

Doc. 300.1.3

Date: 5-3-2021

Feedback Report from EEC Experts

- **Higher Education Institution:**
CTL Eurocollege
- **Town:** *Limassol*
- **School/Faculty:** **Business**
- **Department:** **Business**
- **Programme of study under evaluation**
Name (Duration, ECTS, Cycle)

In Greek:

Διοίκηση Επιχειρήσεων (4 έτη / 240 ECTS, Πτυχίο)

In English:

Business Administration, 4 years / 240 ECTS, Bachelor of Arts

- **Language(s) of instruction:** **English**
- **Programme's status:** **Currently Operating**



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Dimitrios Kousenidis	Chair	Aristotle University of Thessaloniki
Associate Professor Dionisis Philippas	Member	ESSCA School of Management
Associate Professor Simos Chari	Member	University Manchester
Marilia Mateidou	Student Member	University of Cyprus
<i>Name</i>	<i>Position</i>	<i>University</i>
<i>Name</i>	<i>Position</i>	<i>University</i>



B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.8, 1.9) **EEC's comments on the external evaluation report**

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Students are enrolled in the BA in Business Administration which is a four-year (eight-semester), full-time program that requires 240 ECTS. The anticipated mix between Cypriot and international students is quite satisfactory. The countries of origin of the students include Cyprus, Asian countries, Russia, and other former Soviet Union States. The admission criteria are adequate and indeed the College has made the strategic decision to keep these criteria at a high level as indicated by the small number of students that enrol in the program every year (about 15 per year). This small cohort size allows for nearly personalized teaching per student and this is a strength of the program. Along the same lines, the selection criteria are consistent with the vision of the College to maintain a strong reputation and continue to be seen as one of the leading higher education institutions in the area.

In general, the program is well-designed, with overall program objectives that are in line with the institution's strategy and have explicit intended learning outcomes. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The intended learning outcomes spring clearly from the mission statement of the program. The structure and content include core compulsory courses (180 ECTS), general education compulsory courses (30 ECTS) and elective courses, which split equally to general education courses and specialization courses. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. Overall, the program is meant to supply both practical and theoretical knowledge to students, which can serve them well in their professional careers.

Quality assurance mechanisms are present and fairly 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. Importantly, formal quality assurance mechanisms are accompanied by informal processes, which also appear to be working quite well.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The proposed program of study is designed so that it enables smooth student progression. In summary, the strengths of the program are as follows:

1. CTL Eurocollege has a long experience (more than 50 years) in delivering educational programs in business administration. Previous programs were also accredited by the Ministry's former accreditation process.
2. Most of the faculty teaching staff has adequate practical experience, which ensures a good balance between theory and practice.
3. A sound fraction of the program is taught by full-time faculty, who are Ph.D. holders or Ph.D. candidates and well experienced teachers.
4. The College supports and runs a research program and seems to be supportive to the research activities of the faculty members. This ensures adequate academic standards, which coupled with the good ties the College has with the industry, add value to the program of study.
5. The small class size contributes to fostering interactions between academics and students.

6. The skills taught and learnt on the program enhance student employability.
7. The information related to the program of study is publicly available. 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.
8. The structure of the program follows the European Credit Transfer System (ECTS).

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

While in broad terms the program of study is adequate there is space for improvements:

1. The proposed program of study displays a significant degree of variation as compares to the existing program, which was accredited by the former accreditation mechanism of the Ministry. In particular, seven new courses have been added (i.e., risk management, crisis management etc.) on the grounds of delivering a modern program which is aligned to the new trends in the market. The addition of seven new courses to a total of forty courses represents a significant change (17.5%), and as such, should be managed accordingly. For example, the College could hire new expert staff to appropriately design and deliver the new courses. However, what we observed instead is that the content of the new courses has been adapted to reflect a pure managerial focus, based on the areas of competence of the existing staff. For instance, the content of the new course on risk management is mainly based on the COSO framework and ignores other aspects of risk management, such as value at risk or other quantitative approaches to manage risk. While the practice followed by the College could be seen as an attempt to smoothen the transition to the new program, the EEC failed to see any provisions on how the new courses will gradually evolve to incorporate all required content.
2. There is no provision for the adaptation of existing students, especially of those who are to enrol the third and fourth year, to the new program of study.
3. The courses Business Statistics (STA 101) and Research Methodology (STA 301) are taught at semesters 3 and 5 respectively. We believe that these two courses, which have a relatively high degree of difficulty and aim at helping students to elaborate their final theses, should be transferred to upper level semesters.
4. The content of the program could be rebalanced to include more elective courses. We propose the inclusion of core elective courses that cover topics such as sustainability, digitalization, financial markets and institutions or fintech. This would ensure that the recent educational and societal trends are reflected in the program of studies.
5. Moreover, the international dimension of the program is rather weak and could be improved 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.

