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Date: Date.

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

- **Higher Education Institution:**  
European University Cyprus and Minjiang University
- **Town:** Minjiang University, Fuzhou, Fujian, China
- **School/Faculty (if applicable):** Business
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

Marketing and Digital Communications

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



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

## A. Introduction

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

The External Evaluation Committee (EEC) would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the invitation to evaluate the BA in Marketing and Digital Communications.

This is a programme that has been accredited and is currently running in Cyprus. At the same time the programme is now currently on offer by the Minjiang University, Fuzhou, Fujian, China. The delivery of the programme is undertaken by the recently setup International Digital Economy Centre at Minjiang (IDEC).

As the programme is currently accredited the evaluation that took place online on the 19<sup>th</sup> of May, 2022, focused on the implementation of the programme and the established collaboration between the European University Cyprus and Minjiang University.

The agenda included several meetings with the senior management, the program coordinators, teaching faculty, students and administrative personnel. The evaluation and the findings and recommendations of this report were based on the meetings conducted and the evidence provided in the form of the self-evaluation report.

Given the on-going pandemic restrictions, the evaluation took place online. Consequently, the EEC did not have the opportunity to visit the University and experience in-person the on-offer services and infrastructure. Still, panoramic captures of teaching, administration and social spaces were provided. These were considered sufficient for the purposes of this evaluation.

The report discusses areas of strength and areas that further consideration may be required. The EEC provides a number of constructive suggestions as to how the European University Cyprus and Minjiang University could address the points raised.

If the two Institutions or the CYQAA have any queries with regards to the report, the EEC members will be more than happy to attend to them in due course.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor David McGravie	Chair	University of Derby, UK
Professor Savvas Papagiannidis	Member	University of Newcastle, UK
Professor Mihai Adrian Ionescu	Member	École polytechnique fédérale de Lausanne, Switzerland
Professor Michael Andersen	Member	Technical University of Denmark
Mr. George Nicolaou	Student - Member	Cyprus University of Technology

## C. Guidelines on content and structure of the report

### 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

The programme is currently accredited by the CYQAA. The programme as it is offered in Cyprus is in a good standing offering the disciplinary knowledge and practical skills needed for professional in the area of Marketing and Digital Communications.

The EEC notes that there are policies related to quality assurance set by the European University Cyprus. These are observed and applied by the department and teaching staff when it comes to the programme under consideration. Changes to the program are subject to a formal institutional approval process and accreditation. The policies are clear when it comes to setting the standards across all aspects of the program, such as curriculum development, assessment policies and plagiarism, student progression and ECTS credits. ECTS workload is along the expected lines.

Given the above the current evaluation focused on the implementation of the programme and how the collaboration between the European University Cyprus and Minjiang University was operationalised.

Overall, there the EEC notes that the two sides have worked together to come up with ways for the programme to be delivered in a meaningful way in the new setting. This applied to local admissions criteria and also quality assurance policies. When issues were identified both faculty member and professional support worked together towards addressing them.

#### Strengths

The EEC notes the willingness of the teaching team to periodically review the programme so that its learning objectives and outcomes remain relevant to external stakeholder requirements. This is likely to be of increasingly more importance considering the international collaboration established.

It was positive to see staff adapting the programme's content to the IDEC setting, e.g. by adopting local examples or cases so that students can relate to the materials. Such adaptations can be used on the Cypriot side too, to help internationalise the curriculum in the long term. Put differently there is an opportunity to not just adapt the programme as it is offered in Cyprus into the Chinese setting but also to strengthen the programme in Cyprus too.

#### Areas of improvement and recommendations

The EEC acknowledges the framework within which the collaboration has been formed and the expectations of each side and how any future revisions. Any future programme changes though need to actively engage stakeholders (particularly, engage more with industries with relevance for the Chinese regional digital economy development) on both sides in order to ensure that their views and needs are sufficiently represented and catered for.



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

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

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

### Findings

Despite this being the first year of delivery, students appear satisfied with the programme and support received. In particular, they were complementary of the support received by the professors and teaching assistants, who assisted students as much as possible when it came to learning in a second language.

Overall, the process of teaching and learning appears to be in line with the home programme which features different modes of delivery and use a variety of pedagogical methods that facilitate the achievement of the programme's learning outcomes.

Assessment follows the programme' existing practices.

Students reported that, in their experience, there was a good balance between theory and practice. As this is the first year of delivery during which a key objective is to build foundational knowledge, this is rather positive. One would expect that more opportunities to engage practice and industry will become possible in subsequent stages of the programme. This also applies to involving students in research activities that will further enhance their learning experience.

Being able to study in China and obtain a degree from a European University was considered an important aspect of the programme, not just because of the recognition that such a degree can bring, but also because reading for it exposes the students to new ideas, ways of learning and cultures.

As this is the first year that the programme is delivered in Minjiang it is not possible to reliably assess the performance of the students compared to that of students in Cyprus.

### Strengths

It was positive to see that despite the inherent challenges in such a project and the fact that such challenges are even bigger considering the pandemic, both sides have delivered to a satisfactory level. Both students and staff are enthusiastic about the prospects of the programme and want to see the venture be a success.

### Areas of improvement and recommendations

We note that admissions follow typical language criteria. Still during the meeting with students it was evident that in-session English language support is necessary. This is especially important in the first year in order to provide students with the language skills needed to make the most of the rest of their programme. Future in-person visits may help more effectively put students' oral and writing skills into perspective.

Considering the regional Fujian interest in Digital Economy, there is an opportunity to consider how to best integrate local industry links and benefit the programme overall. Such links and adaptation could be potentially useful for delivery in Cyprus too.

