

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: Cyprus College

Program of Study: Diploma in Business Administration

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INSTRUCTIONS:

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 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Prof Savvas Papagiannidis	David Goldman Professor of Innovation of Enterprise	Newcastle University Business School
Stratos Ramoglou	Associate Professor	University of Southampton
Simos Chari	Associate Professor	Manchester University Business School
Georgios Aristotelous	Student	Technological University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

II. The Internal Evaluation procedure

Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The evaluation committee consisted of 3 academics and a student representative who visited Cyprus College on the 5th of June 2018.

After an introduction by the head of the College, the committee members received a presentation on the proposed Diploma in Business Administration. The committee then had a number of meetings as per the indicative agenda, meeting members of teaching staff, administrative staff and students. The committee also toured the various College facilities and discussed the services provided in each case with the appointed staff members.

The committee would like to thank colleagues at Cyprus College for facilitating the visit and for providing the requested evidence for the purpose of conducting this program evaluation.

These included among others:

1. The self-evaluation report
2. Staff handbook
3. Academic and teaching staff CVs
4. Demonstration of the virtual learning platform
5. Module outlines
6. Student evaluation form
7. Samples of exams
8. Meeting notes

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

Cyprus College has offered a 2 year Diploma in Business Administration for many years. The program aims to attract students who seek to obtain a short-term degree that covers aspects of business administration and has practical applications.

The degree is organised in four semesters comprising numerous modules. These include both general and business administration related subject areas. The teaching team consists of a number of adequately qualified full and part time staff members that collectively work towards delivering and achieving the program's aims.

The evaluation committee feels that at the module level, the objectives set are met sufficiently. Still the committee believes that improvements in a number of areas can be made to the program. These can help enhance its positioning, cohesiveness, delivery and the overall learning experience. A number of recommendations are listed below in the "Conclusion and Suggestions" section for the consideration of the management and teaching team of Cyprus College.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The existing Diploma in Business Administration aspires to create professionals who are ready to tackle realistic challenges in the local business environment and beyond. The module outcomes are in line with the expectations of the evaluation committee. The outline of each module defines outcomes, assessment methods, learning resources etc. These were reviewed and deemed to an extent appropriate. The committee believes that modules could have been better linked to the overall program level ones.

When it comes to the quality assurance of the program, Cyprus College has some informal procedures in place. Although this approach may have served its purpose thus far adequately, there is a need to systematize and regulate it.

Modules are evaluated by students at the end of each semester. The feedback received through these evaluations are assessed by the program coordinator and

the respective module leaders. When necessary, appropriate actions can be taken to ensure that feedback has been appropriately incorporated.

The under review program does not encompass an international dimension when it comes to, for example, student exchanges or visiting professorships. Still given the program's nature, the evaluation committee feels that this is expected. The committee believes that covering international material and cases within each module is deemed sufficient.

The program's management team has sufficient expertise and experience to manage and effectively to deliver such a program.

It is evident that the College has established links with local business firms that enhance the employability prospects of its students. The practical nature and focus of the modules prepare students for varied roles, typically within a family-owned business environment. The positive alumni interactions and word-of-mouth helps attract new students. This is testimony to the good brand name that the College maintains and the trust that enjoys.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The committee believes that given the teaching-oriented focus of the program, the short duration of Diploma programs and the fact that the under review program features a number of generalist and soft skill modules, opportunities for fully embedding research into teaching are rather limited.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- Administrative Mechanisms**
- Infrastructures / Support**
- Financial Resources**

Cyprus College offers a number of administrative mechanisms for the smooth operation of the program and the effective support of its students. Examples of such mechanisms include career counselling, student affairs and financial support and these are designed to cater both the academic and personal well-being of the students. It was encouraging to see the affinity of the administrative staff to the College and their dedication to supporting students in their learning journey.

Concerning the infrastructure of the Cyprus College, the committee was very pleased to experience first-hand the high standards of the available facilities. The committee would like to make a notable mention to facilities of the library including its online resources. Computer labs featured up-to-date software and hardware. Teaching spaces were equipped with the typical audiovisual infrastructure. Cyprus College offers a number of common social spaces that encourage student interaction and community building.

Over the past few years, the program has consistently demonstrated its viability by attracting approximately 30-40 students per year. In turn, this has made it possible to create a surplus that could be re-invested in the program and other programs and College services. Such re-investment can enhance the student experience, improve the College's brand name, and attract even more students in the long term.

5. DISTANCE LEARNING PROGRAMS

This is not a distance learning program.

