

## Higher Education Institution's Response

- **Higher Education Institution:**  
American University of Beirut - Mediterraneo

- **Town:** Paphos

- **Programme of study  
Name (Duration, ECTS, Cycle)**

**In Greek:**

Επιχειρηματική Αναλυτική (1.5 ακαδημαϊκά έτη, 90 ECTS, Μεταπτυχιακό (MS))

**In English:**

Business Analytics (1.5 academic years, 90 ECTS, Master (MS))

- **Language(s) of instruction:** English

- **Programme's status:** New

- **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 2<sup>nd</sup> 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)

The American University of Beirut - Mediterraneo is appreciative for the External Evaluation Committee (EEC) and is very pleased with the “**Compliant**” rating of three sub-areas and “**Partially Compliant**” in the fourth.

**The university underlines the findings of the EEC:** *“The Master of Business Analytics is a 3 semester, full-time program and requires a minimum of 90 ECTS. Overall, the program is well structured with a good portfolio of courses. Furthermore, the objectives and goals are in accordance with the strategy of the college and the intended learning outcomes stem from and are consistent with the content of the program. The theme of the program and its structure are also in alignment with other international universities and standards. The purpose, objectives, and learning outcomes are communicated in a clear and concise way and are well-documented in the application. The expected learning outcomes of the program are known to the students and there is a good distinction between the gained knowledge, skills and competencies. There is also good communication with prospective students on the different facets of the program. Overall, the program caters to students that are eager to learn more about how analytics are used in organizations for improving decision-making and optimizing operations. Students will learn about how to utilize data according to state-of-the-art practices for solving business-related problems.*

*The structure and content of the program include an appropriate number of core courses, with a good number of electives. Presently the Master of Business Analytics program does not offer specializations but allows students to choose between a capstone project and a research thesis project. The Master of Business Analytics requirements consists of 6 core courses, of 7.5 credits each (45 credits in total). From the list of elective courses, students select 3 or 4 depending on if they take the capstone project or the research thesis project. There is a summer elective course structure which constitutes the third semester of the program where students can choose 1-2 courses of 6 ECTS. These courses are from the same list of electives, and it is not clear how they will be scaled down from 7.5 credits to 6 credits. All available courses and their content are communicated to students through the program's website and the course selection platform.*

*The admission criteria are explained in detail to attract international students. The anticipated mix between international students is quite satisfactory but there could be more explicit instructions for Cypriot students and their admission criteria. There is also limited explanation on what types of bachelor degrees are appropriate and how they will be assessed in order to be eligible for the Master of Business Analytics. The expected number of Cypriot and International Students in the program of study is realistic and appropriate given that it is a new programme. The required ECTS for entry to the study programme are not defined, nor is the prior knowledge.*

*Quality assurance mechanisms are present and well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study. Moreover, the Head of the programme (Prof. K. Fleszar) is a very dedicated and devoted individual, with a good expertise for the fulfilment of his role (based on the site visit). The program of study reflects the four purposes of higher education of the Council of Europe.”*

### EEC highlighted the strength as:

- The AUB has prior experience in delivering educational programs in business analytics.
- Most of the faculty has adequate practical experience which ensures a good balance between theory and practice.

- Most of the full-time professors are Ph.D holders and well experienced teachers with practical knowledge.
- The information related to the program of study is available and clear.
- The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students.
- The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches, and the method of assessing student performance.
- The structure of the program follows the European Credit Transfer System (ECTS).
- The course structure and the different types of projects ensures that students will gain experience with practical problems and how to solve them.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The entry requirements should be updated and be more detailed in relation to the required backgrounds, completed bachelor studies, and ECTS. Also there should be mention of any prerequisite knowledge.	Students can be admitted to the MSBA program only if they have prior knowledge in either mathematics or computer programming (or both). This can be satisfied by having a prior degree in math/sciences/engineering etc., or by proven computer programming experience.	Choose an item.
The details of how the summer semester courses will be run needs to be clarified as they have a different number of ECTS compared to the other semesters.	This might be related to the number of ECTS that we proposed to change. It was 7.5 ECTS per course and a large number of ECTS per project/thesis. Now we opted to change it to 9 ECTS per course and 9 ECTS for capstone or 18 ECTS for thesis in the summer. Hence, the later arrangement allows for consistency across courses and student workload. Kindly find attached < <i>Updated Course Description.pdf</i> > that reflects the updated ECTS per course.	
It would be good to have a formal reference group of students for each course that can provide feedback during the course duration at important points in order to ensure that any problems are dealt with prior to course completion.	Thank you for this recommendation. The Chair would create small focus groups from every class to meet regularly and get prompt feedback from the students. Also AUB Mediterraneo has an open door policy and office hours allowing students to communicate easily their concerns to faculty members.	
The international dimension of the program is rather underdeveloped and could be strengthened by inviting more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations.	The university highly encourages the use of visiting professors at all levels, through the existing EU programs, MoU's, or any other means. The department will be welcoming both research as well as teaching visiting faculty, to provide workshops, summer and winter schools, research seminars, and teaching duties. Visiting faculty members will be hired on a regular basis. AUBM is currently in advanced discussions with Trinity College to establish student and faculty exchange programs. More such collaboration will be established with other esteemed	