IDEC can potentially open a number of staff activities (e.g. research seminars) to students, as a way of enthusing them about the prospects that research brings not just in their learning journey but also as a future career option.

Considering the impact that distance can play in such a partnership, student feedback processes across delivery sites need to be formalised and streamlined more so that both sides can have reliable insights into how the delivery is going. An unification of the course evaluation (as forms and timelines used) over all the programs would be beneficial. Actions and changes need to be clearly communicated back to the students.

In the future the two partners should consider processes to ensure the monitoring of student performance at each side and take actions as per necessary if there are significant differences.

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

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



### 3. Teaching staff (ESG 1.5)

#### Findings

The programme is supported by teaching teams that overall have the required qualifications at the expected level. Faculty brings expertise and experience in the program's areas. There is a sufficiently good correspondence between staff's qualifications/expertise and the modules delivered.

There is significant commitment to investing in human resources to support the programmes delivered in Minjiang.

Considering that this is the first year that the programme has been running in China, delivery is heavily supported by teaching assistants. These teaching assistants are contracted by EUC and adhere to the same policies as EUC staff based in Cyprus.

#### Strengths

European University Cyprus has established policies (e.g. when it comes to recruitment, workload etc). Such policies are expected to apply to this collaboration. This is important when it comes to ensuring a fair and consistent treatment of staff involved in the delivery of the programme.

So far, IDEC has offered a number of initiatives/sessions that aim to support teaching faculty's development and induction. These have taken place online. As the restrictions due to the pandemic are gradually lifted, one would have expected in person visits to become possible. These can help strengthen the collaboration and sharing of institutional culture. Such visits can also create wider opportunities (such as research ones).

It is worth point that the Faculty on both sides referred to students as "our students" which shows that despite the distance and current COVID-related restrictions there is sufficient rapport and bonding between Faculty and students.

#### Areas of improvement and recommendations

Considering the stage that the collaboration is and the evidence provided with regards to the investment and commitment of both institutions, the EEC is satisfied with the human resources supporting the program.

So far, teaching assistants have played a critical role in student learning and satisfaction. Going forward and as more students are recruited across the four stages of the programme, the two institutions should ensure that such overreliance is avoided, and more senior members of staff are recruited as per necessary. This process should anticipate further success of the programme, with a potential need in more qualified senior staff.

More involvement of EUC staff in the recruitment of teaching assistants would have been welcome.

The EEC appreciates that most of the focus and attention has been invested in ensuring that the programme is organised and delivered in an effective manner. The EEC would expect that potential synergies between the two sides (e.g. when it comes to research) will also inform efforts to bring more research into the delivery of the programme itself.

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

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

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

##### Findings

The EEC observed that there are policies and mechanisms in place that ensure that students develop, progress and are being recognised for their achievements. Such policies are made clear to the students from the outset in published guidelines by the department and programme. In the IDEC context, such policies also apply and have been followed since the beginning of the programme (noting that there is a single cohort in stage 1).

##### Strengths

The students expressed their satisfaction with the programme and how the delivery of the first year has gone so far. They were particularly complementary of the support received by teaching staff.

##### Areas of improvement and recommendations

The EEC notes that in the first year recruitment was small scale and regionally restricted. As recruitment opens up and number of students admitted IDEC will need to adjust to the increasing demands. The first two years of delivery offer an opportunity to adjust practices and processes so that by the time that the programme runs at full capacity any potential issues and risks are minimised.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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

### Findings

Due to the on-going pandemic restrictions, the EEC did not have the opportunity to visit Minjiang University in person. Consequently, the committee's view related to teaching, physical and human support resources on offer were primarily based on the report submitted by the Universities, the videos provided, and the meetings with administrative staff and end-users. It may be useful to evaluate such resources and services in-person when the opportunity arises.

The evidence and answers provided during the evaluation suggests that the two Institutions provide all the services necessary to support a good learning and student experience. This especially applies to the library facilities that feature a wide range of sources from reputable publishers, as well as the IT facilities. It is noted that students at Minjiang have all the resources that students based in Cyprus have.

There are established systems and safeguards for dealing with student data on both sides.

We note the extra curriculum activities that IDEC has in place that aim to foster a shared culture. Such activities may offer new opportunities for both sides to encourage mobility of student and staff.

### Strengths

The programme's support staff have sufficient experience and expertise to deal with new issues that arise due to any circumstances surrounding this new partnership. Such experience and expertise is important when it comes to dealing with administrative problems until the partnership matures.

### Areas of improvement and recommendations

Where different systems or processes for accessing resources are in place (e.g. when it comes to VLEs), it may worth considering how to streamline them so that the experience becomes more seamless and overheads for end-users are minimised.

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

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

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

Not applicable. This was a UG program evaluated.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>6.1</b>	Selection criteria and requirements	N/A
<b>6.2</b>	Proposal and dissertation	N/A
<b>6.3</b>	Supervision and committees	N/A

#### D. Conclusions and final remarks

The EEC has provided constructive feedback on the Marketing and Digital Communications programme (4 academic years, 240 ECTS, BA). The report outlines the key findings, highlights areas of strength and proposes actions to improve things further. We hope that the feedback provided in a constructive manner will inform future developments of the collaboration and help underpin a positive teaching and learning experience for all stakeholders.

The EEC would like to take this opportunity and thank the CYQAA coordinator for managing the process both efficiently and effectively.

Finally, once more, should the Cyprus Agency of Quality Assurance and Accreditation in Higher Education require any clarifications with regards to the points raised in the report, the EEC remains at the Agency's disposal.

#### E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor David McGravie	
Professor Savvas Papagiannidis	
Professor Mihai Adrian Ionescu	
Professor Michael Andersen	
Mr. George Nicolaou	

**Date:** 27/05/2022