

Doc. 300.1.2

Date: 13/01/2026

Higher Education Institution's Response

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Διοίκηση Μάρκετινγκ (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο)

In English:

Marketing Management (4 years, 240 ECTS, BBA)

- **Language(s) of instruction:** English and Greek
- **Programme's status:**
- **Concentrations (if any):** N/A

In Greek: N/A

In English: N/A



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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report without any interference in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

Introduction

We would like to express our appreciation to the External Evaluation Committee for conducting a professional and comprehensive on-site evaluation of the BBA Marketing Management programme on October 27, 2025. The Committee's collegial and constructive approach facilitated a transparent process and yielded valuable insights that will inform our continuous improvement efforts.

During the visit, the EEC met with the faculty who support the programme and held separate consultations with students, alumni, support staff and external stakeholders. External stakeholders included marketing professionals and industry practitioners, as well as marketing academics from European universities.

We would like to also thank the EEC for their extremely positive evaluation where **all 18 out of 18 quality indicators received the top rating of "Compliant"** (amongst the choices of compliant, partially compliant, non-compliant).

More specifically, the EEC states, amongst other:

- This was a **very well-organized event with considerable attention to detail** in the documents made available and the willingness to provide additional documentation when required.
- The program attracts students from a very broad group of countries, which ensures an international atmosphere and culture on campus and in the classroom.
- The documentation presented, the PowerPoint presentation (provided to us after our visit), and the Q&A sessions, suggest that the Business School and **the Marketing Management degree that we were evaluating is excellent in teaching, research and engagement with innovative plans for future development.**
- **The degree is subject to ongoing revision in consultation with external stakeholders, students and faculty making it market ready and robust for labour market requirements.** This is consistent with the values and mission of the Business School, which has recently been awarded the prestigious AACSB accreditation.
- **We are impressed by the resources available for teaching and research, with concrete plans for future growth to meet market demand.** Research facilities and support are second to none in terms of funds and even with respect to teaching—**easily matches and even surpasses what's found in many 'leading' international universities.**
- **Participants** in the review, from academics, support staff, students and other stakeholders, **spoke in glowing terms about the Business school and the Marketing Management degree.** Of particular mention, is **open communication and sense of community in the School that is also reflected in this degree offering.**
- On equal footing is the practical nature of the degree that is informed by reality-based research, both empirical and conception as well as a very well embedded and organized internship program.



- Also worthy of mention is the very efficiently managed and successful Erasmus program related to faculty mobility—now the largest in Cyprus.
- Overall, **this is an excellent Program being delivered at the University of Nicosia, with impressive opportunities for future development and growth.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

We would like to express our gratitude for the committee's strong positive feedback:

"The Marketing Management BBA program of the UNIC has been in operation for several years and has been reconfigured during the last years on the basis of academic insights and input from practitioners. The program is aligned with industry and societal needs. In general, the program seeks to prepare students for jobs within marketing management. The program is informed by practical based empirical and concept related research. Note that even adjuncts who are hiring are largely research active or have deep affiliation with practice. The program fulfills the four purposes of higher education of the Council of Europe, that is, preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, and development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base. UNIC has developed and implemented a robust quality assurance policy that fosters a culture of continuous improvement and academic integrity. Regular program evaluations incorporate feedback from students, faculty, and external stakeholders to ensure relevance, innovation, and quality."

The committee has noted the following strengths:

1. The business school within which the marketing program is embedded has recently earned AACSB accreditation—a clear signal of high quality.
2. The department and program has a very strong and ongoing connection with practice.
3. There is also a strong sense of community across academics, students, and stakeholders.
4. The program gives students a solid basis for the job market and further studies.
5. The internship program is innovative and in line with best practice.
6. The faculty teaching staff has adequate academic and practical experience which ensures a good balance between theory and practice. The internship, as a compulsory course, allows students to connect theory with the practice, beyond case studies, while boosting future employability opportunities.
7. There is adequate support and sufficient quality assurance processes.
8. There is a very strong emphasis on research with support afforded to those who are most research active.
9. There is a very well developed Erasmus program.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1.1 We suggest with regards to teaching remission for more research active staff, remission be given for 2-3 years to reduce transaction costs and uncertainty.	We can see the merit in your suggestion which recognizes the importance of giving faculty 'released' time to engage in scholarly activities such as publishing in peer-reviewed refereed journals, presenting at international conferences, and supervising PhD students, etc. This is particularly important for those	