	institutions in Cyprus and Europe. The university will officially advertise for such positions	
It would be also recommended to have visible information to students about distribution of grades in prior years of each course.	Students receive in the first period of the semester a syllabus of the course that details the course description, learning outcomes, assessment tools and the weight that each tool contributes to the students' final grade	

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

The university is appreciative for the External Evaluation Committee (EEC) and is very pleased with the “**Compliant**” rating of the three sub-areas.

**The university underlines the findings of the EEC:** *“There is a well-structured, effective and well-implemented educational process. The former accreditation of the department in the main branch (UB) by AACSB and Middle States accreditation is a good indicator of quality in the educational process. There are well-documented academic procedures involving the head of the department, the study program director, the teaching staff and the students. The programme applies the ECTS so it aligns well with the standards of other institutions in Europe.*

*The assessment system and criteria regarding student course performance are clear, adequate, and well-communicated to the students. The assessment system is based on a mix of different assessment approaches which is well-aligned with best practice pedagogy.*

*There is good evidence of structured and well-organized taught material both synchronous and asynchronous (lecture presentations, good blending of theoretical material and practice, independent study etc). All teaching material is uploaded in the educational platform and students have easy access to it. Textbooks, datasets, and resources are revised regularly and students get the newest editions. The current structure of the courses and the supporting material appears to be up-to-date.”*

### EEC highlighted the strength as:

- The program is well aligned and competitive when compared to the related ones both in Cyprus and internationally. Learning outcome of the program align to the aims and objectives of the program and they are clearly communicated to the students (e.g. through the course description and tasks). In addition, the structure of the program appears to be reasonable in relation to the learning mechanisms for the effective delivery of the learning objectives.
- The head of the study programme and the administration team associated to it are experienced and committed to its delivery and have good backgrounds and related knowledge. The committee feels that the program is managed by a group of academics and educators with the appropriate background for each course that they teach. There is also a team of dedicated administrators who are involved in the student support processes (library, enrolment, student complaints etc).
- Internal quality assurance committees and processes are well described. 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 and is operated at different levels. The procedure of quality assurance of the program of study is documented in a clear way in the application and its supporting material and during the discussions that took place as part of the site visit.
- Since the programme is of relatively small size it is expected that it will ensure a friendly and collegial environment between students and teaching/ administrative staff. The students interviewed by the Committee (these are the AUB) indicated that they are very satisfied with the quality of the program and the student services offered to them, and that they have access to important resources to ensure good connection to employers.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
<p>The international aspect of the program could be enhanced by providing more detail about companies that are involved in the courses and exercises of the students throughout their studies. In addition, including more industry invited guests talks from local organizations can ensure a strong and concrete connection with the local job market.</p>	<p>Thank you for this point. We will be establishing strong ties with local and international firms to ensure that students have the best study experience and employability chances following their graduation.</p> <p>AUB already does so very strongly locally and internationally, and we are ranked 1st in the region in terms of employability. Its alumni work at international firms such as Booking.com in Netherlands; JJC Fintech in London; Publicis in Dubai; Meta in Ireland; Catch in Australia, Deloitte in Belgium, among other places.</p> <p>In particular, the MSBA students will have a capstone and professionals will be invited to take part in this process. Moreover, they will be guest speakers and mentors in some of the courses. AUBM will tap into the strong ties AUB currently has with European and international institutions for the benefit of the students.</p>	<p>Choose an item.</p>
<p>The links of the college to the local industry/ market could be improved through dedicated service and staff. This could provide students the opportunity to find employment after graduation and would add to the industry/market link of the program.</p>	<p>The MSBA program at AUB is a big success in terms of employment given the linkages it has with industry regionally and internationally. We will be building on this success for our program in AUB Mediterraneo, while strengthening our local networks in Cyprus.</p> <p>Moreover, AUBM has a Career Management Service Unit. This Unit will staff qualified Cypriots who are experienced in career placement in the European market and in building relationships with future employers to provide students with internship opportunities during their studies and job placement upon graduation.</p>	
<p>The programme has a small number of free elective courses that the students can take. This number must be increased if the programme is to grow in the future and allow for further development.</p>	<p>The number of electives is small, but it will be expanded once the program grows. As demand increases, the number of electives will follow.</p>	
<p>There should also be more introduction of students to research, either through small changes in some courses or by including them in ongoing debates in academic studies or participation in analysis and interpretation of research data.</p>	<p>This point is important as there is no one course dedicated to research. However, this is done throughout the courses and part of different assignments.</p> <p>Moreover, students who opt for the thesis track, they are expected to produce quality research as part of the thesis requirements.</p>	

