Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:
  The Cyprus University of Technology**

- **Town: Paphos**

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

  In Greek:

  Πτυχίο στην Διοίκηση με κατεύθυνση στην Επιχειρηματικότητα και Καινοτομία ή Ψηφιακό Επιχειρείν

  In English:

  BSc in Management with specialization in

  Entrepreneurship and Innovation or Digital Business

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

- **Programme's status:** New

- **Concentrations (if any):**

  **In Greek: Επιχειρηματικότητα και Καινοτομία ή Ψηφιακό Επιχειρείν
  In English: Entrepreneurship and Innovation or Digital Business**

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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
1. The EEC recommends that the Department publishes all relevant information on career paths of graduates, student population demographics and the like. While such information are indeed collected from the Department, they are not publicly available to students at the moment.	Please see the response on page 5 of the Departmental Report	Choose level of compliance:
2. The EEC recommends revising the title of the Program to reflect the fact that innovation is also part of it. For example, one potential alternative could be "BSc. in Management (Entrepreneurship, Innovation and Digital Business)".	In line with your suggestion we changed the name of the programme as follows 'BSc in Management with specialization in Entrepreneurship and Innovation or Digital Business'.	Choose level of compliance:
3. The EEC recommends that the course "Finance and entrepreneurship" is renamed "Entrepreneurial Finance" so that it more accurately reflects the content of the course.	We adopted the recommendation of the committee. The revised course title for MGT324 is Entrepreneurial Finance.	Choose level of compliance:
4. The first course on innovation comes on the 5th semester and the EEC notes that this is rather late. Therefore, the recommendation is for the first innovation course to come in on the 3rd semester the latest. That course may be the existing innovation management course or another introductory course.	We hear the EEC's point and realize that the requisite introduction of students to the foundations of innovation comes relatively late in the Program. We reconsidered the Program's current structure and especially the value for students taking general courses, such as statistics, economics, and language, as early as possible in their studies. We decided to revise the content of the "MGT220 Introduction to Entrepreneurship" course to additionally provide an introduction to the subject of innovation. The course is taught in year 2, 4th semester. The revised course is now renamed "MGT220 Introduction to Entrepreneurship and Innovation." You can find the revised course outline in the Appendix.	Choose level of compliance:
5. The Strategic Marketing course and the Strategic Management course overlap to a degree that the	We reviewed the descriptions of the two courses following your suggestion. We recognize their	Choose level of compliance:

EEC recommends that they are merged to a "Strategic Management and Marketing" course. Then, after the merger, there is space to develop a new course on Operations Management. Other options, include courses on new product development and information systems.	overlap, which we find inevitable, appropriate, and necessary to enable us to provide our students with an integrated perspective of strategy design in different organizational domains. Strategic management and strategic marketing are central organizational functions involving strategic and tactical elements, design, and decision-making. Whereas both deal with improving organizational competitiveness, strategic management consists of the processes of evaluation, planning, and implementation designed to maintain or improve competitive advantage. Evaluation is concerned with the assessment of the external and internal environments. Planning involves developing business models, corporate direction, competitive tactics, international strategy, acquisitions, and collaborative action. Implementation considers the appropriate organizational structure, development of management culture, control of the strategic processes, and the steering of the organization through ethical corporate governance. On the other hand, strategic marketing's domain is the study of organizational, inter-organizational, and environmental phenomena of major importance from the standpoint of the long-term performance of organizations concerning: consumers, customers, competitors, and collaborators; the behaviors of organizations involving the use of marketing resources toward the creation, communication, and delivery of products that offer value to customers in exchanges with organizations; and the behaviors of organizations in the marketplace involving the use of marketing resources to engender specific	