	who are consistently and successfully engaging in scholarly research. The University of Nicosia expects all its full-time faculty members to engage in research and to facilitate their ongoing involvement in research activities and projects, full-time faculty may apply for Research Time Release (RTR) from their teaching workload when involved in research. The office of Vice-Rector for Faculty and Research (VRFR) administers and supervises the RTR procedure. (Internal Regulations, Chapter 6, p.20-22). Based on data from the Office of VRFR for the past five years, all faculty at the School of Business have maintained (or even increased) the RTR granted to them in the previous period. A list of the business school's faculty teaching on the programme and their RTR allocation can be found in the appendices. This creates a sense of security among faculty and enables them to plan their research development. It also safeguards the faculty sufficiency criterion for AACSB accreditation.	
1.2 Ensure that there is a clearly labelled and robust marketing course in year one. Such a marketing course would be beneficial also to other business students, in case the first year is (more or less) identical across BBA programs in various business disciplines.	We appreciate your suggestion. The introductory marketing course (MKTG-292 Marketing Management) is intentionally scheduled for the first semester of the second year to optimize student learning and success. This placement ensures that all students have first completed foundational courses in microeconomics during year one, providing them with the essential analytical models of consumer behavior, market dynamics, and pricing theory that are critical for the study of marketing. In addition, by their second year, students have developed greater academic	

	maturity, which better equips them to handle the applied, strategic, and case-based nature of the marketing curriculum and engage with the material at a more sophisticated level. The School examines the option of introducing the course in the second semester of year 1.	
1.3 The current program does not include an obligatory final thesis project where learnings from the BBA Marketing management are integrated. This could be achieved by introducing an obligatory thesis at the end. Of course, this final project should be of sufficient academic level.	We acknowledge your perspective+. We certainly recognize the value of a final thesis as a rigorous capstone experience that allows students to synthesize and apply their knowledge. Our current curriculum design, however, is guided by the principle that students possess diverse learning styles and abilities and can demonstrate their mastery in a variety of ways. All Marketing Courses incorporate a range of learning activities, such as an applied project (e.g. a social media marketing campaign for a brand), a comprehensive marketing plan for a new product or an integrated marketing communications strategy, or even an in-depth case analysis. This approach allows students to engage in varied activities that cultivate their research and analysis skills whilst aligning with their individual strengths and ensuring that all can demonstrate their integrated learning effectively.	
1.4 It would be helpful in terms of reputation building to adopt a proper Lab for research and teaching purposes (e.g. Bloomberg or WRDS).	We fully acknowledge the Committee's recommendation regarding the adoption of a Bloomberg-type financial analytics platform and appreciate its emphasis on reputational signaling, teaching enhancement, and research support. The School of Business currently maintains institutional access to the London Stock Exchange Group (LSEG) Data & Analytics platform	

	(formerly Refinitiv), which is internationally recognized and widely used by leading universities for both teaching and high-quality academic research. LSEG provides comprehensive coverage of financial markets, corporate fundamentals, macroeconomic indicators, and advanced ESG datasets aligned with EU regulatory frameworks and international reporting standards. From a research perspective, LSEG offers deep historical time-series data, robust company-level financial information, and seamless integration with standard academic analytics software (e.g. Stata, R, Python), supporting rigorous empirical and sustainability-related research. From a teaching perspective, the platform effectively supports data-driven learning, applied projects, and quantitative analysis across business and marketing-related courses, particularly in market research, analytics, and evidence-based decision-making. While recognizing the strong industry visibility associated with Bloomberg terminals, the University considers the current LSEG infrastructure to be a deliberate, academically robust, and internationally benchmarked choice that fully meets the programme's teaching and research objectives. The feasibility of complementing this infrastructure with additional practice-oriented platforms, including Bloomberg, will continue to be examined as part of the School's longer-term resource planning.	
1.5 Introduce a state of the art Digital Social Media Lab such as in Curtin University in Australia.	The suggestion to establish a state-of-the-art Digital Social Media Lab, modeled on facilities like the one at Curtin University is great. Such a lab	