### 3. Teaching staff (ESG 1.5)

The university is appreciative for the External Evaluation Committee (EEC) and is pleased with the “**Compliant**” rating of one sub-areas and “Partially Compliant” in the two other sub-areas.

**The university underlines the findings of the EEC:** *“During our meeting with the teaching staff we interviewed some full time professors and some lecturers that follow the teaching path. Full-time faculty has adequate qualifications and they show good balance between research output and teaching ability. Most of them hold Ph.D degrees from foreign institutions and make solid efforts to be research active in good journals and conference venues. They also appear to be well aware of the most prestigious and important conferences and events in their respective fields. The lecturers that follow a teaching path have a stronger emphasis on practical knowledge which they try to transfer in the courses they are responsible for and undertake efforts to write teaching cases which is a good practice. All faculty have excellent English language skills.*

*In addition, all teaching staff seem to be very happy with the working conditions and the overall balance of work and development. They recognize that they find teaching rewarding and consider it an integral part of their work duties. Many of faculty members have been employed for a long time at the university which is a sign of satisfaction. The staff is categorized into the standard academic ranks and promotion is based on teaching performance, research performance and administrative work. The college is supportive of research and offers initiatives to faculty members to enhance research performance, as well as a good amount of funding for participation in conferences and other events.*

*In addition, full-time staff appear to have good connections with faculty of other institutions abroad. The involvement of the teaching staff in certain forms of research activities through the production of teaching cases indicates that they have the incentive to develop their skills and publish their work.*

#### **EEC listed the university strengths below:**

- There appears to be a good balance between young and experienced faculty members. The faculty seems to be well integrated and on good working terms. The experienced faculty have been with the AUB for a long time, which implies a good working environment that is beneficial to the program.
- The strong research profile of the existing faculty members allows for the delivery of research-led teaching.
- The ratio of students per faculty member is small (for AUB Lebanon) which is consistent with the pedagogical ideals in the mission of the university. The rector of the AUB Mediterraneo is committed to sustain this ratio for the new institution irrespective of the growth in the number of students over the following years.
- The AUB follows a student-oriented Liberal Arts Model of Higher Education which according to its mission statement aims at preparing critical thinkers, global leaders, innovators, and responsible global citizens.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
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<p>The college could provide more incentives to enhance quality. It would also be a good practice to make teacher training mandatory and ensure that several important areas about how to develop high quality and accessible resources are met. The budget offered for research activities could be increased to accommodate more than one conference per year. Furthermore, we advise the department to establish a research seminar series likely in collaboration with other colleges and universities in Cyprus to create better synergies for teaching and research. Such seminars could prompt faculty to improve their research via feedback, initiate collaborations among faculty and overall strengthen the research culture of the department. It would also be beneficial to have a seminar for staff about the educational system in Cyprus so that they are aware of the journey students take through junior and senior high school. This will provide a better picture of the skills they have and what courses they have been taught. It would also be beneficial to try to introduce some research in teaching activities so that students are aware of the activities that are done in research and how they connect to what they are taught. The requirements for promotion should also be more explicit in terms of number of publications, quality of output, the quality of outlets used, as well as other relevant criteria for career progression.</p>	<p>Thank you for these recommendations.</p> <p>At least one conference is covered by the school but other conferences can be attended depending on budget, or as part of grants. Faculty are encouraged to apply for grants to cover research such as conferences, data collection, research assistants, etc.</p> <p>Research seminars are a common practice at AUB and this will be established at AUB Mediterraneo. As for collaboration with other Cypriote universities, this is a very important point, and meetings and talks have already started to establish agreements and collaborations.</p> <p>Staff are not left out in terms of training and capacity building. AUB Mediterraneo staff get major discounts (sometime going to full scholarship) to pursue courses and studies within the institution. Moreover, part of their performance appraisal includes training and capacity building. Upon request, some conferences and training are covered by the university for key staff.</p>	<p>Choose an item.</p>
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