HEI's response

Please refer to form 300_1_2_higher education institution response



EEC's final recommendations and comments

The CTL Eurocollege has taken all the necessary actions and has implemented revisions/improvements which are appropriate and in line with the recommendations of the EEC. New faculty members were hired, new courses / revisions of syllabi have been made (e.g. STA301), and enrolment of students has taken in to account as proposed.

2. Teaching, learning and student assessment (ESG 1.3)

EEC's comments on the external evaluation report

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

During our meeting with the teaching staff, we interviewed all full time professors and most of the part time professors. Full-time staff has adequate qualifications. Most of them hold Ph.D degrees or are Ph.D candidates and are active in research (i.e. they all seem to be doing some research, attending conferences and the like, and have a good understanding of the value of doing research for an educational institution). The part time staff consists mainly of professionals who bring their experience in class and give the program the required practical orientation. All of the staff has very good English language skills (it seems that all but one are Cyprus nationals).

There is a comprehensive teaching methodology and mechanisms. CTL Eurocollege exploits ample experience to deliver a thoughtful teaching and learning design and delivery of the program. The program is built with student needs in mind and this shows clearly.

In addition, the teaching staff seems to be pleased with the working conditions and the overall College working environment. They all appear to take teaching seriously and many of them have long presence in the college (+5 years). The staff is categorized into the standard four academic ranks and promotion is based on teaching performance, research performance and administrative work. The college is supportive to research and offers initiatives for faculty members in case of research performance, (reduction of teaching load, recognition etc.).

Also, a large fraction of the full-time staff seem to be in regular contact with other professors from institutions abroad and there are several visits by foreign faculty who give research seminars in the context of staff development. In addition, the involvement of the teaching staff in research activities implies travelling abroad and interacting with their communities, so lectures seem to be connected to their respective academic communities.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. A number of committees as well as a dedicated program quality administrator ensure proper delivery of module material and constitute an important means by which the College maintains consistent quality standards.
2. There is a comprehensive teaching methodology and mechanisms in the program. The College has given appropriate consideration to the teaching and learning design. There is evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes.
3. Overall, the program compares very positively with relevant programs offered in Cyprus and abroad. The intended learning objectives of the program conform to the aims and objectives of the program and they are effectively communicated to the students. Also, the structure of the program

as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.

4. In general terms the EEC feels that the program is fully managed by the academics in charge and there are no inappropriate non-academic interventions. The program is of the appropriate size and guarantees a friendly and collegiate environment between students and teaching/ administrative staff.

5. The students interviewed by the Committee highlighted they are quite satisfied with the quality of the program. They have also indicated that communication with faculty members and the administrative team is open and consists a part of the culture of the staff.

6. Finally, there is a good research program that the College runs over the past years and it helps the students as well as the faculty to actively enroll in the program.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. The College should maintain and improve its support regarding the professional development of faculty in relation to staying up to date with teaching methods and research that can later be incorporated into the teaching provision.
2. The links to the local businesses/ market can be improved further in the near future. This could enhance marketability of potential future students and would add to the industry/business link of the program. Moreover, possible internships for current foreign students may be enhanced and intensified.
3. The College applies a sound admission process with well-documented criteria. However, this could be tightened up if the program is to become more competitive in the future (e.g. higher apolyterion marks to enter into the programme etc.). The English language entry requirement of an IELTS score of 5.0 seems very low. From past experience, students with scores below IELTS 6.0 find it difficult to function properly on an English taught programme.

HEI's response

Please refer to form 300_1_2_higher education institution response

EEC's final recommendations and comments

The CTL Eurocollege has taken all the necessary actions and has implemented revisions/improvements which are appropriate and in line with the recommendations of the EEC. The college has taken nessecary actions to increase visibility and competiveness.