	affects, cognitions and behaviors in customers. It is an umbrella organizational function encompassing marketing management (addressing issues at the level of the individual product or brand); market strategy (involving decisions concerning markets to serve, mode of entry into the chosen markets, and time of entry); and marketing strategy (considering marketing decisions concerning how to compete in the marketplace.) We believe the two courses, MGT 426 Strategic Management, and MGT 462 Strategic Marketing, have been appropriately designed to successfully deliver this critical integration of strategic design in contemporary complex organizations. Regarding the suggestion of developing a new course on Operations Management, we currently offer the course MGT 241 Operations Management. This instills confidence that every course brings unique value to our Program.	
6. The EEC recommends the offering of a course on creativity (and design) as a precursor of innovation and to some degree entrepreneurship.	That is a great suggestion, which we fully considered in revising the course MGT220, now renamed "Introduction to Entrepreneurship and Innovation" (see Appendix for course outline). The revised course acknowledges that creativity is the precursor to innovation and that without creative thinking, there is no innovation. The course aims to, also, empower students to apply the processes, tools, and theories of creativity and innovation using active learning and enable students to acquire the knowledge to develop creativity skills. Upon successful completion of the course, we expect students to be capable of identifying and	

	explaining factors that enhance or inhibit creativity in individuals, teams, and organizations; demonstrating key aspects of the innovation process, and; developing collaborative work skills to solve problems or improve business ideas and outcomes. We find that incorporating the notions of creativity, innovation and entrepreneurhip in this joint - fundamentals - course, will enable students to better anticipate the content of the specialization "Entrepreneurship and Innovation."	
7. The EEC encourages the Department to analyze whether students are being over assessed as it appears that every course in the same semester has the same assessment methods.	We reviewed the assessment methods used in all program courses, paying particular attention to identifying undesirable discrepancies between earlier and advanced years, the two concentrations, and courses taught by internal faculty members vis-a-vis external teaching personnel. We have found no apparent differences in this regard. The preponderance of courses evaluates students' performance by applying a mix of methods. This mix includes the evaluation of active engagement in class activities during lectures, personal assignments (such as essays), group projects, student presentations, role play, mid-term examinations and final examinations. Overall, our impression is that over-assessment is currently not a concern. The Department's Internal Quality Committee is commissioned to revisit this matter in the ongoing program evaluation.	
8. Indeed, EEC also encourages some differentiation in terms of assessment methods so that students are exposed to different methods and their combinations.	We agree with you and aim to promote the differentiation of student assessment methods. Most courses assess students' performance by applying a mix of methods. This mix includes the evaluation of active engagement in class activities during lectures,	

	personal assignments (such as essays), group projects, student presentations, role play, mid-term examinations and final examinations.	

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
1. The title of the Program needs to be clarified to fully reflect the content of the Program.	Please see the response on page 3.	Choose level of compliance:
2. The structure of the Program needs to be reconsidered (see recommendations in Section 1)	We revised a course outline to bolster the connection between creativity, innovation, and entrepreneurship and to deliver some key fundamentals regarding these topics as early as possible in the Program. We also ensured that any overlap between courses is necessary and limited to a minimum to enable coherence throughout the Program while inducing each separate course to bring unique added value. Last, we clarify that a course on Operations Management is currently delivered, enabling a comprehensive treatment of different, although interconnected, organizational functions.	Choose level of compliance:
3. The school needs to consider how each unit taught on the Program contributes to the intended outcomes of the Program and apply changes if units are not fully contributing to the delivery of the intended learning outcomes.	We examined each course's purposes, objectives, expected learning outcomes, content, teaching methodology, bibliography, and assessment methods. Our assessment did not flag any concerns. We will continuously assess the quality of our courses and make appropriate adjustments and changes.	Choose level of compliance:
4. The school should maintain its support regarding the professional development of faculty in relation to staying up to date with teaching methods.	Please see the response on page 8 of the Deopartmental Report.	Choose level of compliance:
5. The links to the local businesses/ market should be improved in the very near future.	The links to the local businesses/ market are paramount to the Program's quality and competitiveness. For the past five years, the Program has run an internship course delivered during the summer semester between years three and four. Several students participate enthusiastically. They are placed in	Choose level of compliance:

	different firms from diverse industries, including banking, energy, consulting, auditing, hospitality, and digital marketing. Students' evaluation process actively involves company representatives or host mentors, which enables building relationships between the Department and local businesses. Also, the majority of the faculty members require students to undertake market-based assignments involving actual companies. In several courses, industry and company representatives are invited to give lectures or participate in evaluation committees for students' idea pitching. Additionally, since 2020, the University has signed more than 75 agreements-protocols of cooperation with various bodies (private companies, public and semi-governmental organizations). Finally, the Network for the Enhancement and Development of Learning has implemented mutliple seminars and workshops delivered by distinguished guest speakers from the industry, in topics including entrepreneurship, innovation, information literacy and communication, and start-up development. This array of actions enables the Department to establish multiple interfaces with local stakeholders that benefits the Program and its students tremendously.	
6. An external advisory board for the continuous development of the Program is recommended, consistent with best practice.	Please see the response on page 7 of the Deopartmental Report.	

7. The academic staff should reconsider the way the students are assessed on this Program and ensure: (a) that they are not over assessed; and (b) various assessment methods are applied for building various soft and hard skills.	Please see the response on page 6.	

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
1. Improve gender balance of academic personnel	Please see the response on page 8 of the Deopartmental Report.	Choose level of compliance:
2. Establish a mandatory workshop for teaching developing skills to ensure that all personnel are updated with latest research in pedagogy	Please see the response on page 6 of the Deopartmental Report.	Choose level of compliance:
3. Participate and publish on topics of education and pedagogy on topics the staff lectures on. In other words, use teaching as an active research arena to improve teaching performance and identify best practices	Please see the response on page 6 of the Deopartmental Report.	Choose level of compliance:
4. Ensure that ongoing hires are finalized as they are important for future development of the Program	Please see the response on page 8 of the Deopartmental Report.	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
1. The Program can work on ways in which students can engage in more Erasmus exchange programs and in receiving incoming students. This would greatly benefit the local students	We encourage students to travel for a semester abroad in the course of Erasmus exchange programs. In addition, for incoming Erasmus students we offer some courses in English and we support them through assignments and one-to-one teaching and coaching. Our plan is to offer more courses in English in the near future.	*Choose level of compliance:*
2. An information day from local and national enterprises could benefit new students as well as ones that are about to graduate to be more aware of the opportunities that exist after studying	We host career days and symposia in our department and School, which involve local, national, and international enterprises. For new students, such days offer insights into potential career paths and industry trends, helping them make more informed academic and career decisions. For graduating students, such events serve as a bridge to the job market, facilitating networking opportunities with prospective employers.	*Choose level of compliance:*
3. Informal arrangements to get to know academic and administrative staff could prove to be beneficial so that students can know who to contact for different needs	We are already taking some actions, such as having designated office hours to mentor and engage with students outside the formal classroom settings. We are also scheduling business trips and dinner days, which bring faculty closer to students.	*Choose level of compliance:*
4. Information days about studying abroad as well as important date. Many students are not aware of deadlines for applying, thus, it would contribute to mobility of students and access to important information	The relevant information is available and quite accessible through academic advisors, University career development officers, and the Erasmus office. However, we concur that the Department must take more active measures by encouraging students' supervisors and school representatives to become proactive regarding disseminating exchange and mobility opportunities, application	*Choose level of compliance:*

	procedures, eligibility criteria, and important deadlines.	

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
1. The school should promote the benefits and incentivize students to participate in higher education systems like ERASUM+.	The relevant information is available and quite accessible through academic advisors, University career development officers, and the Erasmus office. However, we concur that the Department must take more active measures by encouraging students' supervisors and school representatives to become proactive regarding disseminating exchange and mobility opportunities, application procedures, eligibility criteria, and important deadlines.	Choose level of compliance:
2. The structure of the the BSc in Management (Entrepreneurship and Digital Business), and the assessments of courses require students to work in groups. However, the facilities of the newly build school (either flat space teaching rooms or for workshop areas that allow students to work in a group setting) may not fully accommodate exiting and anticipated future needs.	Please see the response on page 7 of the Departmental Report.	Choose level of compliance:
3. Considering the two specializations (Entrepreneurship and Digital Business) of the BSc in Management, the EEC feels that a digital social media lab is necessary to be on the frontier of excellence—world leading.	We have anticipated the role and use of a digital social media lab for the Program's needs. We have a dedicated room currently available to support entrepreneurial activity. It can be upgraded with relevant technologies to become a fully-fledged open workspace with technology for digital media projects to support the two specializations better. We envision this room to become particularly attractive among the students of the digital business concentration when it becomes available.	Choose level of compliance:
4. The cafeteria of the school needs to be open soon after the teaching commences; this is a vital space for the socialization of students.	We reassure the EEC that every effort will be made to open the cafeteria as soon as possible.	Choose level of compliance:

6. Additional for doctoral programmes
   (ALL ESG)

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)

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 department publishes all relevant information on career paths of graduates, student population demographics and the like. While such information are indeed collected from the department, they are not publicly available to students at the moment.	Please see the responses above to all these concluding comments.	Choose level of compliance:
Revising the title of the program to reflect the fact that innovation is also part of it. For example, one potential alternative could be "BSc. in Management (Entrepreneurship, Innovation and Digital Business)".	Click or tap here to enter text.	Choose level of compliance:
The course "Finance and entrepreneurship" is renamed "Entrepreneurial Finance" so that it more accurately reflects the content of the course.	Click or tap here to enter text.	Choose level of compliance:
The first course on innovation comes on the 5th semester and the EEC notes that this is rather late. Therefore, the recommendation is for the first innovation course to come in on the 3rd semester the latest. That course may be the existing innovation management course or another introductory course.	Click or tap here to enter text.	Choose level of compliance:
The Strategic Marketing course and the Strategic Management course overlap to a degree that the EEC recommends that they are merged to a "Strategic Management and Marketing" course. Then, after the merger, there is space to develop a new course on Operations Management. Other options, include courses on new product development and information systems.		
Offering of a course on creativity (and design) as a precursor of		

innovation and to some degree entrepreneurship.		
The department to analyze whether students are being over assessed as it appears that every course in the same semester has the same assessment methods. Indeed, EEC also encourages some differentiation in terms of assessment methods so that students are exposed to different methods and their combinations.		
The title of the program needs to be clarified to fully reflect the content of the program.		
The structure of the program needs to be reconsidered (see recommendations in Section 1)		
The school needs to consider how each unit taught on the program contributes to the intended outcomes of the program and apply changes if units are not fully contributing to the delivery of the intended learning outcomes.		
The school should maintain its support regarding the professional development of faculty in relation to staying up to date with teaching methods.		
Links to the local businesses/ market should be improved in the very near future.		
An external advisory board for the continuous development of the program, consistent with best practice.		
Academic staff should reconsider the way the students are assessed on this program and ensure: (a) that they are not over assessed; and (b) various assessment methods are applied for building various soft and hard skills.		

The program can revised such that students can engage in more Erasmus exchange programs and in receiving incoming students. This would greatly benefit the local students		
An information day from local and national enterprises could benefit new students as well as ones that are about to graduate to be more aware of the opportunities that exist after studying		
Information days about studying abroad should be provided as well information on important dates/deadlines. as well as important date. Many students are not aware of deadlines for applying.		
The school should promote the benefits and incentivize students to participate in higher education systems like ERASUM+.		
Given structure of the the BSc in Management (Entrepreneurship and Digital Business), and the assessments of courses require students to work in groups more facilities might be required (either flat space teaching rooms or for workshop areas that allow students to work in a group setting) accommodate exiting and anticipated future needs.		
Considering the two specializations (Entrepreneurship and Digital Business) of the BSc in Management, the EEC feels that a digital social media lab is necessary to be on the frontier of excellence—world leading.		
The cafeteria of the school needs to be open soon after the teaching commences; this is a vital space for the socialization of students.	Click or tap here to enter text.	Choose level of compliance:

C.

D. Higher Education Institution academic representatives

Name	Position	Signature
Pavlos Symeou	Programme Coordinator	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 20/10/2023