The university is appreciative for the External Evaluation Committee (EEC) and is pleased with the “**Compliant**” rating of two sub-areas and “**Partially Compliant**” in the other two sub-areas.

**The university underlines the findings of the EEC:** *“The evaluation committee met several students from the Beirut campus who gave their input and their impressions since there are currently no students enrolled in the masters in business analytics. Some students were currently active participants of different programs offered by the corresponding department while others were recent alumni. All students were pleased with their experience in the university and pointed towards the reputation of the university and the excellent support they received in counselling and finding a job. Most of the students were positive about the courses they were taught and talked about their relevance in practice. They were also enthusiastic about the fact that the university allowed for an internship which they said greatly increased their prospects of finding a job and experiencing real working life conditions. The students suggested that course selection was an area that could be improved as there was limited availability of places in some popular courses. Overall through the input was very positive about the staff, the programme and the support they received throughout their studies.”*

#### EEC listed the university strengths below:

- The committee finds that the AUB and the AUBM has a very student-oriented approach which pays attention to the student needs. The administrators and leadership seem to pay particular attention to this aspect. We find that both administrative and teaching staff place weight on student satisfaction and on learning outcomes. This is demonstrated by the fact that courses are available also in online formats and in video form, and that there is attention paid to including students in international competitions. This is also reflected by the students’ appreciation of such actions.
- The students also mentioned the good relationship with teaching staff, and the strong support they receive helping them find suitable jobs and developing the necessary skills to fulfil such roles.
- In addition, the students praised the information they receive about their studies and getting onboarded early on in the necessary activities of their study programs.
- The university also makes sure that there are several measures to ensure that there is a good interaction between students and the international environment.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
While the university appears to cater to the student needs, there are some areas of improvement in relation to admission requirements that remain unclear, especially since the new programme will operate in a European environment.	All admission requirements are published on the website and available to students and the general public.  We are aware that some of AUB Mediterraneo requirements are not very common in the European context. We want to make sure that our selection process is rigorous and attracts the best students.	Choose an item.
It appears that the university is not particularly selective in its admission criteria in relation to	Students can be admitted to the MSBA program only if they have prior knowledge in either mathematics or computer programming (or both). This can be satisfied by	

<p>previous studies and necessary background or skills. These need to be detailed more and a more thorough description of what study orientation applicants should/must have as well as what prerequisite knowledge.</p>	<p>having a prior degree in math/sciences/engineering etc., or by proving computer programming experience.</p> <p>The program is specifically designed to attract students from various majors as it allows them to combine analytics and computing in their main discipline or career.</p>	
<p>In addition, admissions based in part on interviews could ensure students have found the right program for them to reduce drop-outs and to screen candidates out who are not a good fit for the business analytics master</p>	<p>We do have interviews during admissions for students who are not clear-cut cases. We do not interview graduates from top-tier universities who have high GPA or possess strong technical background.</p>	
<p>It would be beneficial to have a diploma supplement that conforms with European standards so that graduates are eligible to apply for other European institutes or jobs based on this. In addition, providing the option for additional 30 ECTS in the form of extra courses or a project would be beneficial students who are interested in pursuing a doctoral program at other European universities which require a total of 120 ECTS.</p>	<p>In line with AUB practice, AUBM will issue student diploma and transcript of records. To align with European Universities, AUBM shall issue a Diploma Supplement to each student. The Diploma Supplement shall include all information related to the holder of the qualification (Student), the qualification type (MSBA) and its originating institution (AUBM), the qualification level, the content of the course and results gained, function of the qualification, and certification of the supplement.</p> <p>As for the option of additional 30 ECTS, this matter shall be studied in subsequent years, as it is hard to offer all options since year 1 of establishment.</p>	

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

The university is appreciative for the External Evaluation Committee (EEC) and is very pleased with the “**Compliant**” rating of three sub-areas and “**Partially Compliant**” in the fourth.