	would offer significant benefits to our students, providing them with invaluable hands-on experience using industry-standard tools to analyze real-time social media data. This experiential learning environment is critical for equipping them with the practical, job-ready skills essential for careers in digital marketing, brand management, and data analytics. Given these clear pedagogical and professional advantages, we will explore the feasibility of developing such a facility within the next 3-5 years”.	
1.6 Introduce a monitoring process to prevent over-assessment.	We acknowledge the importance of avoiding over-assessment and we believe that this goal requires a strategic approach focused on purposeful and efficient curriculum design. This is best achieved by adopting a "less is more" philosophy, where fewer, more integrative assignments are used, with each task directly linked to specific learning objectives to ensure constructive alignment. A key strategy is to balance high-stakes summative evaluations with more frequent low-stakes formative opportunities that provide developmental feedback, shifting the focus from judgment to learning. Furthermore, incorporating authentic assessments that mirror professional challenges increases student motivation and the perceived relevance of their work. At the programme level, coordination among faculty is vital to stagger major deadlines and intentionally scaffold skill development across courses, which ensures a manageable and cohesive learning experience for students.	

1.7 Introduce structured Alumni events to better integrate your very strong Alumni community with the School and the program. One option could be to initiate an advisory board consisting of 10-20 alumni with yearly meetings to receive feedback and input for the program and research.	You have highlighted an important aspect. The suggestion to create a programme-specific advisory board to better integrate our strong alumni community will have valuable benefits to the programme and its students. We agree that formalizing a structure for receiving direct feedback from experienced alumni is invaluable for ensuring our curriculum and research remain relevant and impactful. This initiative aligns perfectly with the school's broader plan to re-activate its main advisory council. In parallel with that school's effort, we will proceed with establishing a dedicated board for this programme, as you proposed, to gain targeted insights that will directly shape its continuous improvement and strategic direction. We can introduce a formal structure to foster cooperation between these external marketing experts and the programme by adopting a formal approach (structure) consisting of 5-6 alumni members, the programme Coordinator and the HOD, as well as 1-2 faculty members in the marketing specialization area. This Advisory Board and school representatives can meet annually to provide formal suggestions regarding the programme and other important areas such as internships, curriculum changes, etc.	
1.8 We suggest adding an optional quantitative course specifically related to marketing modelling and/or integrate quantitative methods especially in your higher level marketing courses.	Students engage with quantitative methods in various ways and through various courses. In particular, students learn and use quantitative methods in the following courses: Digital Media (MKTG-390) and Social Media Marketing (MKTG-301), MKTG-396 Market Research & Data Analytics, BADM-431 Research Methods in	

	Business, and the elective course IMGT-486 Quantitative Methods. However, we will explore the possibility to design and develop an optional quantitative course specifically related to marketing modelling.	
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- 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)

We are pleased and deeply thankful to the EEC for acknowledging and highlighting the following strengths:

1. Student-centred teaching.
2. Practical training as an integral part of the program.
3. Wide variety of assessment methods.
4. Strong personal connections to students, thanks to the small-scale program and the one-on-one advisory roles of faculty members. The program and school culture stimulate a friendly and collegiate environment between students and teaching/ administrative staff.
5. Research and practice informed teaching.
6. Effective internal quality assurance committees and processes. The quality assurance of the program of study is ensured through active participation of the members of the academic personnel, the members of the administrative personnel, and the students.
7. A very diverse, engaged and motivated student body.
8. A very much engaged and committed stakeholder community.
9. The program is very much connected with PRME and therefore with the UN Sustainability goals.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Monitoring assessment across courses to minimize over assessment.	To effectively monitor and minimize over-assessment within the programme, a systematic approach will be adopted based on regular reviews, and direct feedback from students to ensure that the assessment load remains manageable, purposeful, and effective. The approach will enable us to identify excessive student workload, a lack of variety in assessment methods, and redundant assessments.	

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)

We are deeply thankful to the committee for their positive feedback. The following excerpt from the accreditation report details notable areas of strength:

“The teaching staff involved in the marketing program has the appropriate qualifications and competences. The teaching staff is highly qualified, combining strong academic backgrounds with professional experience in marketing and communications... Note that over 80 percent of permanent staff are Research Active according to AACSB standards. The favourable student-to-faculty ratio supports a personalized approach to education and quality learning. Faculty members are approachable, and committed to student success, providing mentorship and guidance beyond the classroom.

Faculty members are actively engaged in both teaching and research, creating synergies that enhance the academic environment and keep the curriculum current. The ongoing involvement in research and practice enhances the relevance and quality of education.”