6. DOCTORAL PROGRAMS OF STUDY

This is not a doctoral program.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

Cyprus College and the teaching team are committed to providing education with a practical focus that serves the local business community. The viability of the Diploma in Business Administration is testimony to its success. The suggestions below aim to build on this success and enhance the program even further. The committee recommends that colleagues at Cyprus College could consider the following suggestions:

- 1) Existing program level objectives can link to the overall vision and mission of the College (as outlined in the staff handbook). The vision and mission statements could inform how the learning objectives are operationalised and offer a distinct character to the program.
- 2) More formalised quality assurance procedures should be followed to ensure that the program is developed and improved in line with the educators' module self-assessment and student evaluations. This could be done at an annual rate.
- 3) Module learning outcomes should be mapped and linked to the program overall and specific ones. This will help both design a more coherent program and visually demonstrate how it meets its objectives.
- 4) A similar process to the one mentioned in point 3 could be applied to the selection of assessment methods. This can lead to a more effective assessment strategy, across all modules, that is designed to deliver both soft and hard skills. Assessment practices could be also more broadly improved, by providing assessment rubrics for all coursework and clear marking criteria.
- 5) Although teaching personnel possesses adequate qualifications for the modules undertaken, the pedagogic training and continuous support provided could be enhanced (for instance with the establishment of a regular peer review observation scheme).
- 6) More area specific modules could be introduced to the program, so they reflect current trends and developments in business settings. For example, modules that can be considered are: services marketing, operations management, supply chain management and logistics.

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Cyprus College

Program of Study: Diploma in Business Administration

Duration of the Program of Study: 2 years

Evaluation Date: 05/06/2018

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Prof Savvas Papagiannidis	David Goldman Professor of Innovation of Enterprise	Newcastle University Business School
Stratos Ramoglou	Associate Professor	University of Southampton
Simos Chari	Associate Professor	Manchester University Business School
Georgios Aristotelous	Student	Technological University of Cyprus

Date and Time of the On-Site Visit: 05/06/2018

Duration of the On-Site Visit: 9.30-17.00

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.	NA				
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:				X	
	1.1.3.1 The implementation of a specific academic calendar and its timely publication.				X	
	1.1.3.2 The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
	1.1.3.3 The course web-pages, updated with the relevant supplementary material					X
	1.1.3.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X	
	1.1.3.5 The procedures for the conduct and the format of the examinations and for student assessment			X		
	1.1.3.6 The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					X
	1.1.4.1 facilities					X
	1.1.4.2 library					X
	1.1.4.3 infrastructure					X
	1.1.4.4 student welfare					X

	1.1.4.5	academic mentoring					X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.					X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X	
1.1.8	Control mechanisms for student performance are effective.					X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.					X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note, additionally:

- α) the expected number of Cypriot and International Students in the program of study.
- β) the countries of origin of the majority of students.
- γ) the maximum planned number of students per class-section.

Overall, the processes in place periodically evaluate the quality of the program. These could be further enhanced (for instance, when it comes to providing feedback or coordinating program development) to ensure that a more holistic perspective is assumed. The facilities were all of a high standard and met the expectations of the evaluation committee. The College has established monitoring, disciplinary and complain processes.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				X	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.			X		
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The methodology of each course is suitable for Greek-speaking adults. A number of different assessment methods were utilized. There was some evidence of formative assessment. The assessment strategy could be potentially improved further by establishing more robust practices (e.g. providing clearer marking criteria). There are in place graded activities that encourage active participation and involvement of students in the classroom. Teaching material included was deemed appropriate for each module. Given that the program is in Greek, effort is put in ensuring that the textbooks are in the language of instruction, even though this is not always possible. Still, this may affect how current textbooks are selected and the choice that module leaders have, given the limited selection pool.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.			X		
1.3.2	The members of teaching personnel for each course				X	

	have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X		
1.3.2.2	Publications within the discipline.	NA				
1.3.3	The specializations of Visiting Professors adequately support the program of study.	NA				
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X	
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.				X	
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.	NA				
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.	NA				
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

The program featured a small core teaching team of full time members of staff. A number of part timers contributed to its delivery. This may have implications when it comes to the cohesiveness and coordination of the program team. Teaching staff alignment with modules could have been more effective. Those teaching on the program met the requirements set by the Ministry with regards to the minimum qualifications necessary.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.			X		
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				X	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			X		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