3. Teaching Staff (ESG 1.5)

EEC's comments on the external evaluation report

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The evaluation committee commends the College on the procedures it is using to recruit faculty, train them and provide them with resources to grow professionally. As detailed, both the documentation we were provided and the interviews we conducted demonstrated clearly that faculty are clear on expectations, do receive formal and informal assistance, have sufficient opportunities and motivation to conduct research and move up the ranks within the College.

Indeed, as a primarily teaching focused college, CTL Eurocollege is rather unique in promoting research and this sets it ahead of its competition on that front.

We also note that employee turnover appears to be rather low in the College and this is yet another indication that faculty are satisfied with the working conditions offered at the institution. They all seem engaged and professional and have very good English language skills. Most of the faculty members we met had a tenure of many years.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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 College for a long time, which implies a good working environment that is beneficial to the program.

Furthermore, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a good process of evaluation of the faculty by both students and the Head of the Department. Moreover, faculty members are asked to evaluate their own courses and revise their teaching material. This was often reported and mentioned during our remote visit.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The college should invest in further resources that could help the faculty to conduct quality research. The acquisition of some databases (i.e., Bloomberg, WRDS, etc.) would enhance and intensify the research activities of the faculty.

Moreover, the college should pursue to regularly conduct research seminars in which faculty members could present research papers to others in order to discuss them, a practice that is likely to improve the quality of the research. These initiatives could be undertaken not only within the college but also together with other Cypriot Universities and Colleges (sharing of seminar email lists, organization of joint research seminars etc.).

The current flexibility in the promotion criteria is somewhat understandable given the different contributions of each faculty member to the program. However, some standardized criteria should



be introduced as well. For instance, these could include a specified number of research publications in high calibre journals following international journal lists such as the ABS Journal Quality list in the UK. The standardization of some criteria would allow consistency across the board while providing faculty with clear goals that need to be achieved.

HEI's response

Please refer to form 300_1_2_higher education institution response

EEC's final recommendations and comments

We find the response of the CTL Eurocollege quite satisfactory. Moreover, we give the credits for the effort has been made to enrich the databases/e-books/library, the career development process that has been upgraded and the research output the College has made.

4. Students (ESG 1.4, 1.6, 1.7)

EEC's comments on the external evaluation report

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The evaluation committee discussed with four international students inquiring why they decided to join CTL Eurocollege, follow the program, describe their experiences and present to us what they liked and what they thought could be improved.

The students expressed great satisfaction with the College. They highlighted that the College is accommodating when it needs to be (i.e. the provision of tutoring to the students in need), that they were satisfied with the modules and with the infrastructure of the College. They also noted that the College is active in helping them find jobs and overall, they did not raise any serious red flags.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. CTL Eurocollege is very student-oriented.
2. The students are well taken care of by the College. For example, there is individual feedback by the teaching staff (an advantage of a small program).
3. There is an evaluation on behalf of the students and the issues raised are considered seriously by faculty and administration.
4. The College seems to perform well as the students appear to obtain good-quality education at an affordable price which also allows them in the professional careers.
5. As far as students from foreign countries are concerned, it appears that the College reaches out to help them in the best possible way e.g. regarding the visa application and renewal process, accommodation etc. Moreover, since these students often face more difficult economic conditions compared to the local students (especially during the pandemic lock down), there is financial aid in terms of more instalments and discounts when paying student fees.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

In our interview with the students we asked for the reasons why the CTL Eurocollege is an institution where students would like to study. The responds that we got were that students find the program to be cheaper than other comparable programs offered by Cypriot Universities and colleges. We also asked open questions about their experiences and what they would improve (we assume from our own experience that there are always things to improve). The answers were not directly given but rather, we had to actively help them to say something, which was of the kind of “everything is perfect” or “nothing is to be improved”. We believe that these answers likely flag up areas of concern however, they consist of issues that the college should work on for its internal evaluation process.



HEI's response

Please refer to form 300_1_2_higher education institution response

EEC's final recommendations and comments

The CTL Eurocollege has taken all the necessary actions and has implemented revisions/improvements which are appropriate and in line with the recommendations of the EEC. In particular, the EEC welcomes the participation of students to committees and the action taken (welcome emails, social media etc.) with regards to the students.