**The university underlines the findings of the EEC:** *“During our visit to the building of the AUBM in Pafos, we were able to examine the premises of one of the buildings that will be used as a back-up facility in case of delays or deviations of construction plans at the main campus. We visited several rooms, including some classrooms, faculty offices, and some common areas. We also spoke with the rector and head of department of the institution to understand their views on resource allocation among the various university programs.*

*Our overall impression is that all the resources are in place and functional and of very high standard. In addition, there is appropriate local administrative staff who are well aware of the local regulations and will help streamline the process.*

*In our assessment the involvement of all members in planning and the adequacy of the physical resources is of a high level. There was not much mention of the process of technology infrastructure in the form of labs and network speeds/connectivity. One potential risk is the delay of building construction, especially if there is high student enrolment.”*

### EEC also noted the strengths below:

- The master in business analytics program appears to be well-resourced in terms of access to digital libraries and required materials. The head of the program stated that AUB has always been willing to invest much into the sustainability and the development of the university. There was also a very detailed and well-planned financial plan presented by the rector which ensures the financial viability of the program.
- A great deal of investment is put into place to develop computer labs, teaching rooms and other facilities of the university at Pafos. Moreover, the rector indicated that there is active investment in human capital for both administrative and teaching purposes. It is expected that the program will attract a lot of students so there is already preparation for the necessary human resources.
- We also noticed a high level of involvement of the administrative staff. Many of the current employees showed enthusiasm and dedication to moving to Pafos to ensure that the new program is a success. This continuity, level of experience and knowledge are important assets for the university and show that it is constructed on a solid basis of human capital and experience.
- In our meeting with the management team of the program we understood that there is a strategic vision for the future of the program and how it will expand in the next years. The discussions showed that there is a good balance between doing everything needed at an operational level and applying a strategic plan for the future. This includes increasing the intake, hiring new faculty, and crafting collaborations and partnerships.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
Although the existing premises are in good condition and of high standard, there needs to be a plan B in the case that the new campus is not constructed in time. This includes finding classrooms that can accommodate the first cohort as well as spaces for study and for employees.	The existing premises has enough classrooms for the first cohort of students. It has three classrooms, each of which can accommodate 40 students in addition to a computer lab that can also be used as a classroom. On top, the existing facility has a big multipurpose room that can be used to satisfy any extra needs.	Choose an item.
There is a computer lab, but it only has 25 stations. It is not clear if this is adequate.	One computer lab with 25 stations is surely enough for the first cohort. The lab will be reserved for few hours a week for official classes, and the rest of the time it will be available for any student to use.	
There seem to be no physical library yet or spaces for study for students to use. While there is a plan for the new building to accommodate these facilities, it would be good to have a contingency plan in case of any delays.	The current facility does have a physical library with quiet student space, but it is not very big. The facility has though a large multipurpose room that can easily be used as a library extension and quiet studying space. In the new facility that AUBM intends to move to in academic year 2024-25, there exists a dedicated physical library for students. Kindly find attached the file called " <i>Library.pdf</i> " that presents the schematic design.	
An online platform for uploading finalized theses in an open and transparent way is recommended.	AUB library has a platform for storing finalized theses. We will adopt a similar system at AUBM.	
There was limited information for physical planning for students with disabilities and how they would be accommodated	All buildings at AUB Mediterraneo are adapted for inclusion of Persons with Disabilities (PWD). The Office of Student Affairs overlooks accessible education and supports faculty and students accordingly. Such support includes accommodation in the classroom for psychological; attention deficit disorders; learning disabilities; functional/medical; physical disability and mobility; blind and low vision; speech/language impairment; and deaf and hard of hearing cases. All syllabi in AUB Mediterraneo have a clear statement acknowledging the unique needs of students to promote inclusive and welcoming environment for students.	