In particular the accreditation committee highlighted the following strengths:

1. A highly motivated team of faculty members, with good qualifications. They appear enthusiastic about their department and business school, and contributing to the growth of UNIC.
2. Gender balanced academic staff.
3. A relatively small ratio of students per faculty member, which allows the personalized approach and is consistent with the pedagogical ideals of the program.
4. Faculty members make an effort to integrate relevant practical experiences and keep courses up to date.
5. A strong and qualified cohort of adjunct professors creating a flexible pool of highly qualified academics oriented towards particular modules.
6. Research informed teaching—very much incentivized by the business school. All academics are expected to do research.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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More emphasis on pedagogical research.	This is a valuable and insightful recommendation. We strongly agree that placing greater emphasis on pedagogical research is a key opportunity for enhancing our programme. By encouraging the scholarly inquiry of teaching and learning within our specific discipline, we not only improve the student experience but also empower our faculty to innovate and lead in evidence-based instructional practices. We are positive about fostering a culture where teaching is recognized as a scholarly activity and are committed to supporting our colleagues in pursuing this important work. The School maintains peer visits in the classes that enable faculty to exchange ideas on various pedagogical approaches. Faculty will be provided with tangible support by the School of Education and other specialised units/departments such as the e-Learning and Pedagogical Support Unit (e-PSU) to for example, systematically investigate the effectiveness of their teaching methods, and attend workshops on educational research methods.	
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More emphasis on ‘high quality’ research, by a broader group of scholars	We welcome this recommendation and fully agree with its direction. Our focus will be on cultivating a more inclusive and supportive research ecosystem that empowers a wider range of our faculty to produce high-impact work. The School will strengthen mentoring schemes pairing senior research-active faculty with early-career academics, supported by internal seed funding for high-quality journal submissions. By investing in mentorship, collaborative opportunities, and strategic resources, we believe we can significantly enhance the intellectual vitality of the programme and elevate our collective scholarly reputation.	
Continue to attract and retain research-oriented faculty members at UNIC.	The ability to continue attracting and retaining high-caliber, research-oriented faculty members is fundamental to our strategic vision and a cornerstone of the university's academic vitality. We are committed to enhancing the institutional structures and supportive culture that enable leading scholars to thrive at UNIC. This will remain a key priority as we continue to build upon our reputation for scholarly excellence and innovation.	
Cultivate a research culture in the faculty, with regular seminar series of external speakers, research visits and research-oriented workshops and mentoring of research staff toward high quality impactful research.	We agree that cultivating a vibrant research culture is essential for producing high-quality, impactful scholarship. To this end, the Vice Rector’s Office for Faculty and Research runs the Research Skills Development Programme (RSDP) series of webinars. This is an annual event currently in its fourth year. The webinars cover a wide spectrum of topics such as: “EU Horizon Projects: Challenges, Opportunities, and Guidelines for	

	submission of funded research proposals”, “Training workshop on Doctoral degree supervision”, “Managing your Research Profile: Scopus, Pure, and ORCID”, etc. The RSDP Schedule of Webinars for 2024-2025 & 2025-2026 can be found in the Appendices section. The specific initiatives you have outlined, such as establishing a regular seminar series with external speakers, facilitating research visits, and implementing structured workshops and mentorship programmes, are precisely the components required to build a strong research environment and closely align with the RSDP series of webinars. This proposal aligns perfectly with our strategic commitment to fostering scholarly excellence, and we are enthusiastic about dedicating our efforts to developing these key areas to further support the growth and success of our research community.	
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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)

We would like to express our sincere appreciation for this positive assessment of our programme's foundational structures. We are very satisfied to receive confirmation that our admission criteria are not only adequate but are recognized as rigorous, well-defined, and fully aligned with the expectations of the EEC and comparable high-quality BBA programmes. We believe these high entry standards are essential for ensuring the success of our students and maintaining the academic integrity of the programme.

Furthermore, we are pleased that the detailed and comprehensive nature of our regulations has been affirmed. We consider this robust governance framework, which includes clear provisions for student progression, recognition, and certification, to be fundamental to providing a transparent, fair, and supportive educational environment for all our students. This acknowledgment reinforces our commitment to upholding these exacting standards.

The committee has highlighted that there is:

1. Excellent monitoring of student progression
2. Detailed admission criteria and procedures.
3. Scholarships for prospective students provide financial incentives to join the program.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Everything is appropriate in terms of specified standards. Therefore, we have no concrete recommendations.	Thank you.	

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)

We would like to extend our sincere gratitude to the EEC for this comprehensive and positive assessment of the university's environment and resources. It is exceptionally gratifying to receive affirmation that our commitment to providing a student-centered experience is evident through our modern facilities, extensive learning resources, and dedicated support systems.