The program features a number of relevant specialist modules and a shorter list of broader themed modules. Each module appeared to have appropriate learning objectives. However, it was not clear how the module level objectives linked and contributed towards meeting the program level objectives. A module-to-program learning objective mapping could have been used to guide the future design of the program.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			X		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		

2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator. Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p> <p>This is a two-year Diploma that consists of specialist and broadly themed modules. These offer sufficient coverage of the knowledge area and business skills. Although appropriate module learning outcomes may have been adopted for each of the modules on offer, it is not always clear how they holistically link to the overall program ones. The committee would have welcomed more discipline-related content, that reflect all the latest achievements and developments in the area of business administration.</p>							
2.3	Quality Assurance of the Program of Study	1	2	3	4	5	
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.			X			
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for			X			
	2.3.2.1 the members of the academic personnel			X			
	2.3.2.2 the members of the administrative personnel			X			
	2.3.2.3 the students.			X			
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			X			
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.	NA					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Although an informal process is in place to review module outcomes and student performance, there is no sufficiently developed mechanism to guarantee the effective monitoring of its smooth delivery. The committee feels that a more formal procedure needs to be established when it comes to the program level and its future development.</p>							

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.			X		
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				X	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	
2.4.5	Information relating to the program of study are posted publicly and include:				X	
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes					X
2.4.5.3	The methodology				X	
2.4.5.4	Course descriptions					X
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements				X	
2.4.5.7	The format and the procedures for student assessment				X	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.	NA				
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator. In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

The committee feels that the overall management of the program of study with regard to its design could be further enhanced by featuring more comprehensive processes utilizing a more varied pool of information sources (such as market research information, teaching staff feedback, module evaluations, etc.).

The program under evaluation has an appointed coordinator who oversees its development and delivery. An informal process is adopted that could be potentially replaced by a formal committee that regularly meets to discuss, assess and evaluate all issues related to the program delivery and structural design.

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	NA				
2.5.2	The program attracts Visiting professors of recognized academic standing.	NA				
2.5.3	Students participate in exchange programs.	NA				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.	NA				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator. Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The under review program does not encompass an international dimension as outlined in the questions of this section.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	

2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The College has good connection with industry, especially when it comes to local firms and family-owned businesses. Graduates offer a growing and dynamic link to the industry. A dedicated careers and personal development liaison is in place to assist students taking their first career steps after graduation.</p>						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.	NA				
3.1.2	New research results are embodied in the content of the program of study.	NA				
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.	NA				
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	NA				
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	NA				
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	NA				
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.	NA				

3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.	NA				
3.1.9	Student training in the research process is sufficient.	NA				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Given the teaching-oriented focus of the program, the short duration of Diploma programs and the fact that the under review program features a number of broadly themed and soft skill modules, opportunities for fully embedding research into teaching are rather limited.</p>						
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						
4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					x
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					x
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					x
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>There are established processes for supporting students like career counselling, student affairs, financial support. These appear to be functioning well and are staffed by enthusiastic staff.</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					X
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.					X

4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.						X
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.						X
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.						X
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The evaluation team is overall happy with the available facilities (such as the library, ICTs labs, lecture rooms etc.).</p>							
4.3	Financial Resources	1	2	3	4	5	
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.						X
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.						X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.						X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Over the past few years, the program attracts about 30-40 students per year creating a healthy profit for the College. In addition to potentially subsidizing other degrees, if necessary, the College could consider investing further into the program (e.g. when it</p>							

comes to attracting more full time members of staff).

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.	NA				
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.	NA				
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.	NA				
5.4	Student performance monitoring mechanisms are satisfactory.	NA				
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.	NA				
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.	NA				
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.	NA				
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.	NA				
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.	NA				
5.10	The supporting infrastructures are easily accessible.	NA				
5.11	Students are informed and trained with regards to the available educational infrastructure.	NA				

5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.	NA				
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	NA				
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.	NA				
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.	NA				
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.	NA				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator. If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	Yes
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	NA
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	NA

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.	NA				
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision	NA				

	of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.	NA				
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	NA				
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.	NA				
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.	NA				
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.	NA				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator. Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

NA

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Cyprus College has an established program that has been running for a number of years delivering business administration education to the local community. It has the potential to become an even more attractive degree that caters the needs of its targeted group. However a number of actions need to be taken into consideration in order to meet its full potential.

The committee would like to thank all colleagues present at the evaluation for making the visit an efficient one. We wish them all the best for their future endeavors.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Prof Savvas Papagiannidis	
Stratos Ramoglou	
Simos Chari	
Georgios Aristotelous	

Date: 7/6/2018