that capture student performance.

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.

<u>*Areas of improvement and recommendations for*</u> BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Given the size of the institution one could consider whether there is overregulation

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

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

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5. Learning resources and student support *(ESG 1.6)*

Sub-areas

    5.1.Teaching and Learning resources
    5.2.Physical resources
    5.3.Human support resources
    5.4.Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *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.

Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Given the pandemic, we did not physically visit the premises, but we were given a virtual tour.

The support to the students as a process has been following the practices that the institution is used to rely on from its early days and is very centralised. There is a group of administrators that deal with course management and other groups of support and counselling staff that all work in a unit in the University centre.

The teaching staff is providing a lot of feedback to the students.

There is an ongoing and increasing engagement with learning methods that utilise development in technology.

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

Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

The physical evidence we were shown seemed of high standards and quality in terms of buildings, library and equipment.

The University and its staff seem to be looking for the development of the courses and the teaching methods constantly and considering ways that these changes will improve the delivery of the courses and the student experience.

In programmes like the MBA the student population is very diverse and this was very much complemented from people who graduated from this programme and entered in with a different profile.

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.

Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Considering whether there is over assessment, both formative and summative, and too close monitoring of the students and whether this is something that really helps the students become more responsible and independent learners.

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

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

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

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

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6.3 Supervision and committees

Standards

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

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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.

There is a clear commitment to the PhD programme. The department attracts applicants from many different countries. There are clear regulations, training that is specially developed for the PhD researchers and specific processes related to the PhD supervision process. During the programme each PhD researcher works with three supervisors. The programme has a commitment to the production of academic work that is presented to academic conferences and could be publishable in international journals. The graduates of the PhD programme pursue various careers, some join academia in various countries and others go to the industry.

Strengths

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

There is some formal training for the PhD researchers, primarily when they join the programme.

There is a seminar programme associated with the programme.

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.

Consider whether the selection procedure is overcomplicated for the size of the University.

There is no dedicated financial support for PhD researcher's conference attendance.

There is no financial support for additional specific training that the researchers might need at later stages of their studies.

There are very few external speakers in the PhD seminars. This may be worth considering addressing.

In the PhD seminars that were delivered in the previous academic year and were made available, there was very little training on specific research skills.

The PhD programme seems very big for the size of the faculty.

There is no work allocation for PhD supervision.

There is no internal assessment on the progress of the PhD researchers that involves other academics outside their supervisory team.

There is no formal consideration of ensuring that the PhD students have a chance to gain insights into pedagogical methods and teaching experience, which would be a major advantage for those who wish to pursue an academic career afterwards.

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

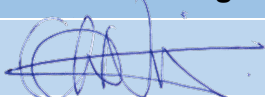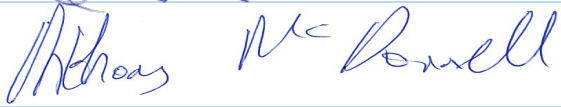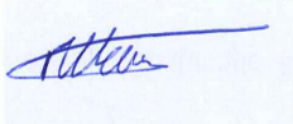| Sub-areas		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Partially compliant

D. Conclusions and final remarks

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

Overall, we find that the programs evaluated were well-managed and that both students and teaching staff were committed to the learning process. We have pointed at some weaknesses of the current structuring in regard to ensuring that students become independent learners and in regard to ensuring the best possible utilization of teaching resources to achieving learning outcomes; this including a potential restructuring of programs to decrease the teaching loads.

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E.   Signatures of the EEC

Name	*Signature*
Christian Nielsen	
Anthony McDonnell	
Cleopatra Veloutsou	
Panos Ntoas	

Date: 24.11.2020