The EEC has highlighted the following strengths of the programme:

1. The broadly shared vision for the business school of UNIC and this specific program.
2. The state-of-the-art facilities.
3. Strong commitment of all staff, from vice-rector, to dean, teaching and administrative staff in terms of the provisions of facilities and related resources.
4. Experienced and committed administration and support staff working closing with faculty.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
In general, we recommend that you continue along the current path.	We sincerely appreciate this significant vote of confidence. The recommendation to continue along our current path serves as a powerful validation of our strategic vision and the diligent efforts of our faculty and staff. This affirmation is both reassuring and motivating, and it strengthens our resolve to uphold the high standards we have set for the programme."	
Suggest adopting the Bloomberg lab for reputational signaling, research and teaching.	We appreciate you bringing this valuable and innovative idea to our attention. The suggestion to adopt a Bloomberg lab aligns perfectly with our commitment to providing state-of-the-art resources, and we recognize its significant potential to enhance our programme's reputation, support high-impact research, and enrich the student learning experience. We will be giving this proposal serious consideration and will begin exploring its feasibility.	
Adopt a digital social marketing lab to improve teaching, research and stakeholder engagement.	We appreciate you proposing this forward-thinking initiative. The idea of adopting a digital social marketing lab aligns perfectly with our strategic goals to innovate in	

	our teaching, produce relevant research, and strengthen our community partnerships. We recognize the significant value this would bring to the programme and will begin to explore its implementation with great interest.	
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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)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY

7. Eligibility (Joint programme)

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY

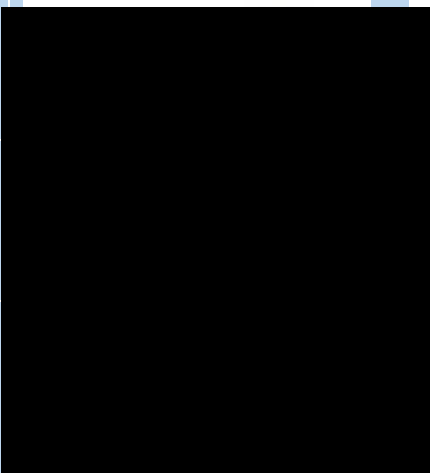
B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The Bachelor in Marketing Management at the University of Nicosia is an excellent and fully compliant programme that exemplifies international best practice in curriculum design, delivery, and quality assurance. It successfully integrates academic rigour with practical relevance, supported by highly qualified and research-active faculty, state-of-the-art facilities, and a strong student-centred learning environment. The Business School's AACSB accreditation, its international outlook, and deep engagement with practice and community partners further reinforce the programme's standing and impact.	We would like to express our profound gratitude for this exceptional and comprehensive endorsement of our Bachelor in Marketing Management programme. To have our programme recognized as excellent, fully compliant, and an exemplar of international best practice is the highest praise we could hope to receive.	
To further strengthen its reputation and long-term sustainability, the Committee encourages the School to: (1) broaden and deepen high-impact research activity across a wider group of faculty; (2) enhance pedagogical research in marketing education; (3) establish a Digital and Social Media Marketing Lab and consider a Bloomberg-type analytics facility for research and teaching; (4) introduce a clearly defined first-year marketing course; (5) formalise alumni and employer advisory structures; and (6) continue monitoring assessment load to ensure balance and coherence across courses.	We wish to express our sincere appreciation to the Committee for providing these insightful and forward-looking recommendations. This guidance serves as an invaluable roadmap for the continued enhancement of our programme, and we are pleased to see that the suggestions to broaden our research culture, advance our teaching infrastructure, refine the curriculum, and formalize stakeholder engagement align perfectly with our own strategic priorities. We are fully committed to giving these valuable points our serious consideration as we work to further strengthen the quality, reputation, and long-term sustainability of the programme.	
Overall, the programme fully meets CYQAA and ESG standards and demonstrates a strong alignment with the mission, values, and strategic objectives of the University of Nicosia. It is therefore	We are deeply grateful to the committee for its thorough evaluation and for this unequivocal recommendation to continue our accreditation without reservation. The confirmation that our	

recommended for continuation of accreditation without reservation.	programme fully meets all CYQAA and ESG standards while demonstrating strong alignment with the university's mission is the highest and most meaningful validation of our collective efforts.	
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D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof Angelika Kokkinaki	Dean, School of Business	
Prof Despo Ktoridou	Head, Management Department	
Prof Ioanna Papasolomou	Programme Coordinator	

Date: 13/01/2026