5. Resources (ESG 1.6)

EEC's comments on the external evaluation report

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The video we were provided before the evaluation on the College's building together with the interviews we conducted lead us to conclude that CTL Eurocollege offers adequate resources to both students and faculty including access to library material, IT infrastructure and administrative support. Indeed, the building appears to be modern, functional and well located which is a strong plus for the College. Along the same lines, the library appears well equipped and our overall impression is that all resources are in place and fully functional. In terms of human capital support, the College is performing well on that front as faculty appear to be provided what they need to fulfil their teaching duties and, in part and when applicable, their research endeavours.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. The leadership team appears committed to support faculty and students with resources when required.
2. The administration staff seems to be very satisfied with the working conditions in the College. We also found a dedicated administrative staff which actively participates in student life and the support of college life. Administrative systems appear to be sound, with clear structures and roles. It is important that the College recognizes the need to maintain capacity in the team especially if the program is successful in recruiting more students, with the demands and expectations that students in the program can place on administrative staff. This should include investment in pastoral or welfare services for students.
3. The students are quite happy with the services they receive in terms of the lounge, the library and the like.
4. When considering that the College also offers degrees in other Business disciplines, the state-of-the-art IT infrastructure that such a degree requires is a benefit that spill overs to student in the Business Administration track.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. The College will need to ensure that the adequacy of resources is maintained and updated in light of changing student numbers (especially if the year on year increases are realized) and in light of ongoing advances in academic knowledge, and developments in professional practice.
2. The uncertainty about 'face to face' teaching post-Covid19 faced by all education institutions means that the College will need to ensure that it has 'fail safe' contingencies in



place to ensure that students can access materials and learning remotely at any times when this is necessary.

3. Access to more databases would be a welcome addition. This could be on subscription fee basis or through bilateral agreements with other Colleges and Universities in Cyprus.

HEI's response

Please refer to form 300_1_2_higher education institution response

EEC's final recommendations and comments

The EEC welcomes the actions taken for QA standards as long as the actions taken due to Covid-19 restrictions in order to ensure the quality and the level of AoLs.



6. Additional for distance learning programmes (ALL ESG)

EEC's comments on the external evaluation report

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HEI's response

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EEC's final recommendations and comments

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7. Additional for doctoral programmes (ALL ESG)

EEC's comments on the external evaluation report

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HEI's response

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EEC's final recommendations and comments

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8. Additional for joint programmes (ALL ESG)

EEC's comments on the external evaluation report

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HEI's response

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EEC's final recommendations and comments

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C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's conclusions and final remarks as on the external evaluation report

CTL Eurocollege appears to carry a strong reputation in part because of its selectivity in student admissions.

The College was prepared well for the Evaluation process. Staff made themselves available to the EEC and engaged flexibly during the remote visit. They were always open and considerate in their responses. The BA program goals and learning outcomes have been thoroughly described.

Education is student centred and the program is well-designed and delivered in line with its objectives and the College's strategy. Some issues that the College should seriously take into account concern the content of some of the new courses offered. In overall however, the program follows international standards and offers students with an array of services. It allows students to develop their theoretical and practical skills and knowledge within their chosen specialization, both for the local and the global market.

CTL Eurocollege has a good understanding of the market demand for prospective students. CTL Eurocollege puts effort in assisting the students with their careers and aims for 'real-world' teaching methods. That should include internship and work experience opportunities as a future plan.

We heard evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes. Staff understand students to be active learners with professional experience that can be drawn upon.

On the other hand we encourage the faculty to engage more heavily in current (high-level) and further research activities and for the College to put in place stronger incentives for the faculty to do so. There seems to be a clear ambition for research to grow and concrete measures towards that end could be strengthened. Such measures could include reduced teaching loads when needed, launching other programs and strengthening collaborations with external academics.

Finally, the EEC applauds the College for the investments in infrastructure.

HEI's conclusions and final remarks

Please refer to form 300_1_2_higher education institution response

EEC's final conclusions and remarks

The EEC is quite satisfied with overall and partial actions taken in line with the recommendations and suggestions provided through the evaluation process. The EEC strongly believes that CTL Eurocollege with the program "Business Administration, 4 years" provides to its students a high educational level in business as long as the College is in line with international competitive programs since it has done all the necessary improvements for students, personal and teaching personnel, as the EEC suggested.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION





D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Dimitrios Kousesenidis	
Simos Chari	
Dionisis Philippas	
Marilia Mateidou	
Click to enter Name	
Click to enter Name	

Date: 5-3-2021