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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
NA	NA	Choose an item.



## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
NA`	NA	Choose an item.

## B. Conclusions and final remarks

Overall the Master program in Business Analytics is well-placed in a market that requires knowledgeable graduates. The design of the programme is based on current academic standards and follow the typical set up of courses. In addition, there is a good coverage within the courses concerning different types of work, so that students can engage in practice with problems, gain theoretical knowledge, as well as work independently and in teams. The program leader is very well qualified as the leader of this study programme, and has good experience and research focus to ensure that the programme is a success. The employees also demonstrate a good mix of complementary knowledge within their respective domains. In terms of the set-up of the course structure and the distribution of work the programme shows great promise.

In sum, the program is well-suited to student and market needs and ambitious and is likely to be a success given the investment in resources and the experience of core academic and professional. There are some minor areas of improvement that have been described in more detail in the corresponding sub-sections of this report.

**Institution's Response:** The American University of Beirut - Mediterraneo expresses its sincere gratitude and appreciation to the members of the External Evaluation Committee for their time and effort in this thoughtful review. The university welcomes the EEC's suggested areas for improvements in its Evaluation Report that aim for the assurance of continuous improvement.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>One area that needs to be improved however is how the workload of tasks will be differentiated between the 7.5 ECTS courses, and the 6 ECTS courses during the summer semester. This change should also be communicated with students in order to ensure that they understand the differences, and also to ensure that there is sufficient staff available during those months to teach the courses.”</p>	<p>Kindly find attached &lt; <i>Updated Course Description.pdf</i>&gt; that reflects the updated ECTS per course. All courses are now 9 ECTS.</p>	<p>Choose an item.</p>
<p>In terms of admission criteria, there is not much information for candidates about how many ECTS they need to have in their bachelor degrees, nor what types of background and knowledge are best suited in order to enrol in this master program. If there is a willingness to attract students from other universities, it should be explicitly defined in the selection criteria. Also, it would be good to include criteria that correspond to European institutions. The program should also provide a diploma supplement to graduates that highlights the courses taken, the number of ECTS they have received, and follow the Bologna conventions to allow for students to be better integrated in the European market and academia.”</p>	<p>Any European-approved and US-approved bachelor degree should suffice for being eligible to apply to MSBA. Other bachelor degrees will be evaluated by the admissions committee, and an appropriate decision will be made accordingly.</p> <p>In line with AUB practice, AUBM will issue student diploma and transcript of records. To align with European Universities, AUBM shall issue a Diploma Supplement to each student. The Diploma Supplement shall include all information related to the holder of the qualification (Student), the qualification type (MSBA) and its originating institution (AUBM), the qualification level, the content of the course and results gained, function of the qualification, and certification of the supplement.</p>	<p>Choose an item.</p>
<p>The overall network and setup of the programme appears to follow a solid foundation. However, there should be more explicit measures of involvement of the local industry and other</p>	<p>Capstone projects are normally done in cooperation with business/industry. Students work on projects for companies that either they find or we find for them. Also, some elective courses involve industry experts in project advising and evaluation (BUSS350D - Venture Acceleration</p>	

<p>important stakeholders. This will benefit both the students as well as local employees. With such involvement the program can be better tailored to ensure that graduates have a high degree of employability.</p>	<p>Practicum). Some also have invited speakers from business/industry.</p>	
<p>In relation to the facilities, the current plan shows great promise and will be a state-of-the-art facility. However, it is possible that there will be deviations from the plan or delays, so the AUBM should develop a contingency plan with all the necessary infrastructure so that students can complete their studies. There should also be a plan for the necessary facilities of staff in the case of any deviations from the plan. However, the current facility is state-of-the art but has limited capacity.</p>	<p>The current facility can accommodate 500 students. The institution does not expect to have this number of students except in few years from the day of commencing operation. The campus being built is shaping up and will be completed in a year time tops. Official agreements were signed with the contractors (Atlas Pantou and MAN Enterprises) which are highly reputable in Cyprus and the region and there is very slim change that they do not finish on time.</p>	

**C. Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Wassim El Hajj</b>	Rector	
<b>Alain Daou</b>	Department Head	
<b>Boushra Rahal</b>	Quality Assurance and Institutional Improvement	
<b>Rania Hussein</b>	Strategy and Risk	



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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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