

Doc. 300.1.2

Date: 19/05/2026

Higher Education Institution's Response

- **Higher Education Institution:**
University of Central Lancashire, Cyprus
- **Town:** Pyla-Larnaca
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Διοίκηση Επιχειρήσεων (4 ακαδημαϊκά έτη, 240 ECTS,
Πτυχίο (BA))

In English:

Business Administration (4 academic years, 240 ECTS,
Bachelor (BA))

- **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. 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.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The students' evaluation should be more diversified, promote ethical use of AI, and enhance forms of critical thinking.	We would like to thank the EEC for this constructive recommendation. The Programme Team has reviewed the assessment strategy of the BA (Hons) Business Administration to ensure that student evaluation remains diverse, intellectually challenging, and aligned with the Programme's learning outcomes. The assessment methodology used during each year of study of the programme (as provided below) ensures that students are evaluated through both individual and collaborative work, written and oral communication, applied business analysis, reflection, and research-based inquiry. Year 1 modules comprise such assessments as essays (often comprising reflective essays, literature reviews or discussion of current business topic and offering recommendations), exams and portfolios (often comprising vignette discussion, reflective accounts, poster preparation, action plans). Year 2 modules comprise such assessments as individual or group business reports, written exams, essays (often comprising reflective essays, literature reviews or discussion of current business topic and offering recommendations), applied and reflective workshop diary, group business plan preparation and group business plan presentation with Q&As, and portfolios (often comprising vignette discussion, reflective accounts, poster preparation, action plans). Year 3 modules comprise assessments ranging from case studies, written exams, essays (often comprising reflective accounts, literature reviews or discussion of current business topic and offering recommendations), group and individual reports, group and individual presentations, and reflective blogs. Year 4 modules comprise such assessment components as essays, exams, group poster presentation, pair presentations, campaign plan, business problem evaluation project, management report proposal, dissertation, group blog reflective	Choose level of compliance:

	activity, and case study reflective analysis and discussion. In addition, the Programme Team has taken steps to strengthen students' critical thinking through assessments requiring case analysis, evidence-based argumentation, reflection on business practice, evaluation of real-world business problems, and the development of recommendations supported by academic and market evidence. The Programme will also further promote the ethical use of AI by embedding guidance in assessment briefs and classroom discussions on academic integrity, responsible use of generative AI, transparency where AI tools are used, and critical evaluation of AI-generated outputs. Starting from this academic year the University has developed a guidance for students on the Use of Artificial Intelligence in Assessment (see Appendix 1) Moreover, the coursework cover page (See Appendix 1) that the students should submit together with assessment includes statements on the way that the AI has been used if applicable. In this way, the Programme supports students not only in using emerging digital tools responsibly, but also in developing the analytical judgement required of business graduates.	
The Data Communication module should emphasise components on data analysis and data mining, and the title of the module should be modified to reflect this.	The Programme Team thanks the EEC for its valuable and constructive comment. In response, the former BU1207 Data Communication module has been revised and retitled <i>BM1XXX Business Data Analytics</i>, as shown in Appendix 1. The revised module now places a stronger and more explicit emphasis on data analysis, exploratory data analysis, introductory quantitative techniques, and basic data mining concepts. The updated module aims confirm that students will develop practical competence in data handling, data cleaning, data analysis, interpretation, and visualisation using industry-relevant software tools such as Microsoft Excel and SPSS. The revised module content is structured around four key themes: Introduction to Data, Data Preparation and Exploratory Analysis, Data Analysis and Introductory Data Mining, and Data Visualisation. In particular, the third theme introduces students to basic quantitative analysis techniques and introductory data mining concepts,	Choose level of compliance:

	including classification and clustering, while also requiring students to interpret analytical outputs. The learning outcomes have also been updated to reflect this revised focus. Students are now expected to prepare and clean datasets using Excel and SPSS, apply exploratory data analysis and basic statistical methods, demonstrate understanding of introductory data mining techniques, interpret their outputs, and present analytical results using appropriate visualisation tools. Through these revisions, the module title and content now directly address the EEC's recommendation by shifting the module from a communication-oriented focus towards a more applied and technically grounded business data analytics focus.	
The module on Marketing Principles for Business should provide students a more advanced analysis of marketing and the name should be changed to "Marketing for Business" or an equivalent.	The Programme Team would welcome the EEC recommendation and has carefully considered the enhancement of the module descriptor in order to provide students with a more advanced analysis of Marketing. The module title has been renamed <i>Marketing for Business</i> (see Appendix 1).	Choose level of compliance:
There are three modules which may overlap and be redundant – 1. The External Business Environment, 2. Business in Context, 3. Global Environment of Business. Reflection on this may result in more space for material on business analytics, AI, etc.	The Programme Team thanks the EEC for this constructive observation. Following reflection on the structure and content of the BA (Hons) Business Administration, the Programme Team has reviewed the three modules identified by the EEC in order to reduce potential overlap and strengthen the coherence of the Year 2 curriculum. As part of this review, EC2102 Global Environment of Business has been revised and retitled <i>BM2XXX The Economics of International Business</i>, as shown in Appendix 1. This change shifts the focus of the module more clearly towards international economics, rather than the broader external business environment, thereby avoiding duplication with The External Business Environment module in Year 2. In addition, the BU1026 Business in Context module in Year 2 has been replaced by LW1019 Introduction to Business Law. This replacement broadens the range of subject areas covered in year 2 and provides the learning with fundamental legal knowledge beneficial for a Business Administration graduate. Through these changes, the Programme offers a more coherent and balanced Year 2 curriculum (see Table 2 in Appendix 1), reduces redundancy across modules, and creates additional space for contemporary business themes, including business	Choose level of compliance:



	analytics, AI-related developments, and evidence-based managerial decision-making.	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The programme is overly focused on qualitative material. There needs to be more quantitative modules, which can be delivered through new quantitative modules or a redesign and relabeling of existing modules.	The Programme Team has thoroughly considered the valuable and pertinent comment of the Committee and has further reviewed the quantitative content of the BA (Hons) Business Administration. We would like to confirm that the Programme includes at least one quantitative, analytical, financial, or economics-oriented module in each year of study. In Year 1, students take AC1500 Introduction to Accounting and Finance, which introduces them to core accounting and financial concepts. In Year 2, the former Data Communication module has been redesigned and retitled BU1XXX Business Data Analytics, with a stronger emphasis on data analysis, exploratory data analysis, introductory quantitative techniques, data mining concepts, and data visualisation. In Year 3, students take BU2020 Decision Making for Business and AC2650 Introduction to Financial Services Markets, both of which further develop quantitative, analytical, and financial decision-making skills. In Year 4, students take EC3406 International Financial Economics, which strengthens their ability to engage with economic and financial analysis in an international context. Therefore, the Programme provides a clear quantitative pathway across all four years of study, supporting students' ability to use numerical evidence, data, and financial/economic analysis in business decision-making.	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC recommends more funding and opportunities for staff mobility.	The Department of Business, Management and Tourism and the University recognize the importance of academic and professional mobility in strengthening international collaboration, research capacity, teaching quality, staff development and the exchange of best practices. The institution is committed to further supporting staff participation in mobility programmes through both internal initiatives and external funding opportunities. We are currently exploring additional mechanisms to increase financial support, expand partnerships with international institutions, and encourage wider staff participation in mobility activities. In response to the committee's recommendation, we plan to: - seek additional external and Erasmus+ funding opportunities; - allocate greater institutional support where feasible; - improve communication and awareness of available mobility schemes; - encourage participation across academic and administrative staff.	Choose level of compliance:
As student numbers grow there should be increased teaching resources accompanying this.	The University fully acknowledges the importance of maintaining appropriate staffing levels and academic support to ensure the quality of teaching and learning. We would like to note that aligning teaching resources with student enrolment trends is already an established and ongoing practice within the University. As part of the University Annual Monitoring process, known as <i>Continuous Course Enhancement Process</i>, all teaching resources, including staffing needs are reviewed and evaluated based on student numbers, programme demands, and workload considerations to ensure that adequate academic and support resources are available. The University remains committed to continuous monitoring and, where necessary, further strengthening teaching capacity in order to maintain high academic standards and provide an effective learning environment for students.	Choose level of compliance:
Increased consultancy would facilitate staff development and lead to research opportunities and publications.	The Programme Team thanks the EEC for its valuable and constructive comment. We agree that increased consultancy activity can play an important role in supporting staff development, strengthening links with	Choose level of compliance:

	industry, and creating further opportunities for research outputs and publications. The Programme Team will continue to encourage research-informed teaching by supporting academic staff to engage in consultancy projects with industry and external stakeholders, where such projects are aligned with their areas of expertise and the needs of the Programme. These consultancy activities can provide staff with access to current business challenges, applied data, and professional networks, which can then inform teaching content, student learning activities, research collaborations, and potential publications. In addition, recent enhancements to the University's Research and Innovation structures and committees are expected to further support academics in identifying consultancy opportunities, developing industry partnerships, and translating consultancy activity into research-informed teaching, funded projects, and publishable outputs.	
The EEC is interested in the hierarchical structure of the academic staff. It appears to be very flat and recruitment and promotion opportunities could be used to adjust this.	We would like to thank the EEC for this observation. The Department acknowledges the importance of an academic structure that supports leadership development, academic progression, and long-term sustainability. The current structure reflects the University's and Department's smaller size, young age and growth phase, where a relatively flatter structure has facilitated flexibility, collaboration, and a faster response to day-to-day management issues. However, as the Department matures, we recognise the need to further develop a more hierarchical academic structure. In this respect, the Department operates within the University's established framework for academic recruitment, promotion, and career progression, which includes not only an Academic Promotion Scheme, comprising clear criteria for advancement across academic ranks, but also opportunities for leadership roles at the module, programme, Department and University levels (e.g., Module Leaders, Programme Leaders, Department and University Committee Leads, Department and University Committee Chairs). The Department is actively leveraging these mechanisms to support progression pathways (while also providing ongoing support for academic staff through the University's mentoring scheme (RIEM), research development, and leadership training), strengthen academic leadership capacity, and ensure alignment between staff structure and strategic objectives.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC recommends that the admission requirements be monitored in line with a changing global educational landscape.	The programme team would like to thank the EEC for this valuable recommendation. We would like to emphasize that the review and monitoring of admission requirements is already an established institutional practice. Admission criteria are periodically evaluated at university level and programme level in order to maintain academic quality, support student success, and respond effectively to developments in the global education environment. At University level this may involve alignment with changes in secondary and higher education systems, international qualifications frameworks, student preparedness, and market expectations. At programme level this may involve the necessary educational background of the applicant for admission on the programme of study, the Language proficiency for an appropriate fitness-for-study profile, etc.	Choose level of compliance:
The EEC recommends an assessment of current access and admission processes to ensure they are appropriate for higher intake numbers.	The University agrees with the EEC's recommendation regarding the proactive evaluation of access and admission processes to ensure their continued effectiveness and appropriateness in the event of higher student intake numbers. As UCLan Cyprus enters its second decade of operation, building upon the high standards and strong reputation established both locally and regionally, the University Council has developed a strategic plan for international recruitment, which provides a manageable and steady increase in the number of international students per intake. This measured approach allows for the gradual implementation of actions and processes that ensure continued alignment between admission practices, institutional capacity, and quality assurance standards, while also maintaining accessible and efficient services for all prospective students. Furthermore, as part of the annual appraisal and operational review process, the Head of Admissions and Recruitment will continue to assess whether existing human, administrative, and technological resources are sufficient to effectively manage increased admission volumes. This process will also identify areas where additional support, infrastructure, or procedural enhancements may be required. The University remains committed to the periodic monitoring and evaluation of recruitment and admission practices to ensure their effective alignment with institutional resources and capacities. This ongoing review process aims to safeguard	Choose level of compliance:

	the high quality of the prospective student experience while responding appropriately to any significant increase in demand and interest in the programme.	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
There is room for improvement in international student mobility through programmes like Erasmus.	The University agrees with the EEC's recommendation and remains committed to strengthening and expanding student and staff mobility opportunities through Erasmus+, as well as through additional international exchange schemes and partnerships, including Pannonia, Turin, and various bilateral agreements with European and international partner institutions. Nevertheless, it should be noted that the number of Erasmus+ mobilities allocated annually is determined by the National Agency (LLPF–IDEP) and does not always fully reflect either the University's requested grant allocation or the breadth of Erasmus inter-institutional agreements established with partner universities. Despite these external limitations, the University consistently applies for increased mobility funding and actively seeks to maximise participation opportunities for both students and staff. The University will continue its efforts to expand international collaboration networks, strengthen existing partnerships, and request increased Erasmus+ mobility allocations in order to provide international mobility opportunities to as many students and staff members as possible. These actions support the University's broader internationalisation strategy and contribute to the enhancement of students' academic, professional, and intercultural experiences.	Choose level of compliance:
Student-centred learning and flexible modes of learning and teaching should continue to be developed.	The Programme Team thanks the EEC for its valuable and constructive comment. We agree that student-centred learning and flexible modes of learning and teaching should continue to be developed. The BA (Hons) Business Administration Programme will continue to enhance student-centred learning through a range of applied and interactive activities, including field trips, career fairs, guest speaker sessions, group-based learning activities, and student presentations. These approaches allow students to engage actively with real business contexts, develop communication and teamwork skills, and connect theoretical knowledge with professional practice. The Programme Team also remains committed to supporting flexibility and inclusivity in learning and teaching by accommodating diverse student learning needs, including the needs of neurodiverse students, through appropriate teaching approaches and student support mechanisms. Student feedback will continue to inform Programme development through mechanisms such as MRFs, which capture module feedback from students at the end of each semester, Student-Staff Liaison Committees, regular engagement with Course	Choose level of compliance:

	Leaders, and the Programme's Continuous Enhancement Report. Through these actions, the Programme will continue to strengthen a learning environment that is inclusive, participatory, responsive to student needs, and aligned with continuous improvement.	
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6. Additional for doctoral programmes (ALL ESG)

NOT APPLICABLE

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

NOT APPLICABLE

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC would like to acknowledge the positive engagement of the Department throughout the site visit. The three programmes evaluated had commonalities and overlap that are reflected in our report. For the most part, the academic and support staff, processes, procedures, facilities, infostructure, etc. are the same across all of the programmes.	We would like to take this opportunity to once again thank the EEC for its valuable feedback and constructive recommendations, which contribute significantly to the continuous enhancement of our programme of study. The evaluation process supports the University's commitment to offering students a relevant, high-quality, and academically rigorous education that equips graduates with the knowledge, skills, and competencies required to meet the evolving demands of the labour market and their professional fields.	Choose level of compliance:
The three programmes are strong with potential for improvement on consideration of this report. In particular, the programmes would benefit from some targeted redesign and relabelling of module titles. This would more clearly signal to the market where the value in taking these programmes lies and improve their competitive positioning. A clear strength is the dual degree qualification attached to the programmes, but this needs to be leveraged more in the student recruitment process. Similarly, the location of the campus is a significant selling point in that it offers a suitable environment conducive to studying and developing. This should be highlighted more in marketing materials.	The Programme Team highly appreciates the constructive and pertinent recommendations provided by the EEC and has carefully considered and addressed all of them in the preceding sections for the benefit and continuous enhancement of the Bachelor's degree programme. Furthermore, the University has informed the Marketing Department of the EEC's recommendation to further promote and leverage the dual-degree qualification, as well as the strategic location and state-of-the-art infrastructure of UCLan Cyprus, which together provide students with an excellent learning environment and access to a high-quality academic award.	Choose level of compliance:
The students are satisfied with the standard of teaching and student experience and note the hands-on approach by the staff (both academic and administrative). They enjoy new and modern facilities and have access to excellent library	We are pleased to note that the students expressed satisfaction with the standard of teaching and the overall student experience. One of the University's core objectives is to provide an inspiring, supportive, and appropriate learning environment,	Choose level of compliance:

resources (through their partnership with University of Lancashire).	and we remain committed to the continuous monitoring and enhancement of our resources, facilities, and support services for the benefit of students' educational experience and academic development.	
The programmes exist in a Department that is on a positive trajectory, with an increased focus on research and funding applications. The quality of publications is improving with CABS 3* and 4* publications targeted.	We would like to thank the EEC for its encouraging feedback regarding the positive trajectory of the Department of Business, Management and Tourism, under which the BA (Hons) Business Administration programme is offered. The Department remains committed to the continuous enhancement of high-quality research, scholarly publications, and excellence in teaching, in support of the academic development and overall student experience within the programme.	Choose level of compliance:
The programmes are underpinned by clear and focused policies. The relationship with University of Lancashire is clearly beneficial in terms of policies, procedures, and infrastructure (e.g., IT). The physical infrastructure and infostructure is commendable. The student voice is respected and reflected in the facilities available to them.	Building on the EEC's positive feedback regarding the University's policies, procedures, infrastructure, and commitment to respecting and incorporating the student voice, we would like to reassure the Committee that the University will continue to maintain these good practices while also ensuring their regular monitoring, evaluation, and enhancement whenever necessary.	Choose level of compliance:
The academic staff are highly professional and motivated towards achieving the Department's mission. They are well supported by the administrative staff who are also highly engaged in the achievement of this mission. The Department should continue to invest in and support all of their staff to allow them to reach their full potential.	The Department welcomes the EEC's positive recognition of the professionalism, motivation, and dedication of both its academic and administrative staff in supporting the achievement of its mission. The Department fully agrees with the recommendation to continue investing in and supporting all staff members to enable them to reach their full potential. In this regard, it remains committed to fostering a supportive and developmental working environment through ongoing professional development opportunities, targeted training	Choose level of compliance:

	initiatives, research support, and performance appraisal processes.	
The three programmes evaluated have a significant role to play in supporting business, tourism and hospitality in Cyprus.	The University welcomes the EEC's recognition of the significant role that the programmes play in supporting the business, tourism, and hospitality sectors in Cyprus. The University fully acknowledges its responsibility to contribute to the development of these key sectors, which are of strategic importance to the Cypriot economy. The programmes are designed to equip graduates with the relevant knowledge, skills, and competencies required to respond effectively to industry needs and evolving labour market demands.	Choose level of compliance:

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Fanos Tekelas	Course Leader of BA (Hons) Business Administration	
Dr Spyridona Theocharous	Deputy Course Leader of BA (Hons) Business Administration	
Prof. Loukas Glyptis	Head of the Department of Business, Management and Tourism	
Dr Cosmina Theodoulou	Director of Academic Quality and Compliance Office	

Date: 19/05/2026

